



Mullion School.

Behaviour and Discipline Policy

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Behaviour and Discipline Policy

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1. INTRODUCTION

This policy applies to all pupils in school, however, much of it will not affect many pupils. It is designed to protect the emotional well-being of all pupils and the learning environment.

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance Policy
- Safeguarding and Child protection policy

At Mullion Primary School we are committed to:

- Enabling all children to access education successfully. This is an "inclusive" process; part of this commitment is concerned with establishing a **high standard of behaviour** throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.
- Creating an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.



- A positive approach to discipline through praise and rewards for positive attitudes and behavior.
- Working to maintain fairness and consistency, whilst encouraging self-discipline.

We recognise that **high standards** are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting excellent behaviour we can build individual and collective esteem and encourage good personal relationships.

- We ensure a safe, caring and happy school
- We promote good citizenship, good self-esteem, self-discipline and emotional intelligence
- We do all we can to prevent bullying.
- We work hard to ensure all pupils learn effectively and achieve their potential.

The Governing Body has a duty under S175 Education Act 2002 that requires them to arrange to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

2. IMPLEMENTATION

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils, promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

It is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all.
(Appendix 1)

IN ALL DISCIPLINARY ACTIONS IT IS ESSENTIAL THE CHILD KNOWS THAT IT IS THE BEHAVIOUR WHICH IS UNACCEPTABLE, NOT THE CHILD AS A PERSON.

3. THE ROLE OF THE HEADTEACHER

It is the role of the Headteacher to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.



The Headteacher has access to records of all reported incidents of misbehavior that may relate to safeguarding on the My Concerns programme. The head teacher and all staff have access to records of serious misbehavior through SIMs.

The Headteacher (and in his absence the Deputy Head teacher) has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Permanent Exclusion is only imposed after the School Governors have been notified.

The head teacher must **publicise the school behaviour policy**, in writing, to staff, parents and pupils at least once a year.

4. THE ROLE OF GOVERNORS

The governing body is required to:

- make, and from time to time review, a written statement of general principles to assist the head teacher in determining measures to promote good behaviour and discipline amongst pupils;

5. THE ROLE OF SCHOOL STAFF

It is the responsibility of all staff to ensure that the school rules are enforced whilst pupils are under school supervision, and that pupils behave in a responsible manner at all times.

Mullion School has high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

School staff treat each child fairly and enforces the Code of Conduct consistently and appropriately with regard to individual needs. School staff treat all children in school with respect and understanding.

It is the responsibility of all staff to record significant incidents of inappropriate behaviour relating to safeguarding through the My Concerns programme. Serious behaviour incidents are recorded by the head teacher on SIMS.

Teachers have **statutory authority** to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (*Section 91 of the Education and Inspections Act 2006*).

The power also applies to **all paid staff** (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants, midday supervisors and administrative staff.

School staff can discipline pupils at any time the pupil is **in school or elsewhere** under the charge of the school, including on **school visits**.

Teachers can also discipline pupils for **misbehaviour outside school**.

Teachers have a specific **legal power to impose detention** outside school hours.



Whilst schools don't have to give parents notice of after-school detentions or tell them why a detention has been given. Mullion school will work with parents to make sure they are fully informed if this sanction is used.

School staff can **confiscate** pupils' property.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The teacher will report to parents how the behaviour of their child affects their progress and the progress of others.

6. PARENTAL INVOLVEMENT

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times. (See Code of Conduct Appendix 1)
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers. (**See Appendix 2. Home-School Agreement**)

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Clearly define the role of parents in supporting the school through the home school agreement.
- Develop good communication between parents and school. Through emails, the VLE, face to face meetings and telephone conversations. These communications may be logged on My Concern

Parents are under a legal duty to ensure that their child (aged 5+) receives a suitable full time education either at school or by making other suitable arrangements



Where a child is not a registered pupil and other suitable arrangements are not made, the parent may receive a school attendance order from the **local authority** requiring them to register their child at a school.

For school-registered **pupils** or those attending Pupil Referral Units (PRUs), **parents** must ensure that their child attends punctually and regularly. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The **local authority** may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the **school** or **local authority** may issue a penalty sanction of £50 (rising to £100).

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion. Failure to attend may make it more likely that the court will impose a parenting order if the **school** or **local authority** applies for one.

7. PROVISION

Behaviours which may signify emotional and behavioural difficulties

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

The most important cause of behavioural difficulties - Limited Self-Esteem

The most important cause of behavioural difficulties in children is their limited self-esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges



- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experience difficulties in making friends.
- Stealing or telling lies.

Dealing with emotional and behavioural difficulties in school

Behavioural difficulties in school may need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

8. BEHAVIOUR MODIFICATION

This process can be used with individuals, groups of children, classes or year groups as appropriate. All members of staff involved with the target group should work corporately and consistently.

