BEHAVIOUR MANAGEMENT POLICY

May Reid

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Signed – Governor **Print Name**

Date: **January 2018** **Review:** **January 2019**

INTRODUCTION

Our Behaviour Management Policy (behaviour policy) aims to ensure that all students can reach their full potential in a safe, secure, calm and ordered environment. It encompasses our rules, rewards and processes of reflection and the communication and management framework we use, to ensure that students know they are being treated fairly and consistently.

Rules are kept to a minimum and are in place for good reasons. They are made known to the school community, parents/carers, staff and governors through the staff handbook, website and notices in the tutor room. Assemblies, PSHE and OAA sessions are also used to inform students, and to discuss accepted standards of behaviour; and positive behaviour is promoted through engaging teaching and learning. **ALL** staff accept a collective responsibility for the management of good behaviour and the challenging of negative behaviour. Parents/carers are asked to work in partnership with the school. The behaviour policy is central to our ethos and is designed to meet the needs of all our students.

It is important that we act consistently and we develop positive relationships between both students and staff. We aim to:

- Build a positive and friendly atmosphere for the community at Falconer
- Function within a clear structure where behaviour is dealt with effectively and efficiently
- Encourage and reward good work, determination and achievement
- Approach each day as a new opportunity to learn, be it academically, socially or emotionally

PRINCIPLES

Our Mission Statement is 'Dream, Believe, Achieve' and our behaviour policy is based on this. We have a defined code of conduct to promote positive behaviour as follows:

- Wear the correct uniform in school
- Hand in any prohibited items (these will be looked after till the end of each day)
- Attend school regularly, on time, ready and equipped to learn and take part in school activities
- To move around the school premises with consideration and civility, respecting others around them
- Respect, support and care for one another
- Keep the school clean and tidy
- Respect the property of others

We believe in recognising, celebrating and rewarding achievement of all kinds. Our rewards system is designed to celebrate successes. We also have clear expectations regarding behaviour and consequences for behaviour that is not acceptable. Our consequences system is based on a fair set of rules that will be applied by staff consistently and is based on giving students chances, choice and consequences.

Our Behaviour Management Policy follows Department of Education (DfE) guidance, recognises the requirements of the Disability Discrimination Act, and issues covered in the Human Rights Act and Race Relations Act, is integrated with the school's SEN/D policy, and is delivered using our standard teaching and learning and pastoral systems.

ROLES, RESPONSIBILITIES, DEFINITIONS

Roles and Responsibilities

The governing body will establish in consultation with the Headteacher, staff and parents/carers, the policy of promotion of good behaviour and keep it under review. They will monitor the behaviour policy and through the Curriculum , Achievement and Wellbeing (C A & W) committee, work with the Assistant Headteacher with responsibility for behaviour, to look at data and spot trends.

- The Headteacher will be responsible for the implementation and the day-to-day management of the policy.
- The Assistant Headteacher, with responsibility for student wellbeing, will be responsible for the day-to-day running of the Rewards and Consequences system, provide half-termly reviews of the Rewards and Consequences system for the SLT and annual reports to the C A & W governors' committee.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.
- Parents/carers will take responsibility for the behaviour of their child, both inside and outside the school. They will be encouraged to work in partnership with the school.
- Students will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Students also have the responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Staff are expected to:

- Be consistent in implementing the Rewards and Consequences system
- Reflect the expectations of Falconer School
- Deliver lessons that are prepared well and ensure work is appropriately differentiated to meet the individual needs of all the students
- Act as a positive role model
- Encourage and praise good work and behaviour following the card system

Definition of School Jurisdiction

This policy applies on school premises and during school hours, on visits and trips, on school events and other occasions related to the school, and any occasions when the students are the responsibility of the staff. The policy applies when students are off site on study leave, work experience or on Alternative Learning Placement.

When students are travelling to and from school in uniform (or non-uniform dress on particular days), they are considered to be representing the school and therefore the school rules apply. The school reserves the right to take interest in and impose consequences for any misconduct by any Student at any time, beyond the bounds of the school day, week, and term, where such misconduct prejudices the good order and welfare of the school and its students. The school can impose consequences on students who have used the internet or a mobile phone to harass another Student or member of staff outside school. In addition to this policy, further details are given in school policies on anti-bullying, Equal Opportunities and Management of Drugs Related incidents.

Staff guidance

Staff adhere to the following key points:

- consequences will be just, fair, appropriate and clearly explained. They will also be documented and retained in the Student file and logged on the rewards and consequences database.
- staff will take account of the needs and circumstances of individual students with particular identified difficulties when implementing the policy
- whole class punishment will be rare, and only after consultation with the Assistant Headteacher
- setting additional work as a consequence for poor behaviour is not appropriate
- parents/carers will be informed, as appropriate, of consequences by letter or by telephone
- tutors /DOP's (Directors of Progress) / Assistant Headteacher will be informed when students receive a consequence
- all standards of behaviour expected at school should also be expected of students on trips, whether in or out of uniform
- students will be given the opportunity to learn from their mistakes and make a fresh start.

Parents/Carers

Parents/carers and teachers have joint responsibility, with students, for fostering responsible behaviour. The most important thing a parent can do to support the school is to send their child to school each day on time, equipped and ready to learn. Parents/carers are asked to respect the school's behaviour policy and the disciplinary authority of school staff. The Home-School Partnership is signed by parents/carers early in Year Seven (Y7) and the school aims to work with parents/carers should difficulties arise. If parents/carers refuse unreasonably to sign up and support the school's behaviour policy, this can be used by the school to support applications to the courts for parenting orders. The school will also inform parents/carers about improvements in behaviour. Early identification of potential difficulties is considered vital in changing behaviour patterns and parents/carers are encouraged to support the school and play a lead role in the implementation of new strategies to assist a student in making the progress of which they are capable. Students' tutors are the first point of contact for parents/carers, and are the foundation of our pastoral system. Parents/carers should treat school staff with the same respect they would expect to receive from them. Parents/carers can be barred from the school premises if their behaviour is unreasonable, and they can be prosecuted if they break the ban.

