

## Behaviour Protocol

### Purpose

At The Wells Academy, we advocate a warm strict culture to create an environment where students flourish academically and socially.

Warm strict is an approach that combines high expectations with supportive relationships. A warm, supportive environment helps students feel safe and cared for, while high expectations challenge them to achieve their best. This approach is particularly important for students from disadvantaged backgrounds who may lack additional support at home.

A warm strict culture helps to create a positive learning environment where students feel valued, respected and supported. High expectations set clear goals for students and help them to push themselves to achieve their best. Students who feel supported and challenged are more likely to be engaged in their learning and develop a sense of ownership over their education. Our warm strict culture helps to prepare students for the challenges of the real world. In the workplace, high expectations are often placed on employees and a supportive environment can help to build a strong team and foster a positive culture.

The purpose of this protocol is:

- To create a safe, inclusive and calm environment where all staff, students, families and visitors are able to thrive free from any harassment or bullying
- To have the highest standards and expectations of student behaviour in order to support good learning
- To ensure all students develop excellent learning habits that they need to be successful in school and life
- To create an environment where students can grow and become mature, self-disciplined, hardworking and embody our academy values of integrity, resilience and ambition
- To ensure students can learn an ambitious, inclusive and knowledge-rich curriculum
- To develop strong partnership with families to encourage exceptional behaviour and to establish improved patterns of behaviour where there are difficulties

### Leadership and management

The Principal and Senior Leaders are responsible for establishing a calm, purposeful and orderly environment, where a high standard of student behaviour is the expected norm. Leaders will be on the gate at the start and end of the day. Leaders complete patrols of corridors during lesson time when on duty. Senior Leaders have responsibility for designated lunchtime areas on a daily basis. Each week an overview of behaviour data is produced, discussed and analysed by leaders during line management meetings.

### School systems and social norms

At The Wells Academy, we have six Learning Habits that we expect students to follow at all times.

#### Learning Habit 1: In School, On Time

Students' attendance and punctuality is critical to their academy success and social wellbeing.

Students will:

- Attend school **every day** (unless absent due to a diagnosed medical condition that is supported by a GP)
- Strive to achieve 100% (190 days) attendance
- Enter the gate from 08:20 and line up by 08:30
- Serve a detention if they arrive to the academy after 08:30
- Ensure they arrive to all their lessons on time

**Teachers will:**

- Take the register within the first 10 minutes of every lesson

**The academy will:**

- Follow up an unreported absence with a same day text and telephone call

**In the event of an illness, families will:**

- Contact the academy on the morning of each day of absence no later than 08:30

Anything less than 97% (184 days) (1 attendance is not good enough and the academy would expect this only to be the case for students with serious medical issues. Meetings will be arranged with families and students who have poor punctuality or attendance of less than 97% (184 days).

Any holiday request during term time will be refused. We trust that families will only request a leave of absence in exceptional circumstances.

**Learning Habit 2: Perfect Uniform**

Uniform is an important aspect of our identity. It reinforces our community values and helps students to feel a sense of pride in their academy. We expect students to wear Perfect Uniform every day.

**To support students:**

- Staff will check students' uniform every morning on the gate
- Staff will check students' uniform during morning line up
- Heads of Year will support tutors to ensure that missing uniform items are addressed and uniform has been corrected
- Staff will check students' uniform throughout the day at the start and end of every lesson and at each line up
- Students will ensure their uniform is worn perfectly for the duration of the academy day
- Students will only take their blazers off in lessons after they have been given permission by their teacher

If students fail to wear Perfect Uniform, they will either be lent temporary uniform to wear or families will be contacted and asked to bring in appropriate uniform. Failing this, students will be sent to our academy Consequence Room until their uniform meets our expectations. We will do this to ensure that all our students take pride in their appearance and to make sure that all students are treated fairly.