Intervention

The following interventions can be used in the development of individual programmes for specific children with behaviour problems after consultation with Senior Management and Special Needs Coordinator.

- **Ignoring** i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Questioning** e.g. what are you doing?, what should you be doing?, Good you know what to do so can you do it,
- **Positive Choices** If you do this, then this will happen (positive outcome) If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do
- **My Concerns** Each member of staff has a login to the My Concerns website in which individual problems are recorded. This is managed by the Designated Safeguarding Lead (DSL) and the Cover Designated Safeguarding Lead(CDSL)
- **SIMS** Each member of staff has access to SIMs where cases of serious or ongoing misbehavior and sanctions are recorded
- **Draw and Talk**



- Lego therapy
- House points and the House system.
- Meet and greet.
- Emotional first aid
- Emotional thermometer
- Bucket of worries
- Risk assessments
- Individual behavior plans
- Socially speaking
- Lunch time clubs
- Circle of friends
- Circle time
- Boxall profile
- The Learning Zone
- Postcards home
- Pupil of the week
- Class rewards
- Assertive discipline
- Compliance Training i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.
- Code of Conduct/Rules i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- Modelling i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- Distraction i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- Time Out i.e. pupils given 'time out' - an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.
- Emotional Attunement. "I can see you feel frustrated , angry upset by.... That's normal and now the best thing to do would be

9. MALICIOUS ALLEGATIONS

Allegations of abuse will be taken seriously, and Mullion School will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

10. PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES- TEACHERS POWERS

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a



specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

11. USE OF REASONABLE FORCE

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

Please Note: Parental consent is not required to restrain a pupil.

Several staff members are trained in Team Teach techniques. This is used in exceptional circumstances or as part of an agreed Individual Behaviour Plan. Team teach runs alongside the use of reasonable force. Mullion School sees this training as useful to the staff who are directly trained and are able to advise other staff on safe handling.

WHAT IS REASONABLE FORCE?

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.



- As mentioned above, schools may use force to control pupils and to restrain them.
- **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

WHO CAN USE REASONABLE FORCE?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school.

WHEN CAN REASONABLE FORCE BE USED?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves and others through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

COMMUNICATING THE SCHOOL'S APPROACH TO THE USE OF FORCE

- Every school is required by law to have a behaviour policy and to make this policy known to staff, parents and pupils. This policy should include guidance on the use of reasonable force although this is not a legal requirement.
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with SEN.
- Schools do not require parental consent to use force on a student.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

STAFF TRAINING



The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

Telling parents when force has been used on their child

If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed.

In deciding what is a serious incident, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff;
- the child's age.

WHAT HAPPENS IF A PUPIL COMPLAINS WHEN FORCE IS USED ON THEM?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the '*Dealing with Allegations of Abuse against Teachers and Other Staff*' [DFE-00061-2011] guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support. This role should not be taken by the head teacher or any member of the disciplinary committee.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.



12. SANCTIONS

The following can be imposed by the Class Teacher:

- Withdrawal of privilege relative to misbehaviour
- Playtime detention may be given for a serious offence.
- Parents informed and involved in the behaviour management process
- Time out e.g. outside area under supervision, another group, another class
- Child to sit by teacher
- Reasoned explanation of why the behaviour is unacceptable, followed by an appropriate sanction e.g. a verbal or written apology, repetition of an unsatisfactory task.
- Child to assist in rectifying the problem they have caused
- A verbal reprimand appropriate to the child and misbehaviour e.g. within the group, individually
- Developmental comment written on work
- Work to be completed in the child's own time or at home.
- Child sent to another appropriate adult to explain their misbehaviour.
- Referral to Senior Management/Headteacher
- Children may receive a warning if they are disrupting learning in the class, if the behaviour is not modified this becomes a yellow card and a final warning. If the behaviour continues a red card is issued, the head teacher or deputy informed who will speak with the pupil. Parents will be informed if pupils receive a red card. This is an exceptional situation and will be regarded as serious by the school.
- A red card can be issued as a first response if the situation is deemed serious. (such a case would be violence to others.)

Further Sanctions

In addition the class teacher can seek the involvement of the Headteacher. The Headteacher can impose further sanctions.

- Report cards (personal growth time) - pupils would report to a senior member of staff after each morning and afternoon session. This is an opportunity for key staff to coach pupils and discuss the positive virtues that they have used each day. See appendix
- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Fixed exclusion
- Permanent exclusion
- Exclusions will be carried out in accordance with Southerly Point Multi Academy Trust policy and Governors directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together. **Exclusions:**
- **Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports headteachers on using exclusion as a sanction where it is warranted. However, permanent exclusion should**



only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. (Exclusion from Maintained Schools, Academies and Pupil Referral Units in England Statutory Guidance Sept 2017)

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- Pastoral support plan written.