If students are having particular difficulty meeting school's expectations about behaviour, the school or local authority will consider whether parental influence could help bring improvements. If so, provided parents/carers are willing to work with the school or local authority and want or need support in order to help improve their child's behaviour, the school's governing body, or the local authority, may offer a written voluntary agreement designed to engender a productive relationship with parents/carers and provide individualised support.

REWARDS & CONSEQUENCES

Rewards

Rewards are seen as a positive way to encourage good behaviour, motivation and academic progress. The school rewards are given using Gold cards and merits which accumulate in a termly trip that the whole school have the opportunity to access. A2L is recorded on the students card at the end of every lesson (See Appendix A)

Students may be rewarded for a number of reasons, including:

- excellent work of a high academic standard
- leading the learning
- academic progress
- tremendous effort
- co-operation
- involvement in activities outside the school day
- extra-curricular activities
- changing the pattern of behaviour in a positive way
- improved attendance or punctuality
- excellent attendance
- community spirit
- the supporting of another Student either; academically, emotionally or socially

Specific rewards for each academic year are listed on the tutor walls. The type of rewards and the behaviour that earns it are given. They might include:

- verbal praise
- gold cards
- a merit
- postcards home
- Headteacher commendation
- Roll of Honour boards
- nomination for an award at the Annual Prize Giving and /or Awards Ceremony
- Hertfordshire Attendance Awards
- attendance prizes
- work on display
- tutor group awards for merit totals
- house points
- letters home/phone calls home

Preventing and Tackling Misbehaviour

The school will help students learn how to behave. We have legal power to apply a wide range of consequences to students who break school rules, fail to follow instructions or behave in a way that is unacceptable.

Consequences can include:

- withdrawing the Student from a lesson or from a peer group
- withdrawing participation in a school trip or event
- taking away break or lunch time privileges
- detention – including after school
- confiscation of property
- Exclusion from school – either for a fixed period or permanently

Consequences

The principle of the consequences system is that students are given a fair set of rules and are given the chance to behave. If they choose not to behave they will be given a warning. The Student is then given the choice to regulate their own behaviour but if they fail to do so, there will be a consequence.

The flow chart outlining the consequence process is listed in Appendix B.

All consequences are recorded in students' files. Any consequence that involves an after-school detention, isolation or exclusion is notified to parents/carers with 24 hours' notice.

Detentions

Students will not be kept behind at the end of the day unless a detention has been agreed. In an emergency situation a senior member of staff should be involved and parents/carers will be notified at the earliest opportunity. After school detentions can last for up to one hour at the end of the school day and are held in the student support centre. This will take place a minimum of 24 hours after parents/carers are notified. Notification does not have to be given for the first 10 minutes after school.

Student Support Centre

Students may be removed from a classroom under the procedure known as Student Support. This applies when a teacher feels it is no longer possible to teach a lesson with a particular individual Student in the class. This may be either because of a single, disruptive or confrontational act or for a persistent, sustained disruption of the lesson. A senior member of staff will arrive and speak to both the student and the teacher to ascertain if it is appropriate for the student to be allowed to resume the lesson. If this is not possible the student will be removed from the classroom. Student Support will enter the removal data on to SIMS (See Appendix C)

C4 Internal Exclusion

Students may be withdrawn from lessons for longer periods, to work under supervision in the Student Support Centre. Work should be provided for Stage 2 and students may not have access to break activities. Parents/carers will always be informed of internal exclusions by the Assistant Headteacher and a letter will be sent home. They may be called into school to discuss the incident and the ways forward. The context of the incident leading to internal exclusion will be reflected in the length of time a student spends away from the classroom.

A series of internal exclusions may result in a fixed term exclusion. Students and parents/carers will always be informed when this is the case.

Exclusion

In most cases, exclusion will be the last resort after a range of measures have been tried to improve the student's behaviour. We follow DfE guidelines on exclusions, and the final decision to externally exclude can be made only by the Headteacher or through delegation to one of the Assistant Headteachers. When deciding to exclude a student the Headteacher will ensure there has been a thorough investigation and that a record is kept of his actions and those of other staff. The standard of proof currently applied in school exclusions is the balance of probabilities.

We have three forms of exclusions, internal, fixed term and permanent. These will be decided by the Headteacher. An internal exclusion would result in the student being on a one to one supervision with the Assistant Headteacher whilst still being given the opportunity to access the curriculum. Such exclusions will be used to ensure the behaviour of the one does not impact on the education of the many. The period of a fixed term exclusion is between 1 - 44 days. If a student is excluded for more than 5 days then alternative educational facilities must be provided. On return from a fixed term exclusion students are expected to return to school with parent/carer for a reintegration meeting with the Headteacher.

Reasons for Fixed term exclusion (guidelines):

- Threatening behaviour, including verbal abuse, physical aggression or violence towards students and/or staff
- Deliberate damage or vandalism
- Persistent bullying or a single case of extreme bullying
- Disruption to the well-being of the school
- A sustained/focussed negative approach to education
- Any physical assault on any member of staff

Reasons for Permanent exclusion (guidelines):

- Possession/intent to supply illegal substances on school site.
- Bringing, carrying or using an offensive weapon or materials that could cause physical harm
- Serious or threatened violence against another Student or a member of staff
- Sexual abuse or assault
- Any sustained and deliberate behaviour which directly undermines the fabric of the school, detracting from it being "a safe place of education"

If a Student is excluded from school, either permanently or for a fixed period, the parents/carers are responsible for ensuring their child is not in a public place during school hours. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do so.

Where a Student is excluded the school will:

- notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any fixed period exclusion
- undertake to set and mark work for that Student for the first five days of the exclusion
- provide full-time education (off-site or in a shared provision) from the sixth day of any period of fixed period exclusion of six days or longer
- advise any consequences that may be imposed for non-attendance of the provision for the sixth day onwards
- consider how the time out of school might be used to address the Student's problems; and
- consider what support will best help with the Student's reintegration into the school at the end of the exclusion

The parents/carers of a Student who is excluded for a single or cumulative period of 6-15 days in any one term can request a meeting with governors to review the exclusion. The governors will meet within 6-50 school days of the exclusion and will decide whether or not to uphold the exclusion. If a Student is excluded for more than 15 days in a term the governors will always meet within 15 school days to review the exclusion.