# Academy Uniform



- ✓ White shirt (regular fit, not fitted) tucked in with top button done up
- ✓ Academy tie
- ✓ Plain black trousers (off the leg – straight cut, not skinny style) or The Wells Academy skirt
- ✓ Plain, black shoes with black socks/black tights
- ✓ Academy blazer to be worn at all times
- ✓ V-neck jumper

## Inappropriate uniform (what we will not accept)

### Footwear

- ✗ Canvas shoes or trainers
- ✗ Open front shoes
- ✗ Boots

### Trousers

- ✗ Skinny/tight fit  
This is a particular issue for girls and these trousers cannot be skin tight either across the whole leg or at the thigh
- ✗ Elastic/legging/Lycra based
- ✗ Cropped/showing skin or ankles  
This is a particular issue for girls which, along with short socks, show ankles
- ✗ Turned up legs
- ✗ Flared trousers

### Jewellery

- ✗ No bracelets
- ✗ No necklaces
- ✗ No rings

### Socks

- ✗ White or coloured socks
- ✗ Trainer socks or socks with frills
- ✗ Any short socks which show ankles
- ✗ Socks with tights

### Coat

- ✗ Hoodies
- ✗ Cardigans
- ✗ Fleeces
- ✗ Sweatshirts or zipped fabric jackets
- ✗ Wearing additional jumpers to travel to school in
- ✗ Any top that is not included in our uniform
- ✗ Denim
- ✗ Leather

### Head wear

- Headscarves worn for religious reasons should be plain
- ✗ Head bands or sweat bands
  - ✗ Caps



### Hair

- ✗ Any extreme hair style or unnatural hair colours

### Make up/Nails

- ✗ Heavy make-up
- ✗ Acrylic or gel nail extensions
- ✗ Bright eye shadow
- ✗ Bold/bright nail varnish
- ✗ Writing or drawing on hands

### Piercings

**Ear piercings:** Students **CAN** wear one pair of small studs

- ✗ Multiple ear piercings
- ✗ Hooped earrings
- ✗ Hanging earrings
- ✗ All other types of ear piercings
- ✗ Ear stretchers/Ear expanders

**Nose piercings:** Students **CAN** wear a small stud in their nose

- ✗ Nose rings
- ✗ Septum piercings

**Facial piercings:**

- ✗ Any existing unacceptable piercings need to be removed regardless of when the piercings have been done (eyebrow, lip, tongue, or any other facial piercings are not permitted).

### **Learning Habit 3: Ready to Learn**

Students are expected to bring a blue or black pen to the academy every day. When in lessons, students demonstrate they are Ready to Learn by:

- Sitting up, facing forwards
- In silence,
- With nothing in their hands.

### **Learning Habit 4: Hand Up, Stop Talking**

At Wells, staff use raise the hand to gain student attention.

When a teacher needs silence to deliver an instruction, they will simply raise their hand. At this point, students will also raise their hand and immediately stop talking. Staff will achieve 100% compliance from students before following with an instruction.

### **Learning Habit 5: First Time, Every Time**

Teachers will give students clear instructions. All students will follow instructions first time, every time. Students will trust staff and never question an adult's decision anywhere in the academy.

If students fail to demonstrate this learning habit, they could be removed from lessons and placed in our consequence provision for a fixed period of time. In some circumstances, students may be suspended for displaying persistent disruptive behaviour.

If a student feels unfairly treated, they must still follow the instruction first time, every time. Later, in their own time, students may approach the adult to discuss the situation. We expect students to ask politely and respectfully. If a student feels uncomfortable approaching the member of staff, they should speak to their Head of Year or a member of the Senior Leadership Team.

### **Learning Habit 6: Right Place, Right Time, Doing the Right Thing**

Our expectations at Wells are intentionally simple because we thrive where there is clarity.

#### **Right Place**

During lessons, the default location of all students is in classrooms with their teacher. Students that would like to speak with another member of staff will be permitted to do so outside of lesson time. During break times students will be in the dining hall, library or outside. It is essential that students are in the right place so we can keep them safe.