13. STAGES OF INTERVENTION

The school's discipline procedures can be summarized into three stages. Within each stage there is escalation of the school's response

Stage 1 Parents may be informed

- Deflection
- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties.
- Warning
- Withdrawal of privilege
- Investigation into the underlying cause and appropriate interventions in place.

Stage 2 Parents will be involved and informed

- Joint intervention by the class teacher and parents. The child should be included in discussions as appropriate.
- Isolation within the class.
- Reflection time may be used at break and lunch times.
- Yellow card issued
- SLT involved
- Red card issued
- Removal from the classroom to a supervised area for the remainder of the teaching session
- Report card issued , scanned and emailed home

Stage 3 School acts in partnership with the parents

- Exclusion from certain activities e.g. lunch times
- Isolation
- Fixed term exclusion
- Managed move
- Permanent exclusion, governors to be informed

14. RISK ASSESSMENT.

All situations that include any activities that are deemed to be of an adventurous nature, or necessitate leaving the school site will be risk assessed. A thorough risk assessment will take place before the trip in regards to behaviour and pupils' safety. At that point a decision may be



made to omit a pupil from that activity and alternative arrangements made. Parents will be informed of this decision as soon as possible.

If a pupil's actions within school pose a threat to themselves, others and staff a risk assessment will be undertaken (appendix 3) and if necessary an individual behavior plan (appendix 4) focusing on current intervention, behaviour triggers and possible sanctions that may be used.

15. REVIEW AND MONITORING

This policy overlaps with other policies and should be reviewed in conjunction with those policies, in accordance with the schools review cycle.

Policy agreed at School governors

Appendix 1

CODE OF CONDUCT

SCHOOL EXPECTATIONS.

- Pupils will respect other people's rights
- Pupils and parents will adhere to the school uniform policy
- Parents will support pupils in gaining good attendance and punctuality.
- Pupils will be courteous and polite
- Pupils will respect property
- Pupils will act in a way that keeps themselves and others safe.

Appendix 2

Mullion School – Home/School Agreement

The parents/guardians

I/we shall endeavour to:

- See that my child attends school regularly, on time and properly equipped.
- Inform the school as soon as possible on the first day of my child's absence
- Keep the school informed of any concerns or problems which may affect my child's work or behaviour
- Support my child in homework and other opportunities for home learning
- Get to know about my child's life in school by attending Parent's Evenings
- To discuss progress, reading weekly newsletters and endeavoring to support school events
- Support the school policy for behaviour and encourage my child to keep to the school's Code of Conduct and School Rules



- Support the school's policy on uniform

The school

The school will endeavour to:

- care for your child's safety and happiness
- provide a balanced curriculum whilst meeting the needs of your individual child
- keep parents informed as to their child's progress and any concerns about behaviour, work or attendance
- hold regular Parent's Evenings and provide an annual written report
- set and mark homework
- be open and welcoming and offer opportunities for parents to become involved in the daily life of school

Signed: _____

Parent of: _____

Signed: _____ Headteacher

Appendix 3



Risk assessment

Child protection

Completed by							
Date completed							
Childs name							
Context							
Hazard	Risk / outcome	People at risk	Existing control measures	Rating 1/10	Proposed control measures	New rating	notes
Signed Parent					Signed School		
							Date.

Appendix 4

Behaviour Management Plan (Including Positive Handling Strategies)

Name of Client:	Date of Birth:
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Trigger Behaviours (describe common behaviours / situations which are known to have led to positive handling being required. When is such behaviour likely to occur?)

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Topography of Behaviour: (Describe what the behaviour looks/sounds like?)

Preferred Supportive Strategies: (other ways of CALMING such behaviours) (Describe strategies that, where and when possible, should be attempted before positive handling techniques are used) eg

Verbal advice and support	Reassurance	Planned ignoring
CALM talking / stance	Take up time	Time out offered
Choices / Limits / Consequences	Negotiation	Transfer Adult
Humour	Success Reminder	Distraction (known key words, object, etc)

Others:

Environmental audit

Preferred Handling Strategies: (describe the preferred staff responses/holds, standing, sitting, ground, stating numbers of staff, what "gets out" that can be used when holding etc)

De-briefing process following incident: (what care is to be provided)?

Recording and notifications required:

Signatures

Manager / Designated member of staff:.....

Parents / Carers:

Date: / /

Renewal Date: / /

*Acknowledgements to Pencalenick School, Truro for this form



Pupil			Coach		
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 1					
Break					
Morning 2					
Lunch					
Afternoon					

Please add a brief description of the Virtue you have observed in the child this session.

✓✓✓ = an excellent day ✓✓ = some improvement needed. ✓ = not a positive day.