After a fixed-term exclusion, students must attend a reintegration meeting with their parents/carers and the Headteacher. The terms of re-admission are discussed and agreed at such meetings and provision for continued support for the Student arranged at this time.

If a Student is permanently excluded the school will:

- notify parents/carers of their responsibility to ensure that their child is not present in a public place in school hours during the first five days of any permanent exclusion
- undertake to set and mark work for that Student for the first five days of the exclusion
- advise parents/carers that, during the first week of the exclusion, the Local Authority will arrange to assess the Student's needs and how to meet them; arrange a meeting with them to discuss options; and that from the sixth school day ensure that suitable full-time education is provided.
- arrange a meeting of governors to review the exclusion and decide whether to uphold it.

Students who are permanently excluded will remain on the school roll during the period allowed for appeals, or sooner if the Local Authority confirms there will be no appeal.

SUPPORT & PREVENTION

The behaviour policy encourages students to take responsibility for their own behaviour and helps them to recognise the consequences of inappropriate behaviour. It incorporates staff training on promoting positive and consistent behaviour standards within the school. The following elements may be used to help students who have difficulty meeting expectations.

Pastoral System

Every student has a nominated tutor/mentor or member of staff whose subject IS the Student and who works to enable that Student to make the best use of the time spent at school. Tutors/Mentors work hard to secure a safe and successful environment in which the students in their care can flourish. They are responsible for overseeing the pastoral care, academic progress and development of the students in their tutor group.

Tutors/Mentors want each Student to fulfill their potential and to take opportunities to support and reinforce good behaviour and discuss problem behaviour as part of the work they do with their tutor groups. They carry out developmental work each morning and within the tutor sessions and encourage students to take increased and increasing responsibility for themselves.

Tutors/Mentors work closely with the Assistant Headteacher and ensure that any issues that need to be communicated to staff are fed into the staff briefing system and into students' files.

The rewards and consequences system notifies tutors about the behaviour of students in their tutor group and they use this information as part of their work in guiding, supporting and encouraging their students, and communicating with parents/carers as and when needed.

Encouraging Good Behaviour

Staff always try to build relationships with students and encourage students to choose the right behaviour. Teachers use a number of classroom management strategies, give chances of success and reward success, and staff training, support documentation and colleague interaction all focuses on emphasising the positive and ensuring students have a fair and consistent experience, and understand expectations. The table of rewards and consequences backs up this approach.

Classroom management strategies include:

- moving a Student to a different part of the classroom, or to an isolated desk
- giving the Student reflection time outside the door of the classroom
- strategic use of a Teaching Assistant
- suspension of privileges eg open access, school trips
- referral to Subject Leader / DOP

Staff collaborate closely, and involve senior staff as needed for advice and help on appropriate ways of implementing a strategy.

All staff are responsible for maintaining high standards of behaviour within their classrooms and throughout the school. There are a variety of behaviour management techniques that the staff use, such as:

- Managing the environment
- Prompting
- Caring gesture
- Hurdle help
- Redirection
- Proximity
- Directive statements
- Time away
- Planned ignoring and positive attention

If behaviour management techniques have failed **then** students can be asked to wait outside of the classroom for a short period of time if they are deemed to be:

- Stopping others from working
- Aggression /Violence to people or property
- Persistently disrupting the learning environment
- Abuse to staff or peers

If a student leaves or is removed from the class the teacher / TA informs student support who will log the removal. If possible and appropriate, after a discussion about the behaviour, students should be returned to class.

In exceptional cases if it is not appropriate to return the student to class, work should be provided by the class teacher and the students can be maintained with another member of staff, the student support team or a member of SLT. If a student refuses to work but is not disrupting the class they should not be sent out, but alternative strategies should be used before a sanction is deemed necessary and the work must be completed at a later date. Although challenged, this behaviour should not disrupt the positive learning environment for others.

It is understood that some students will not comply. If this is the case then all staff should use scripting in reference to the points structure and make every effort to engage the young person where appropriate, in line with Hertfordshire Steps training and Policy (See Appendix D).

The use of Restrictive Physical Intervention

In some cases it may be necessary to use Physical Intervention. Staff at Falconer School have been trained in Hertfordshire Steps and follows the Restrictive Physical Intervention Policy that is used across Hertfordshire in all settings. This policy can be found in Appendix D.

In accordance to RESTRICTIVE PHYSICAL INTERVENTION protocols a senior member of staff and/or RPI Trainer must be informed and the RESTRICTIVE PHYSICAL INTERVENTION log book must be completed.

Contracts, Pastoral Support Plans, support from other agencies

A Pastoral Support Plan (PSP) is school-based intervention to help individual students to manage their behaviour. It is particularly useful for those whose behaviour is deteriorating rapidly, and who are in danger of permanent exclusion. Students who are considered 'vulnerable' will be identified at the earliest opportunity. An 'at risk' profile is developed from Year 7 to monitor this and a PSP will be put in place where appropriate.

PSPs identify precise and realistic targets for the student to work towards. A nominated member of staff will oversee the PSP. As part of target-setting we normally review literacy skills and outline a support programme where necessary. We may also consider groupings, classroom organisation and specialist support.