#### **Right Time**

Punctuality to lessons is critical to maximise learning time with teachers, it is also good manners and shows respect to teachers that have spent time planning lessons. Students that are late to a lesson are taken to the Reflection Room where they will stay for the rest of the lesson. Students that are truanting are taken to the Consequence Room where they will stay for the remainder of the day.

#### **Doing the Right Thing**

Students are explicitly taught about our core value of integrity. We expect students to do the right thing, even when no one is watching. This means following the other learning habits, but also being an active member of our academy community by being helpful and kind.

### **STEPS**

At Wells, we teach manners and courtesy explicitly. To support with this, we expect students and staff to use STEPS when interacting with each other.



Students are taught STEPS explicitly. Staff will always role model STEPS when interacting with colleagues to promote the type of communication we expect to see from students. When a student fails to use STEPS, staff will remind them.

### **Line ups**

Line ups help us to achieve a positive, productive and professional start to the day. They also help to refocus and reset students during the day. Line ups help to set an appropriate tone and so it is critical they are performed consistently.

All tutors must be with their tutor group for morning line up by 08:20. All teachers should meet and greet their classes following break time at 11:15 and lunch time at 12:55. During line ups, all staff should wear a high-vis jacket.

### **Line up locations**

- **Year 7: Front Active Yard**
- **Year 8: Back Active Yard**
- **Year 9: Front Active Yard**
- **Year 10: Back Active Yard**
- **Year 11: Front Quad**

### **Line up expectations**

Own your line up by ensuring that students are:

- In a straight line
- Facing forward
- Silent
- Wearing Perfect Uniform

Expect students to follow your instructions first time, every time and assertively demand their compliance if you need to.

Walk up and down your lines ensuring all of the above is maintained 100% of the time. When walking with your class, position yourself at the back of the line so you can see your line to maintain high standards.

### **Corridor culture**

We walk:

- On the left hand side
- In single file
- Shoulder next to the wall

### **Classroom routines**

#### **The classroom environment**

At Wells, classrooms are professional spaces that convey an atmosphere of high expectations while reinforcing the notion that our teachers take centre stage as the expert in the room. We recognise the risk of cognitive overload in busy classrooms and so ensure they are free from clutter or extraneous decoration. As such:

- Classroom furniture is arranged so students each have a clear view of the teacher and the whiteboard/screen
- Classroom walls are free from 'visual noise'
- Displays, if required, are on noticeboards and not directly on walls
- Desks are left clear
- Classrooms are tidy and free from clutter – books and resources are stored neatly on shelves or in boxes
- Classrooms are left locked by teachers when not in use

#### **Meet and greet**

All lessons start with teachers meeting and greeting students on the classroom door, where doors remain open for the first five minutes of the lesson. This reinforces the idea that students are entering a focused learning environment.

- Students line up outside the room with coats off
- Teachers stand at the classroom door so they can see inside the room and the corridor
- Teachers give students a warm welcome as they ensure Perfect Uniform
- After five minutes, teachers close their door upon hearing the late bell
- Students will not be allowed to enter the lesson after the late bell and will be escorted to the Reflection Room for the rest of the lesson
- Students should remain and wait to be collected

#### **Seating plans**

Our students benefit from routines and predictability. All students should be placed in a seating plan that has been carefully designed by the teacher. Seating plans should be up-to-date on ClassCharts.

#### **Toilets**

We encourage students to use the toilet during break and lunch times to minimise lost learning time. In the event of a student needing to visit the toilet, the teacher will request the student is collected by the Head of Year using ClassCharts.

#### **End and send**

At the end of a lesson

- Equipment is put away, books are collected in, so the room is clear and tidy
- Students tuck their chairs under tables and stand behind their chairs
- Teachers ensure students have Perfect Uniform

- Teachers stand at the door so they can see inside the room and the corridor
- Teachers dismiss students, one row at a time and remind students of corridor culture expectations

### **Assemblies**

Assemblies are an invaluable opportunity for an entire year group to come together. We also use assemblies to educate students on wider aspects of the curriculum and celebrate student success. More than anything else, assemblies at Wells are a forum to narrate and reinforce our academy values of integrity, resilience, and ambition.

### **Expectations of staff during assemblies:**

- Prior to entering the assembly hall, remind students to enter calmly and in silence, with Perfect Uniform
- Stand on the door and monitor student entry
- Once students have entered and are sat down, reinforce expectations around conduct, if necessary, and encourage students to sit up straight and track the speaker to show respect and good manners
- Situate yourself in a position where you have a clear view of your group (and they have a clear view of you) and take responsibility for their conduct
- Following the assembly, escort students out of the assembly hall

### **Consequences**

At Wells, we have a two-stage consequence process for managing disruptive behaviour in the classroom.

#### **Stage 1: Warning**

If a student intentionally disrupts learning, they will be given a verbal warning. The teacher will log this on ClassCharts using the '1<sup>st</sup> Warning' button.

Examples of disruption might include interrupting the teacher, talking when asked to work in silence, refusing to follow instructions or not sitting in the correct seat.

Following a warning, staff will implement strategies to support the student to make the right choice. Time will be given for the student to correct their behaviour. This might include:

- Change to the seating plan
- Quiet conversation outside of the classroom
- Additional support in the lesson such as extra scaffolding

#### **Stage 2: Remove**

A student will be removed from a lesson and isolated from the rest of their class if:

- They have failed to correct behaviour following the staged warning system and additional teacher intervention.
- A critical incident has occurred.

The teacher will log this on ClassCharts using the 'Remove' button. The student waits to be collected.

#### **Multiple removes in a day**

If a student is removed from 2 lessons or more in a day, they will receive a 30-minute same day detention.

#### **When using sanctions, staff will:**

- Avoid punishing whole groups
- Distinguish between poor work and poor behaviour
- Criticise the behaviour, not the student
- Ensure the sanction is proportionate and appropriate to the incident

- Offer a positive intervention to correct the behaviour, for example, time to reflect
- Provide students with a fresh start at the next possible opportunity
- Show care with tone and volume of voice

### **Persistent poor behaviour**

Where a student displays persistent poor behaviour, we will look to work with the student and their family to put support in place in the form of a pastoral support plan to create individualised strategies to help that student get back on track.

All members of staff at The Wells Academy will positively encourage and support students on pastoral support plans to achieve their targets. See Pastoral Support Plan (Appendix 3).

### **Mobile phones**

The Wells Academy does not permit students to use mobile phones, headphones or other electronic devices on the academy site.

If families wish for students to bring their mobile phone to the academy it must be turned off and put away in their bag. If a student's mobile phone, headphones or other electronic devices are seen or heard they will be confiscated by the member of staff who saw/heard it and can be collected, by the student, from reception at the end of the day.

If a student refuses to hand over their mobile phone, headphones or other electronic devices to any member of staff they will be issued with an immediate 1-day fixed term suspension for defiance.

We believe in consequences, education and reintegration to support students to do the right thing. We will place students in our Consequence Room or they will receive a suspension if their behaviour falls below our expected standard. We will use strategies as part of our graduated response. See Graduated Response (Appendix 4).

### **Recognition and rewards**

Recognition and rewards are used to celebrate and motivate students getting it right.

### **Verbal praise**

Around the academy, and in lessons, staff use positive language and reinforcement to signal to students that they are demonstrating good learning habits. They may also provide students with positive points on ClassCharts.

### **Positive phone call homes**

If a student has gone above and beyond, staff will phone home to share good news with students' families.