The following will always apply:
- students will be encouraged to set their own targets
- PSPs will break down the programme into fortnightly tasks and identify rewards and consequences
- PSPs are reviewed continually throughout their set time
- Parents/carers will be involved, and may be asked to sign a contract
- if the contract is broken, parents/carers and staff will be fully informed of the consequences of such an action

PSPs will be short, practical and agreed with parents/carers. We may seek expert input from other agencies, including:

- Behavioural Support Team
- School nurse
- Education Welfare Officer
- Connexions
- School Counsellor
- Educational Psychologist
- The Police – Crime Reduction Officer
- Police Community Support Officer
- Virtual Schools
- Youth Offending Team
- Young Citizens Project

Working with parents/carers; we may also seek input or advice from:

- Family doctor
- Child and Family Clinic
- Social services

PSPs will be individual. For particularly challenging students the following will be considered and implemented where necessary:

- A different curriculum. This may involve a reduced timetable, extended work placements, being educated off site or a combination of the three.
- Individual mentoring, by a member of staff, where the teacher and student would meet on a regular basis, perhaps weekly or fortnightly.

THE POLICE

It will be for the Headteacher or the Head of Pastoral to decide whether the police should be involved in any given incident. The police have the right to enter the school and intervene in cases where they believe an individual may be carrying a weapon. Parents/carers will be informed immediately if a decision is taken to contact the police. The possession of illegal substances on the school premises will always lead to the involvement of the police.

The school will follow the guidance of Home Office Circular 98178 on 'Interrogation and Taking Statements'. Thus it will be normal practice for police interviews to take place at school only in the presence of parents/carers. If parents/carers cannot be contacted the interview will take place with the Headteacher or the Assistant Headteacher.

Staff should not obstruct the police in the course of their duty. The police have the right to enter the site without permission of the Headteacher, but should only exercise this right in exceptional circumstances.

When to call the Police

- Once a prima facie case has been established, school led interviews and investigations should stop and the police should be called
- Accurate records of interviews and admissions should be kept as a member of staff could be called as a witness.
- Once a criminal investigation is under way school investigations and/or interviews MUST stop.
- Offences where the police may be called include: theft, harassment (bullying), assault, damage, drugs and offensive weapons.

RELATED DOCUMENTS

- Drugs Policy
- Home School Partnership
- Attendance Policy
- Anti-bullying Policy
- Restrictive Intervention
- Personal Security Policy
- Equal Opportunities Policy

Appendix: specific rules communicated to students 2016-2017
Introduction

Our rules and the consequences for breaking them are summarised in Appendix B and discussed and reinforced in tutor groups and at assemblies, as appropriate. The following list gives more information about some of the rules we regularly reinforce. When rules are broken students receive a consequence in line with our consequences system.

Uniform & appearance

Uniform must be worn at all times on the way to and from school and when representing the school off site. When non-uniform items are worn they may be confiscated and parents/carers may be asked to collect them from school. Where the correct footwear is not worn, students may be required to wear the correct uniform on loan from the school for that day. Students wearing inappropriate clothing will be referred to their DOP and may be sent home to change unless they have a letter explaining the exceptional circumstances.

Hair must be appropriate for a smart, professional environment and must not be extreme in style or length. It should not be cut shorter than a number 3 and must not be shaved-patterned. This also applies to shaved eyebrows. Hair must be a natural colour.

Jewellery which is not permitted in our guidelines will be confiscated, put in a named envelope, and passed on to the DOP. It will be returned at a mutually agreed time unless there are exceptional circumstances.

Mobile phones and electrical goods

Phones with a video or photo taking capability can easily be misused in a school setting. They will always be handed in to their tutor at the beginning of the day, and returned when they go home.

Students may not, during the school day, use or have on their person, electronic equipment such as iPods, MP3 players, CD players or digital cameras. They will always be confiscated if seen in a student's possession on school premises, during school hours, unless a member of staff has explicitly requested that the student bring in the item. Further consequence will be taken if the item is being used in a way detrimental to good order.

Confiscated items will usually be returned at the end of the day unless there are exceptional circumstances.

Inappropriate language

Any student heard swearing will be reprimanded by the teacher at the time. Verbal abuse towards other people is not acceptable and will be dealt with via our consequences system.

Damage to property

The teacher at the scene should assess if the act was accidental or deliberate. Reckless or deliberate damage will be punished. Damage should be dealt with by the Subject Leader in charge of that teaching area. Students will be billed for any subsequent costs incurred for replacement or repair.

Any student caught vandalising property within the school will be billed for any subsequent cost of repair and be dealt with according to our consequence system.

Truancy

Parents/carers are requested to contact the school via the absence line on the morning of the first day of any absence. Students caught avoiding lessons, truanting, or repeatedly refusing to give reasons for absences will be dealt with via our consequence system.

Misuse of computer equipment

The school has a clear policy on misuse of computer equipment. Misconduct in this area such as (hacking) or improper use of the internet can result in loss of privileges and will be dealt with via our consequences system according to the severity of the incident.

Offensive conduct to other students

This includes bullying (physical or verbal), including racial, cultural, gender, disability or relating to sexual orientation. Any bullying or harassment will not be tolerated and is always serious. Unacceptable behaviours are detailed in the school bullying policy.

If a Student is harassed physically or verbally within the school they should bring this to the attention of a member of staff so the appropriate action can be taken. Using retaliation to deal with the matter may lead to a consequence to both parties involved.

Offensive conduct to member of staff

Abusive language/rudeness or defiance towards a member of staff is very unusual and very serious. Students defying a member of staff or using foul language to a member of staff can expect to face serious consequences up to and including permanent exclusion from school. Threatening or aggressive conduct or damaging conduct, or repeated misconduct of this sort would be aggravating factors.

Violent conduct towards staff, harassment of a member of staff or their property or family of any sorts, including beyond the bound of the school day or term would be a very serious offence and would most likely result in permanent exclusion from school.
Offensive conduct to staff will be dealt with by a member of the SLT in line with our consequence system which covers for permanent exclusion for certain single one-off serious incidents.

Deliberate classroom disruption

Classroom disruption is unacceptable as it disrupts the learning of others in the classroom. This will initially be dealt with by the classroom teacher, and escalated if the behaviour persists, in line with our consequences system.

Theft

All cases involving theft including taking property without permission will be investigated by a senior member of staff. A fixed term exclusion is the minimum consequence for theft. Each case will be taken on its merits and the school may look to permanently exclude for theft. The Police may be informed. To avoid difficulties no article may be bought or sold nor should any collection of money take place in school without permission of a senior member of staff.