### **Recognition events**

At points throughout the year, students attend recognition events to celebrate sustained attitude, effort and commitment over time. This includes:

- Representing the academy
- Zero to Hero that takes place on a termly basis
- The Academy Awards Evening that takes place once a year

### **Staff induction, development and support**

All staff are given a Staff Handbook that outlines all aspects of our behaviour routines and expectations. All staff engage in a regular cycle of behaviour briefings and training. Quality assurance is used to identify, support and develop colleagues on an ongoing basis.

## Student transition

Students and families are provided with our Family Handbook and are given a full induction which includes watching our academy videos. Resets of standards and expectations take place at the start of each half term led by the Principal and Vice Principal in the form of assemblies in person and a whole school online assembly. See Admissions Process (Appendix 1). See Reintegration Process (Appendix 2).

## Student support

The Inclusion Team offer support to students who may face barriers to their education. The Vice Principal for Inclusion, the SENCO and the wider team look to identify triggers, plan support through both intervention and through adaptive teaching in the classroom and document this on a Pupil Passport for all students identified as having SEND. Access to the Hub, our nurture provision and bespoke pathways will be considered, as well as referrals to external agencies.

## Child-on-child abuse and bullying

No child should ever face abuse, whether in school or outside of school. Every member of staff is responsible for safeguarding and will act in a vigilant manner when in their classroom, on duties and when moving around the site to monitor peer interactions and deal with anything that could be considered as child-on-child abuse. Student reporting systems allow students to share any concerns but they are regularly reminded that they can also speak to any member of staff who can report issues to the Safeguarding Team. Such behaviour will never go unchallenged or become accepted and we remain committed to working openly and transparently to promote mutual respect. We will always act on concerns raised. For further information, please see the academy's Anti-Bullying Protocol.

## Banned items

The following items are banned within the academy:

- Knives and weapons
- Alcohol
- Illegal Drugs
- Stolen items
- Cigarettes or vapes
- Lighters
- Fireworks
- Pornographic images
- Items likely to be used to commit an offence
- Chewing gum
- Energy drinks
- Sporting equipment (for example, footballs or basketballs)
- Smart watches

A search can take place if the member of staff has reasonable grounds that a student is in possession of a banned item and there is a risk of serious harm if the search is not conducted immediately. Additionally, a search can take place in the event of a student failing to hand over a mobile phone that may contain footage of a member of staff or another student.

## Search expectations

- Only the following items of clothing can be requested to be removed during a search e.g. coats/blazers/jumpers/socks/shoes
- 'Possessions' includes any item the student has or appears to have control of e.g. pockets/bags/desks
- Members of staff can confiscate, retain or dispose of the searchable items list, where reasonable to do so
- Any weapons, stolen items or controlled drugs should be delivered to the Police immediately
- Pornographic images should be deleted/disposed of unless the Police confirms it constitutes a specific offence
- Any items that are evidence of an offence should be delivered to the Police immediately
- The member of staff may examine the data/files on an electronic device if they have good reason to do so e.g. cause harm
- Ensure families have been informed of a search in a timely manner
- The Principal will decide if and when to return a confiscated item

### **Power to search**

Searches will be conducted by 2 members of staff. One of each gender and one must be a member of the Senior Leadership Team. This will be recorded on CPOMS.

### **Physical intervention**

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The Wells Academy is committed to ensuring that all staff and adults with responsibility for student's safety and welfare deal professionally with all incidents involving aggressive or reckless behaviour and use physical intervention **only as a last resort**.

Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a student from harming himself, herself, others or property.

This form of physical intervention may involve staff:

- Physically interposing themselves between students
- Blocking a student's path
- Escorting a student
- Shepherding a student away

In extreme circumstances, trained staff may need to use more restrictive holds. Any such measures will be most effective in the context of the overall ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used. Wherever reasonable force is used, staff must keep communicating with the student.

The decision when to physically intervene is down to the professional judgement of the adult concerned and should always depend on individual circumstances. All restraint incidents must be logged.

### **Family communication and involvement**

Families are given copies of our Family Handbook which outlines our approach to behaviour. Information regarding warnings, removes and consequences are shared via the ClassCharts app on a daily basis. Staff regularly communicate via phone calls with families. Families are expected to attend reintegration meetings following a suspension and a decline in student conduct. Behaviour and attitude to learning are discussed at Parents' Evenings.

### **Protocol review**

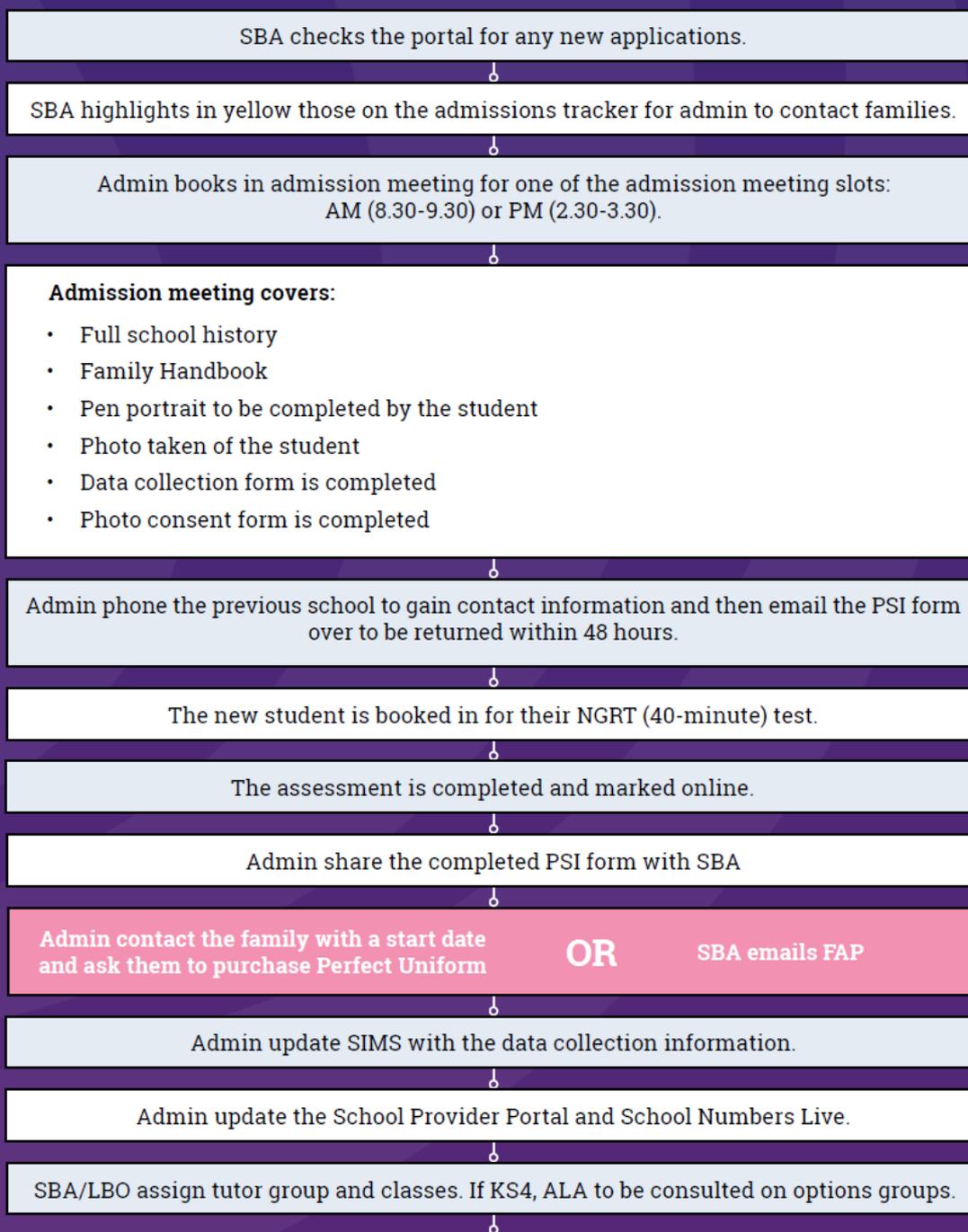
The protocol is reviewed on an annual basis, including staff, student and family voice.