Smoking

Smoking is not allowed on the school site or in school uniform off site. Students who are caught smoking, or part of a group in which people are smoking could receive a fixed term exclusion as well as lose their level 2/3 privileges

Alcohol- & drug-related offences

All instances suspected to involve alcohol, drugs or substance abuse will be dealt with as described in the Drugs Policy. When a substance is not illegal but thought to be a danger to the individual or others, confiscation will be followed by some form of consequence. In cases where illegal substances are involved the Police may be informed. Consuming an illegal substance while under school jurisdiction, or purchasing such a substance, or being under the influence of such a substance are all serious offences.

Any involvement in possession or supply of illegal substances is extremely serious and is likely to lead to permanent exclusion. This would not necessarily be restricted to the sale of drugs to others. Sharing an illegal substance, possession or making an arrangement to sell a substance off the school premises, or intent to supply are also both illegal and of utmost seriousness and may lead to permanent exclusion.

Possession or use of an offensive weapon

An offensive weapon is anything used as a weapon or to intimidate others. This includes replica items. Items within the category of weapons would include knives and blades of any length, catapults, any items capable of firing a projectile, fireworks and any noxious substances such as are inappropriate within the school confines. The weapon will be confiscated and parents/carers will be invited to collect it or the weapon will be disposed of. The Student will be given some form of consequence. This will depend on the degree to which the item was used to cause alarm or harm to others; the degree to which the Student carrying such a weapon intended to use it to cause harm or alarm to others; and the potential for the item to cause harm and alarm to others. Bringing dangerous weapons onto school premises, such as knives and blades, is likely to lead to permanent exclusion. Laser light pens are potentially highly dangerous, even if students have no intent to use them in an offensive way. Possession by students or use on school premises is very serious and will lead to a consequence.

Possession of other offensive items

Possession of pornography, racist or inflammatory literature or ephemera, is forbidden and the consequence will depend on the degree to which the misconduct would cause real or potential harm. Exclusion will apply in aggravated cases where the conduct was repeated.

Obstruction of justice

If serious misconduct has occurred, students are expected to be helpful to staff investigating. Students who wilfully conceal important information will face a consequence. The level of co-operation offered by a student facing an investigation will be taken into account in determining the severity of consequences imposed.

Absconding Student's – Management

Children who go missing from care or home are amongst our most vulnerable Children. Running should be seen as an indicator of underlying problems which may need further intervention, however whatever the reason, children who decide to runaway are, vulnerable and at risk. – **Hertfordshire Safeguarding Board.**

Falconer School takes students absconding very seriously; this policy's aim is to outline what to do in the event that a Student absconds from School during the school day and from residential in the evening. It is paramount that the welfare of the child is taken into account and all staff has a duty to react immediately to a Student choosing to abscond.

During the school day:

- Staff member responsible for the child reports that the child has left their care to the Senior Leadership Team in the support centre immediately.

- Senior Management take responsibility for locating the child or for internally reporting the child missing.

- Senior Management search or instruct another member of staff to look for the Student; search starts from where the Student was last seen through the building including toilets and store areas and then throughout the School grounds. If either the Senior Leadership Team (SLT) member or staff member instructed to search is unable to locate the Student within the school buildings or grounds the following actions should be taken:

- Senior Leadership Team inform Headteacher/School Office and Home Liaison Coordinator (HLT) immediately that a child is out of the care and supervision of staff and is believed to be "offsite". This should happen immediately after the search has been concluded and within 10 minutes of the original report that the child is missing.

- School Office staff to log in the absconding record that a Student is off site and time reported – this should be done as soon as the office staff has been informed.

- HLT Coordinator or if they are unavailable Headteacher has the responsibility to inform parents

- Parents to be advised that the school will "call out" the Student to Missing Persons or in cases where it is believed that the child is in immediate danger the Headteacher will authorise a 999 call to the Police. This should happen in the first 15 minutes of the report coming in that the Student has absconded

- Missing persons/Police to be called and the following information to be given:

  - Student's name
  - DOB
  - Personal description
  - Time and location last seen
  - Circumstances around the young person choosing to abscond
  - Parents name, contact details and address
  - Information shared relevant to the young person if applicable

- Staff member reporting to missing persons should record the time and the reference number for future information.

NB: Hertfordshire Constabulary automatically reports young persons under the age of 16 to Hertfordshire CSF Client Services Team. If the Young person has an allocated worker they will be informed that the Young Person is missing from School.

- Parents informed of the reference number and given information on who to call if the young person's arrives at home.

- Form tutor informed that the young person has absconded and what action has been taken so far.

Return after a short period within the School Day:

- Once the Student is back in school they should be placed in the support centre.

- School office, HLT Coordinator and Headteacher informed that they are back onsite

- HLT Coordinator or Headteacher to inform parents and Missing Persons/Police that the Student has returned.

- A return interview should be conducted by SMT on duty in the support centre or Headteacher with information shared with HLT Coordinator and learning mentor. HLT Coordinator will share relevant information with parents and where applicable other professionals involved with the young person.

Return to school after a longer period of absence:

- Form tutor to escort the Student prior to the school day beginning to the Headteacher or Assistant Headteacher who will conduct a return interview.

Return Interview's:

- SLT member or Student's Learning Mentor to conduct a return interview. A return interview should cover the following points and should be held in a private space where the student is able to speak openly and freely:
  - Explore why the student chose to abscond
  - Summarise why the student thought absconding was the best option for him
  - Connect their feels to their behaviour
  - Discuss strategies for the student to use in circumstances where they think they may choose to abscond
  - Practice conversations/strategies with the student so they feel comfortable using these in the future
  - Conclude with the student and again summarise what they can do, and give them an action plan for them to use.
- Return interviews should happen within 30 minutes of the student being back on site or as soon as the student is able to discuss why they absconded

- Inform HLT Coordinator and Headteacher that the return interview has been conducted and the outcomes. Records should be taken and stored in the students mentoring file for future reference.

- During the return interview the member of staff holding this should inform the Student of any consequences for their behaviour so that the student is aware and is able to express how they feel about this.

- Following a student absconding all staff should be notified and any agreed actions shared with all during the following mornings briefing.

Children Looked after:

Where a child is looked after and he has absconded the HLT Coordinator or Headteacher should consult with his worker in regards to suspected circumstances leading to them absconding. The HLT Coordinator should consult with the worker prior to any return interview being held. The worker will decide if the return interview should be held by the school or a professional worker from their service.

All information that is able to be shared should be done so by the Headteacher where he feels it necessary and appropriate

Residential:

- If a Student absconds from residential and especially if after dark staff have to act very quickly to ensure the safety of the Student. The Residential Manager must be informed immediately and without delay even if staff believe the Student is still within the school grounds.

- An immediate search of the residential unit and surrounding area is to be conducted.

- If staff believe that the student has in fact absconded and is "offsite" then the residential manager or most senior person on site at the time is to contact the students parents offering to contact the police on behalf of the parent. This should be done within 10 minutes of the Student absconding.

- Residential Manager to record in the residential absconding log the details required

- Residential Manager to inform on duty SMT member and also Headteacher/HLT Coordinator.

- The same procedures apply for notifying missing persons as within the school day.

Bedtime or later:

- If the Student absconds during the night the night supervisor is to contact the residential manager who in turn will inform SMT and give instructions on what to do until they are onsite and able to take the lead.

Return to Residential:

- If the Student returns that same night before 21:00 a return interview will be conducted by the residential manager or on duty SMT member.

- If the Student returns after 21:00 then they will go to bed as sleep is needed and the return interview will be held in the morning.

Sanctions:

When a Student absconds there needs to be consequences for their actions which are in line with the schools behaviour management policy. The Headteacher will decide the overall consequences and he will take into account the students behavioural needs. Listed below are some potential sanctions:

- Internal removal from lessons
- Detention
- Exclusion
- Withdrawal of privileges

This is not an extensive list as the sanctions are decided on a Student by Student basis and the severity of their actions.

The Card System

The currency we deal in are **gold cards** and **merits.**
In a week you can earn:

- 1 Merit for full attendance
- 1 Merit for 55+ behaviour points
- 1 Merit for 105+ A2L
- 1 Merit for no consequence

Behaviour: (Social Target)

Behaviour is no longer specific to an individual attribute ie; 'I will sit down and not distract others!', but rather be generic to what is acceptable in everyday life. Do YOU think how they have behaved is acceptable? Remember to allow the opportunity for the young person to redeem themselves. If they can acknowledge what went wrong and change it then the point can be awarded, at the teacher's discretion. Changed behaviour is an achievement in terms of social education; always take the opportunity to acknowledge that with the young person. If the point has been taken the teacher should note why on the young person's card. This can then inform/be addressed by the form tutor.

Should the behaviour become a pattern, or specific to a subject, the students tutor should then look at intervention strategies, working with both the students mentor and the subject teacher. These interventions can be recorded (and signed) in the mentoring folder. If this should prove to be fruitless, the Student should be referred to their DoP (Directors of Progress), with the appropriate evidence and tried strategies.

A2L (attitude to Learning) – Points

5/4   Exceed expectation
Has worked independently and /or collaboratively
Has supported the learning of others
Interacted well with the rest of the group and is proactive in his attitude in learning
Full contribution to lesson - high output. No negative interaction
Concentrate on listening to the teacher – join in discussion and complete   tasks when difficulties arise
Work collaboratively when required
Ask and answer questions, showing interest and enjoyment in their work
Take pride in the finished product and show enthusiasm to learn

3   Meeting expectations
The student has progressed at his expected level of progress. A2L is generally positive throughout the lesson

2/1   Below expectations
Some negativity in lessons – poor interaction with peers and/or staff
Unsettled but able to remain in the lesson. Working below the standards required of him
Minimum effort – unsettled – tasks may be incomplete
Significant behaviour difficulty contained without the need for removal. Minimal effort to engage. No severe behaviour problem
Behaviour has been managed

0   Serious concern
Refused to engage at all. If a student is on course for a 'O' early warning must be given to the student before informing the support centre.

Card Colours

White	–	Level 1
Yellow	–	Level 2
No Card	–	Level 3
No Card	–	Level 4

Staff Comments

This should be used to celebrate student achievement, so the tutor can be part of it in terms of acknowledgement and encouragement. Remember this can help cement a positive relationship between the student and your subject.

Rewards system

Form tutor/Teacher	DoP	SLT	Headteacher
R1	**R2**	**R3**	**R4**
A) Noticeable politeness above the expected B) Taking pride in your appearance C) Contributing to a piece of display work D) Completing a week's homework E) Reading aloud in class F) Remained focused throughout the lesson G) Complete work, ignoring the disruptive behaviour of others H) Outstanding subject skills I) Outstanding effort J) Leading the learning	A) Encouraging a fellow pupil to change their behaviour B) Encouraging a fellow pupil in their work C) Taking part positively in peer assessment D) Helping a member of staff E) Taking part in assembly F) Taking part in a school performance G) Scoring 35 A2L in a day H) Scoring 65 behaviour points in a week	A) Promoting the public reputation of the school B) Completing a successful work experience C) Attending an interview (work or education) D) Achieving level 2 status E) Achieving level 3 status F) Achieving external award/certificate G) Completing piece of work H) Scoring the perfect week on their card I) Completing assessment week (full attendance, no removals and at least two positive reports) J) Roll of Honour	A) Exceeding their expected progress KS3 B) Exceeding their expected progress KS4 C) Securing a college place D) Securing a sixth form place E) Securing an apprenticeship F) 100% Attendance G) Outstanding report (Post Card)