### **Linked Policies**

- Anti-Bullying Protocol
- Greenwood Academies Trust IT Acceptable Use Policy

## Appendix 1: Admissions Process

# Admissions Process



## Appendix 2: Reintegration Process

# Reintegration Process

Meet with student, family, external agencies and Head of Year / Assistant Principal / Vice Principal / Principal as per the below graduated response:

Number of days of suspension	Members of staff for the reintegration
-15	Head of Year
15-25	Assistant Principal
25-30	Vice Principal
30+	Principal

**Discussion around:**

- Summary of concerns (reasons for suspension)
- Family's views
- Student's views
- Steps to move forward – targets agreed for all stakeholders (use the list of strategies to support suggestions – filling in the date and notes section)

Complete the PSP and graduated response forms

Give the completed forms to admin to scan and save in SIMS and email a copy to the family

Diarise a follow up call or email to review the actions

INTEGRITY • RESILIENCE • AMBITION

### Appendix 3: Pastoral Support Plan

Student Name:	Tutor:	Date:
Staff Name:	Family:	External Agencies:
Reason for meeting: <input type="checkbox"/> Reintegration (Suspension) <input type="checkbox"/> Behaviour support	Number of Suspensions (and days):	SEND:
Dates of <b>this suspension</b> :	Start date:	End date:
Summary of academy concerns – (reason for the suspension):		
Summary of family's view:		
Summary of student's view:		
Student agreed targets: • • •		
Academy support / action agreed: • • •		
Family support / action agreed: • •		
Additional agency support / involvement: •		
Arrangements for PSP review (date with who and how (phone/email):		

Office Actions			
PSP saved to Sims	Yes/No	PSP sent to parent	Yes/No
PSP emailed to HoY / Tutor / SENCO / AP / Teachers / VP	Yes/No		

### Appendix 4: Graduated Response

The Wells Academy Interventions		
School led interventions:	Date	Notes
Form tutor discussions/support 1:1		
HoY discussions/support 1:1		
Culture Lead discussions/support 1:1		
SLT discussions/support 1:1		
Raised at Wellbeing meeting		
On the ones to watch list sent to staff		
PSP created and shared with all staff		
Formal mentoring from form tutor		
Formal mentoring from HOY		
Formal mentoring from Culture Lead		
Formal mentoring from SLT		
Removal of unstructured times		
Weekly behaviour update to parents phone/email		
Meeting with family – Form tutor		
Meeting with family – HOY		
Meeting with family – Culture Lead		
Meeting with family - SLT		
Monitoring report – Attendance/punctuality		
Monitoring report – Form tutor		
Monitoring report – HOY		
Monitoring report - subject		
Access to the Hub for short period of time – as time out or hybrid plan reviewed after 2 weeks		
Time spent in Consequence Room 1 day		
Time spent in Consequence Room 3 days		
Bullying log		
Behaviour contract		
Later start/early finish for a short period		
Hub Re-set		
Careers guidance meeting		
Class change within a subject		
Timetable change (Inc. population change)		
Sensory support		
Lesson drop in observations		
<b>Other interventions:</b>		
Host placement		
Meeting with the Principal		
ELSA mentoring		