Consequences system

Form tutor/Teacher	DoP	SLT	Headteacher
C1	C2	C3	C4
A) Swearing B) Ignoring simple requests C) Inappropriately dressed D) Refusing to hand in prohibited items E) Name calling F) Out of the supervision of staff G) Putting yourself in danger H) Refusal to engage in the lesson I) Rude to staff/student	A) Swearing B) Ignoring simple requests C) Inappropriately dressed D) Refusing to hand in prohibited items E) Name calling F) Out of the supervision of staff G) Putting yourself in danger H) Refusal to engage in the lesson I) Rude to staff/student	A) Swearing B) Ignoring simple requests C) Inappropriately dressed D) Refusing to hand in prohibited items E) Name calling F) Out of the supervision of staff G) Putting yourself in danger H) Refusal to engage in the lesson I) Rude to staff/student	
	J) Leaving the school site K) Disruption to the learning of others L) Deliberately lying/avoiding the truth M) Swearing directly to cause offense N) Destruction of card, with resolution	J) Leaving the school site K) Disruption to the learning of others L) Deliberately lying/avoiding the truth M) Swearing directly to cause offense N) Destruction of card, with resolution	
		O) Bullying students verbally P) Bullying students physically Q) Fighting R) Racism S) Physical with staff (personal space/pushing) T) Destruction of school property U) Endangering a fellow student/staff member V) Truancy W) Destruction of card, no resolution X) Smoking outside	

		A) Smoking inside (Health & Safety risk)
		B) Physical with staff (striking of any sort)
		C) Possession of an offensive weapon
		D) Serious theft
		E) Possession of illegal substances/abuse of illegal substances

Recording and use of Data

C1 and C2's Recording will be the responsibility of the member of staff who has issued them

Tutors to discuss and share information resulting in any student for that week accumulating more than 3 C1's of the same kind to have a whole staff approach to changing the behaviour that has impacted on the student's education.

Tutors to discuss and share information resulting in any student for that week accumulating more than 3 C2's of the same kind should arrange a meeting with the Assistant Headteacher, student and tutor. Meetings with the Assistant Headteacher can take place during form time or an agreed time during the school day. In exceptional circumstances, after school slots will be made available.

Data Entry

- It is the responsibility of the member of staff to ensure that all Rewards and C1 and C2's are entered on to slips provided and handed in to the school office to be entered on to SIMS.

- Data and information about daily removals C3's will be recorded per student and per subject by Student Support staff. This information will be analysed by SLT. If a repetitive pattern flags up (3 per week or/and 6 per half term) a meeting between the Assistant Headteacher and the subject teacher will take place to discuss strategies.

- Data will also be used to identify early warning signs of students that are finding a particular subject difficult to stay in and a LSI will be put in place to determine why. This information will be passed on to their form tutor and relevant subject.

- Data entered on to Sims will be used alongside the achievement data to establish a student profile.

RESTRICTIVE PHYSICAL INTERVENTION POLICY

………………………………………… …………………………………………………
Signed – Governor   **Print Name**

Date: **January 2017**   **Review:**   **January 2018**

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CONTEXT

Hertfordshire schools and educational establishments are encouraged to use this framework and to adapt it to their own situation.

It is advised that all schools should be familiar with the Hertfordshire Policy on the use of Restrictive Physical Intervention

The Policy is best placed within the school's Behaviour Policy, it will be part of a graded response, and needs to be agreed in consultation with staff, governors parents/carers, and students. The behaviour policy should aim at improving educational outcomes for all students by promoting and supporting their engagement with education. It also connects to, and should be consistent with, policies on Health and Safety, Child Protection and Safeguarding, Equal Opportunities, and Pastoral Care.

1. **INTRODUCTION**

   In Falconer School we believe that students need to be safe, to know how to behave, and to know that the adults around them are able to manage them safely and confidently. Only for a very small minority of students will the use of physical intervention be needed. On such occasions, only acceptable forms of intervention are used.

   The majority of students behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual students.

   All school staff need to feel that they are able to manage inappropriate behaviour, and to have an understanding of what challenging behaviours might be communicating. They need to know what options are available for managing behaviour, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

2. **DEFINITION OF "RESTRICTIVE PHYSICAL INTERVENTION"**

   "Restrictive Physical Intervention" (RPI) is the term used to describe interventions where the use of force to control a person's behaviour is employed using bodily contact. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to use "reasonable force" to control or restrain students in circumstances that meet the following legally defined criteria.

   - To prevent a child from committing a criminal offence *(this applies even if the child is below the age of criminal responsibility)*
   - To prevent a child from injuring self or others
   - To prevent or stop a child from causing serious damage to property *(including the child's own property)*

There is no legal definition of "reasonable force". However, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it;
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

The definition of physical force also includes the use of mechanical devices (eg splints on the student prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

Legal defence for the use of force is based on evidence that the action taken was:

- Reasonable, proportionate and necessary
- In the best interest of the young person

This document takes into account DfE Guidance on Use of Reasonable Force July 2013
https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

3. **WHEN THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS MAY BE APPROPRIATE IN FALCONER. SCHOOL**

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. However there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain students may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well-being of all staff and students are important considerations. Under certain conditions this duty must be an over-riding factor.

WHO MAY USE RESTRICTIVE PHYSICAL INTERVENTION IN FALCONER SCHOOL

The following staff (as well as the teachers employed at the school) are authorised by the Headteacher to have control of students, and **must** be aware of this Policy and its implications. However, non-inclusion on this list does not mean that an adult is necessarily barred from using physical intervention. If the Head has lawfully placed an adult in charge of children then that adult will be entitled to use restrictive physical intervention

We take the view that staff should not be expected to put themselves in danger and that removing other students and themselves from risky situations may be the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the students.
Names of Authorised staff

ALL TEACHING STAFF, SUPPORT STAFF AND SITE MANAGER

4. PLANNING FOR THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS IN FALCONER SCHOOL

Staff will use the minimum force needed to restore safety and appropriate behaviour.

When considering the use of restrictive physical intervention there are only 3 components that can be judged as wrong.

- A negative impact on the process of breathing
- Pain as a direct result of the technique
- A sense of violation

Elevated risks

The following can result in a sense of violation, pain or restricted breathing

- The use of clothing or belts to restrict movement
- Holding a person lying on their chest or back
- Pushing on the neck, chest or abdomen
- Hyperflexion or basket type holds
- Extending or flexing of joints (pulling and dragging)

The following can result in significant injury:

- Forcing a child up or down stairs
- Dragging a child from a confined space
- Lifting and carrying
- Seclusion, where a person is forced to spend time alone against their will (requires a court order except in an emergency)

The principles relating to Restrictive Physical intervention are as follows:-

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- Restrictive Physical Intervention will only be used in circumstances when one or more of the legal criteria for its use are met
- Staff will only use it when there are good grounds for believing that immediate action is necessary and that it is in the student's and/or other students' best interests for staff to intervene physically.
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion. The student will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour
- Staff will use the minimum force necessary to ensure safe outcomes
- Staff will be able to show that the intervention used was a reasonable response to the incident
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- As soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the student to regain self-control
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy

- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable

- The age, understanding, and competence of the individual student will always be taken into account

- In developing Individual Education/Behaviour Plans, consideration will be given to approaches appropriate to each student's circumstance

- Procedures are in place, through the pastoral system of the school, for supporting and debriefing students and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

5.   ACCEPTABLE FORMS OF PHYSICAL INTERVENTION IN FALCONER SCHOOL

- There are occasions when staff will have cause to have physical intervention (PI) with students for a variety of reasons, for example:

  - to comfort a student in distress (so long as this is appropriate to their age);
  - to gently direct a student;
  - for curricular reasons (for example in PE, Drama, etc);
  - First aid and medical treatment
  - in an emergency to avert danger to the student or students;
  - in rare circumstances, when Restrictive Physical Intervention is warranted.

- In all situations where physical contact between staff and students takes place, staff must consider the following:

  - the student's age and level of understanding;
  - the student's individual characteristics and history;
  - the location where the contact takes place (it should not take place in private without others present).

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular student. [Should a student appear to **enjoy** physical contact this must not be sought via Restrictive Physical Intervention.]

6.   DEVELOPING A POSITIVE HANDLING PLAN IN FALCONER SCHOOL

If a student is identified for whom it is felt that Restrictive Physical Intervention may be a likely result, then a Positive Handling Plan will be completed. This Plan will help the student and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. The plan will include:-

  - involving parents/carers and students to ensure they are clear about what specific action the school may take, when and why
  - a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens

- ❑ a **record** to be kept in school of risk reduction options that have been examined and discounted, as well as those used
- ❑ techniques for managing the student's behaviour i.e. strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention may be used
- ❑ identifying key staff who know exactly what is expected. It is best that these staff are well known to the student
- ❑ ensuring a system to summon additional support
- ❑ identifying training needs

[*A school may also need to take medical advice about the safest way to hold a child with specific medical needs.]

Please refer to the Appendix for a Physical Handling Plan Pro-forma

7.   GUIDANCE AND TRAINING FOR STAFF

Guidance and training are essential in this area. We need to adopt the best possible practice. In Falconer.School this is arranged for all staff at a number of levels including:-

- ▪ awareness of issues for governors, staff and parents,
- ▪ behaviour management techniques for all staff
- ▪ managing conflict in challenging situations - all staff

Training in practical techniques of Restrictive physical intervention may be required for staff where there is a significant likelihood of them needing to intervene physically due to the nature of the student (or students) that they are working with. Where there is an identified need for such training, staff will be trained by an approved instructor. (NB there is no legal requirement for staff to be trained in the use of practical techniques so staff may exercise their legal right to physically intervene even if they have not had such training. However, they would still need to demonstrate that their intervention was reasonable and proportionate).

Hertfordshire Steps is the local authorities preferred approach to supporting positive behaviour management in schools and services.

Hertfordshire Steps training covers two distinct developmental areas:

"Step On" – is a therapeutic approach to behaviour management, with an emphasis on consistency, on teaching internal discipline rather than imposing external discipline and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm.

'"Step Up"' – provides training on elements of restrictive physical intervention and personal safety. This training can only be provided within services where staff have already completed 'Step On' training and are still within certification. 'Step Up' training is only delivered where there is an audited need with an individual young person.

8.   COMPLAINTS

It is intended that by adopting this policy and keeping parents and governors informed we can avoid the need for complaints. All disputes which arise about the use of force by a member of staff will be dealt with according to Child Protection and Safeguarding policies.

ANNEX1.   **Positive Handling Plan**

For assessing and managing foreseeable risks for children who are likely to need Restrictive Physical Intervention

School: …………………………………………………

Name of child: …………………………………………………

Class group: …………………………………………………

Name of teacher: …………………………………………………

Name of parents/Carers: …………………………………………………

Name of Support Service Member/s: …………………………………………………

Identification of Risk	
Describe the foreseeable risk (ie what specific behaviours have occurred)	
Is the risk potential or actual? (ie has this happened before)	
List who is affected by the risk	
Assessment of Risk	
In which situations does the risk occur?	
How likely it is that the risk will arise? (ie how often has it happened before?)	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by: …………………………………………………..

Signature: ……………………………… **Date:** …………………………………..

Agreed Positive Handling Plan and School Risk Management Strategy		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by: **Date:**

…………………………………………..   ………………………………………….
(Parent/carer)

…………………………………………..
(Child - if appropriate)

………………………………………..…
(Headteacher)

………………………………………..…
(Classteacher)

………………………………………..…
(Support Service Member/s)

………………………………………..…

Communication of Positive Handling Plan and School Risk Management Strategy		
Plans and strategies shared with:	Communication Method	Date Actioned

Staff Training Issues

Identified training needs	Training provided to meet needs	Date training completed

Evaluation of Positive Handling Plan and School Risk Management Strategy		
Measures set out	Effectiveness in supporting the child	Impact on risk

Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

ACTIONS FOR THE FUTURE

Plans and strategies evaluated by:

………………………………………   …………………………………………

Title   Date:

……………………………………………
Signed