## THE WELLS ACADEMY

Counselling referral		
Referral to school nurse		
Referral to other Notts City SEND Team inc. Behaviour Support, Learning Support and ASD		
Ask US Notts information signposted to parents		
Parenting support through agencies		
Referral to Ed Psychologist		
Referral to The Targeted Family Support Team / Brief Intervention Team (BIT)		
MARF referral (safeguarding)		
MHST referral		
Multi-agency meeting		
Social care involvement		
YJS		
SEIO referral – Ruth Holmes		
BEMHS referral for assessment of SEND		
GP/Paediatrician		
SENCO referral / involvement		
EHC Plan started		
Raised at the LA EIP meeting		
Referral to CGL		
CAMHS referral		
ST 1 <sup>st</sup> placement		
<b>Next Steps:</b>		
ST 2 <sup>nd</sup> placement		
Pre Pex Meeting with local Head/Parents/Principal		
AP		

## Appendix 5: Positive Handling Support Plan

Name:

D.O.B:

Class:

Date:

\* Key adults:

Medical Issues:

Target Behaviours (no more than 3):

- 
- 
- 

Triggers:

**Preferred supportive and intervention strategies, including de-escalation techniques:**

Verbal/advice and support		Choices (max 2)		Timeout (2 mins)		Success reminder – add details of how	
Reassurance		Consequences		Withdrawal (Calm Down Zone)- this should be in line with PRICE training		Take up time/countdown	
CALM stance/talking		Planned ignoring		Contingent touch		Humour	
Negotiation- add details		Distraction – this may include... add detail		Transfer adult			

Name of child:

Date written:

Date to be reviewed:

<p align="center"><b><u>Proactive Strategies (Primary)</u></b></p> <p>The things we can do or say to help x remain in the proactive phase for as much time as possible</p>	<p align="center"><b><u>Behaviour</u></b></p> <p>What x does, says and looks like that lets us know that he/she is calm and relaxed</p>

<p align="center"><b><u>Secondary Strategies (Secondary)</u></b></p> <p>The things we can do or say to prevent further escalation and support x back to the proactive phase as soon as possible</p>	<p align="center"><b><u>Behaviour</u></b></p> <p>What x does, says and looks like that gives us clues that he/she is becoming anxious and distressed.</p>

<p align="center"><b><u>Reactive Strategies (Tertiary)</u></b></p> <p>The things we can do or say to achieve rapid control over the situation to prevent unnecessary distress, injury or destruction.</p>	<p align="center"><b><u>Behaviour</u></b></p> <p>What x does, says and looks like when an incident of challenging behaviour is occurring</p>

Name of child:

Date written:

Date to be reviewed:

**POSITIVE HANDLING PLAN**

Agreed Physical Interventions to be used to prevent danger to self or others and as a last resort: All restrictive interventions are recorded on incident forms which are logged onto CPOMs, a copy of the incident form is also sent to families.

<b>Phase One Techniques-</b> please highlight				
Single Embrace ü	Adapted Embrace ü	Shepherding ü	Side Hug	Adapted Side Hug
<b>Phase Two Techniques</b>				
Figure of Four	Cupped Hand	Double Embrace		

<b><u>Recovery Strategies</u></b>	<b><u>Behaviour</u></b>
The things we can do or say to support x to become calmer again and return to the proactive phase	What x does, says and looks like that tells us that he/she is becoming calmer and more relaxed.

**Risk Assessment:**

Description of risk	Physical behaviour aimed towards others	Physical behaviour aimed towards objects
Is the risk potential or actual? How frequently does the risk occur?		
Who is affected by the risk?		
How likely is the risk to occur?		
Who/what is likely to be injured?		
What injuries may be sustained?		
How serious are the outcomes?		

Name of child:

Date written:

Date to be reviewed:

**Risk Frequency (1-10, where 1 is low):**

Violence to staff level		Violence to peers level		Damage to property level		Risk of absconding level	
Frequency		Frequency		Frequency		Frequency	

**Additional information (PSP, other agencies/staff involved):**

Who else has been involved in the advice given?

<b><u>Signed and agreed:</u></b>				
Principal:	Class Teacher:	Family:	Student (if appropriate):	Date:
<b><u>Comments</u></b> (and who from)				

Name of child:

Date written:

Date to be reviewed: