

ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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Positive Behaviour Policy Ready, Respectful and Safe

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Review Date: 2027

St Luke's is built on a core set of Christian values, where children feel happy and cared for. Here they find, love, joy, hope and peace.

John 13: 34-35 says, 'Love one another. As I have loved you... By this everyone will know that you are my disciples.'

So at St Luke's we aim to be disciples by:

Following in God's way

Learning day by day

Working with one another

Caring for each other.

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Provide a consistent and calm approach and to celebrate the best behaviours.
- To use restorative approaches whilst having clear boundaries on what we consider to be unacceptable behaviour, including bullying and discrimination.

Purpose of the policy

To provide simple, practical procedures for staff and children that:

- Recognises behaviour norms and positively reinforces this behaviour.
- Encourages children that they can and should make good choices.
- Ensures consistency of expectations across the school.
- Builds a community which values kindness, care, good temper and empathy for others.

It is a primary aim of our school that every member of the school community feels valued.

and respected, and that each person is treated fairly and well. We are a caring community, whose Christian values are built on mutual trust and respect for all. The school's positive behaviour policy of Ready, Respectful and Safe is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of rules, but our positive behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good and positive relationships so that people can work together with the common purpose of helping everyone to learn. From on entry into Reception Class the children learn the value of friendship. This value lays the foundation for all values that underpin building and establishing positive relationships. The other values of compassion, forgiveness, trust, service and justice add layers that build upon friendship. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. As a result, Koinonia is the final Christian Value Year 6 focus on.

The school expects every member of the school community to behave in a considerate way towards others. The school's behaviour expectations are underpinned by the school's Christian values and the message of Ready, Respectful and Safe.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

This policy promotes a positive school ethos and promotes positive behaviour management strategies through the message of Ready, Respectful and Safe.

This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND). [Keeping Children Safe in Education 2023]

Expectation of Adults

We expect every adult to

- Meet and greet at the door.
- Refer to 'Ready, Respectful, Safe' in their daily conversations with children.
- Praise role models who set the standards of good behaviour to encourage others.
- Always address pupils who are failing to meet expectations when moving around school.
- To use the scripts.
- Follow up all behaviour including restorative conversations and communication with parents.
- Teach behaviour as part of the weekly curriculum.
- Plan lessons that engage, challenge and meet the needs of all pupils.
- Discuss poor behaviour separately from other children.

Behaviour is managed well where adults know their classes and develop positive relationships with all pupils.

Expectation of SENCO (Inclusion Leader) and the Pastoral Care

- To use behaviour data to target and assess interventions at universal and provide SEND support.
- To provide support and advice to adults.
- To support teachers in managing pupils with more complex or challenging behaviour so that needs are being met.

The Head teacher and the Senior Leadership Team

- Meet and greet learners at the beginning of the day.
- Are a visible presence around the school.
- Celebrate staff, leaders and pupils whose effort goes over and above expectations.
- Ensure staff training needs are identified and met.
- To support the SENCO and Pastoral Care in managing learners with more complex or negative behaviours.
- Use behaviour data to target and assess the effectiveness of the behaviour policy and practice.

The Governing Body is responsible for

- Reviewing and approving the Positive Behaviour Policy.
- Monitoring the policy's effectiveness.
- Holding the Headteacher to account for its implementation.

Our Rules	Ready, Respectful, Safe
Routines	Good starts, good walking, good lining up, good movement around school, good transitions/change overs, good manners
Recognition and rewards for effort	<ol style="list-style-type: none">1. Verbal and non-verbal praise2. Awarded DOJO points3. Awarded DOJO Value points4. Positive phone calls home / positive conversations with parents/carers5. Friday Freetime6. Recognition Board7. Celebration assembly8. Golden table9. DOJO assemblies
Steps for modifying and managing poor behaviour <i>(see scripts in appendix All conversations should be done in private)</i>	<ol style="list-style-type: none">1. Praise role models2. Caution3. Reminder4. Consequence (Lose one DOJO point)

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules that lead to unreasonable high level disruption of children's right to learn.
- Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-bullying Policy).
- Physical violence or verbal aggression directed towards an adult or pupil.
- Use of object/weapons to hurt others.
- Throwing objects.
- Serious/ continued bullying incidents.
- Intentional vandalism leading to significant damage of school property and resources.

- Consistent refusal to work.
- Shouting at adults.
- Consistent refusal to follow instructions.
- Intimidating others.
- Consistent inappropriate behaviour.
- Threatening behaviour or language (intentional swearing).
- Bringing school into disrepute.
- Possession of any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

<p style="text-align: center;">Consequences 1</p> <p style="text-align: center;">Misbehaviour</p>	<p>DOJO System:</p> <ol style="list-style-type: none"> 1 At the consequence stage of losing one DOJO point. A restorative conversation is needed. 2 If a child continues with poor behaviour then they will lose more DOJO points. A restorative conversation and time out maybe needed. This is communicated to the parent. 3 Five points are deducted for use of inappropriate language and aggressive behaviour. Parents are informed. 4 At the end of the week children that are on minus five points will lose half of their Friday fun time and will be spoken to by the Key stage Leader. Parents are informed. 5 At the end of the week children that are on minus ten or more points will lose all of their Friday free time and will be spoken to by a member of the Senior Leadership Team. A meeting is arranged with the teacher, key stage leader and parents to discuss the child's behaviour. This should be recorded on CPOMS. A monitoring chart should be put into place (see appendix 5). <p style="text-align: center;">*With improved and good behaviour children can earn DOJOs back.</p>
<p style="text-align: center;">Consequences 2</p> <p style="text-align: center;">Serious Misbehaviour</p>	<p>DOJO System:</p> <ol style="list-style-type: none"> 6 If a child continues to break school rules or display serious misbehaviours then they will be spoken to by the Headteacher or Deputy Headteacher. 7 Parents will be invited to a meeting with the Headteacher or a member of the SLT, Pastoral Care, SENCO, class teacher. A Behaviour Plan (IBP) and a child's Positive Support Behaviour Plan (PSBP) will be put into place to support the child's behaviour at this stage. <p>Consequences at this stage may include:</p> <ul style="list-style-type: none"> • Removal from class or removal from the playground • Missing longer periods of playtimes/ lunchtimes • Key stage leader meeting with parents • Suspension
<p style="text-align: center;">Consequences 3</p> <p style="text-align: center;">Serious Misbehaviour</p>	<p>DOJO System:</p> <ol style="list-style-type: none"> 8 Children who do not meet the targets of their IBP will be spoken to by the Headteacher. Parents will be invited to another meeting with the Headteacher or a member of the SLT, SENCO, Pastoral Care, class teacher and this may included external agencies such as Targeted Educational Support Service (TESS). The IBP will be escalated to a Pastoral Support Plan (PSP). If an Early Help is in place for a child then this will replace the PSP. The child's Pastoral Support Plan (PSP) is managed through the Early help. A Positive Support Behaviour Plan (PSBP) will remain in place for the child. 9 Fixed term suspension or a permanent exclusion may be necessary at this stage.

Removal	Suspension and Permanent Exclusions
<p>Removal from the classroom is a serious sanction and will only be used when all other behaviour strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. We use removal for the following reasons:</p> <ul style="list-style-type: none"> • To maintain safety for all pupils following an unreasonably high level of disruption • To allow the pupil to regain calm in a safe space • To enable the pupil to be taken to a place where their learning can be continued in a managed environment. <p>When a child has been removed from class, they will be guided to a safe space. Work will be planned for and provided by the class teacher to ensure that the child continues to learn. Parents will be informed.</p> <p>Where removed children do not calm down, are unable to continue their work and continue to exhibit serious and unsafe behaviours, despite a range of strategies being attempted, school will phone parents to support with calming the child down. This will also help to restore stability for other children attending school.</p>	<p>The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.</p> <p>Decision to suspend will be made by the Headteacher (and in the Headteacher's absence the Deputy) If a decision to suspend then a meeting with parent followed by letter to parent explaining reasons for suspension, length of suspension, arrangements for accessing school work and the back to school meeting will be arranged.</p>

Suspensions

In order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following the suspension, the pupil and parents will meet with the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child.

Permanent exclusions

Permanent exclusion is seen as a very last resort after all reasonable steps to avoid exclusion have been put into place. Permanent exclusion occurs when allowing the pupil to remain in school would be seriously detrimental to the education or welfare of the pupil concerned or to other pupils at the school

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Where there is suspected child on child abuse please read St Luke's Safeguarding, Child Protection and Early Help Policy.

Inclusion

God made everyone unique. For St Luke's Church of England Primary School, this means responding to the different talents and needs of all our children so that they can achieve their true potential. Reasonable adaptations should be made for children who struggle to make good choices.

All teachers are expected to anticipate likely triggers for misbehaviour and put in place preventative support. This may require work with Pastoral Care, Key Stage Leaders, SENCOs and in some cases, the Headteacher and the Deputy Headteacher.

It is also important to remember that all behaviour has meaning and that a restorative approach can help unpick the reasons for the behaviour rather than a purely punitive approach. Understanding a person's behaviour is the first step to preventing and reducing behaviour incidents.

There can also be a number of reasons for children to struggle with positive engagement, for example: understanding, language, culture, previous experiences, disabilities, attitude, family context, attention span, trust, self-concept to name a few. This can lead to different responses, such as: freeze, fight, flight or submit.

There needs to be a tailored approach to supporting children who present with challenging behaviours. This needs to be regularly reviewed with both child and parents. Where necessary, outside agencies may be brought in to support the child.

When children struggle with their behaviour, we are committed to working with both the child and the parents in a variety of ways and this has been very successful to date. Every child is different and unique and we continue to find new ways to support different children in different situations. When children are struggling with challenging behaviours, it is essential for parents to work with the school and outside agencies to address it.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour and discipline policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that require additional support. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an Education, Health and Care Plan (EHCP)

The provisions set out in the EHCP must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHCP, it

will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

Preventing recurrence of misbehaviour:

As a school we are committed to using a range of initial intervention strategies in order to reduce likelihood of suspension or permanent exclusion in addition to the strategies outlined in our behaviour system. The aim of all interventions is to identify and address underlying factors leading to misbehaviour and to assess the appropriateness of the provision in place for the child. Working with a range of agencies and outside providers, we offer different interventions and support dependant on an individual’s needs. We also work with local partners, for example alternative provision for short term interventions (Wigan Engagement Centre) and the pupil referral unit for advice and support. In addition, we are proactive in working with Early Help. Where a child has an EHCP we work closely with the LA SEND team to review provision. **Positive Behaviour Support Plans**

If a pupil regularly displays behaviour that disrupts theirs and others learning as well as disrupts the safety and stability of the classroom, a personalised strategy in the form of a Positive Behaviour Support Plan (PBSP) is required. Our school operates a ‘graduated response’. As a school we use the Emotional Regulations Plan based upon the six stages of crisis (anxiety-Defensive-Crisis-Recovery-Depression-Restoration) to ensure that reasonable adjustments and supportive plans are put in place to help those who need it (see appendix 4).

Positive Behaviour Support Plan (PBSP) and Individual Behaviour Plans (IBP) can be used separately or together.

Positive Behaviour support plans (PBSP):

- Describe the behaviours.
- Identify situations that a pupil finds difficult (triggers).
- Identify proactive behaviour strategies to help a child cope before their behaviour escalates.
- Identify positive behaviour strategies to support a child if their behaviour has escalated.
- Should be easy to understand.
- Should consider the need for a Crisis Management Plan and/or a Risk Assessment.

All plans are formally reviewed and updated every 4-6 weeks with the class teacher, Key Stage Leader, Pastoral Care and SENCo. The purpose of a behaviour support plan is to ensure that:

- The frequency and severity of challenging behaviour reduces.
- Everyone working with a child on a BSP consistently uses the same, agreed, approaches.
- Parents are made aware of the strategies that are being used at school.
- Provides clear documentation.

Following any incidents of extreme behaviour, there will always be a review to discuss what happened, what support is needed and completing of all records. The review will also discuss what were the triggers, and what might help in the future. Positive Behaviour Support Plans and any risk assessments are amended accordingly. It is important to note that the success of strategies should be continuously monitored. Where strategies are not working the decision needs to be made whether to (1) make adjustments (2) persist with strategies for longer (3) change the approach.

Examples of proactive strategies include	Examples of reactive strategies (strategies that are used after the undesired behaviour occurs)
<ul style="list-style-type: none"> • Removing or minimising identified triggers in advance • Now and next board (including transition reminders) Language of ‘first... then...’ • Explaining new situations before they occur • Pre-teaching activity • Visual timetable (establishing routine) • Spot them being good – positive descriptive praise 	<ul style="list-style-type: none"> • Reminding the child what is expected of them • Distraction • Removing the trigger related to the incident • Any calming techniques including a safe/calm space • Reassurance • Restorative justice • Use of phrases to use and not to use • Change of face/place

<ul style="list-style-type: none"> • Choices – this or this • Necessary adjustments to the physical environment (noise levels, seating arrangements) • Visual aids (e.g traffic light cards, feelings cards, calm-down cards) • Distraction techniques • An agreed calming activity 	
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School Attendance and Part-time time tables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time time table to meet the individual pupil's needs, e.g. a part-time time table may be considered as part of a re-integration package.

A part-time time table will not be treated as a long term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. This will only be considered when all other strategies have not been successful and to avoid future suspensions or permanent exclusion.

A child must start full-time education once they reach compulsory school age. This is on 31 December, 31 March or 31 August following their fifth birthday – whichever comes first. If a child's fifth birthday is on one of those dates then they reach compulsory school age on that date.

Items that should not be brought to school include

This is not an exhaustive list. Any items that are potentially harmful to any member of the school community should not be brought to school. If there are any doubts about an item, students or parents/carers can check with the school office.

- chewing gum
- jewellery except for a watch and one pair of plain stud earrings worn in the earlobes
- aerosol cans including deodorants
- correction fluid
- permanent marker pens
- makeup
- unnecessary money
- Cigarettes, matches and lighters
- fireworks or "snaps" containing gunpowder
- e-cigarettes, shisha pens or liquids for these
- mobile phones except for Years 5/6 children who have been granted permission and they must be handed to the school office at the start of the school day where they are locked away. Mobile phones must not be used by children on the school premises
- any items which are illegal to possess or carry, or inappropriate for the age of the child or the school environment
- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Confiscation

Any prohibited items found in a pupil's possession may be confiscated. These items will be returned to the parents/carers unless it is an illegal item where advice from the police will be sought.

The Use of Reasonable Force (in line with DfE advice July 2013 Use of Reasonable Force)

The school has a duty of care to both pupils and staff. Staff have a duty of care to protect pupils and to take action to prevent the cause of harm. Reasonable Force is only used when it is completely necessary in order to keep people safe and should be reasonable, proportionate and appropriate. When using reasonable force, the school has a legal duty to make reasonable adjustments for children with disabilities and children with SEN. School does not need parental or carer's consent.

Circumstances in which reasonable force would be used:

Reasonable force will be used when there is a real risk of harm towards a pupil or member of staff. Reasonable force will be used to physically separate pupils found fighting and a verbal instruction to stop is not followed. *NB: Reasonable Force will not be used to remove a child from a classroom unless the child is being violent and causing harm to others.*

Reasonable force covers a broad range of actions – involve a degree of physical contact to control or restrain children. Reasonable – ‘using no more force than is needed’:

- To prevent a pupil from committing an offence.
- To prevent a pupil from injuring themselves or others.
- To prevent a pupil from damaging property.
- To maintain good order and discipline at the school or among pupils.

What will happen when reasonable force is used:

School will record what has happened including who witnessed it.

School will ensure that staff have used force reasonably, proportionately and appropriately.

School will ensure that parents/carers are informed.

Behaviour outside of school premises

We have the power to sanction pupils for misbehaviour outside of school premises to such an extent as is reasonable.

Situations requiring sanctions may include:

- Misbehaviour on school organised or school related activity.
- When travelling to or from school.
- When wearing school uniform.
- When identifiable as a pupil at the school.
- When repercussions for the orderly running of the school could arise.
- If the pupil poses a threat to another pupil.
- Could adversely affect the reputation of the school.

The school’s response to this behaviour in terms of strategies and consequences will be in the same way as if it had happened in school.

Appendix 1 School Rules

All pupils and staff are expected to:

- Understand and follow the school and classroom rules based on the principles of ready, respectful and safe.
- Use 'good' manners when interacting with others e.g. holding open doors, saying 'please' and 'thank you', use of calm, kind words and voices.
- Wear full school uniform smartly (including school PE kit).
- Demonstrate sensible behaviour that is appropriate to the area/situation.
- Respect the rights of others to learn and participate in school life.
- Following school and classroom rules and expectations.
- Take care of school property and facilities.
- To treat each other with kindness, tolerance, and consideration, whether it be fellow pupils, staff, visitors, or members of the community.
- Take responsibility for their actions and show accountability for their learning and behaviour.
- Listen and follow instructions, work collaboratively with others, and actively participate in lessons.
- To walk around the school in a calm and orderly manner, showing consideration for others (including the courtyard).

Appendix 2



St Luke's Church of England Primary School Behaviour and Disciple Policy Blueprint
 Following in God's way, Learning day by day, Working with one another, Caring for each other.
Ready, Respectful and Safe

Visible Adult Consistencies	School Rules	All adults at St Luke's strive to be:
<ul style="list-style-type: none"> - Meet and Greet - Recognising and acknowledging all the positive behaviour (PIP – Praise in Public) - Dealing with poor behaviours (RIP – Remind in Private) - Relentless routines (Wonderful Walking, Smart Start, Lovely Lines) - Consistent, calm adult behaviour. Adults do not raise voices 	<p>Be Ready Be Respectful Be Safe</p>	<ol style="list-style-type: none"> 1. Calm. considered and consistent 2. Relentlessly positive and have high behaviour 3. Nurturing and build relationships – we never take our hand away 4. Committed to reflect on, repair and restore all relationships
Our Behaviour Strategy		
FIRST ATTENTION FOR BEST BEHAVIOUR	"Thank you for following instructions" "Thank you for keeping us safe" "Well done for respecting their/our/your right to..." Use non-verbal reminders Re-explain learning if needed	
CAUTION Outlines behaviour and consequence quietly to the child <i>Respond to poor behaviour with deliberate calm</i>	"X, instruction, thank you" Remind the child of the classroom rules (draw back from confrontation) It's not like you to....."Do you need my help?" Listen to the child I expect to see your table tidy in 2 minutes/ you being ready You need to speak to me here Do you remember yesterday when..... That is the Martha that I need to see today, that is the Martha that you can be all the time	
REMINDER Privately and at eye level <i>Respond to poor behaviour with deliberate calm</i>	You need to know that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen If you choose not to do the work, then this will happen.... I'll leave you to make the decision. Think carefully about your decision	
CONSEQUENCE One DOJO point lost Speak to the child privately <i>Respond to poor behaviour with deliberate calm</i>	Give them a final opportunity to engage with the last chance 30 second script I have noticed that you are <i>having trouble getting started/ wandering around/ playing with equipment</i> right now It was the rule about That you broke You have chosen <i>to do a reflection at playtime/ have a conversation with me at playtime/ catch up your work at lunchtime</i> Do you remember last week when you That is who I need to see today Stay behind for 2 minutes after class. Thank you for listening.	
REGULATION AREA	A few minutes for the child to calm down, breathe and look at the situation from a different perspective and compose themselves - allocated calm space area	
REPAIR	Restorative conversation (never use this as a pseudo punishment) What happened? What were you thinking? What are you thinking now? How were you feeling? How are you feeling now? Who do you think has been affected? How have they been affected? What needs to happen next to put this right?	

Appendix 3

REPORT ON A BEHAVIOUR INCIDENT LOG SHEET.

PART ONE – to be completed by the person reporting the incident.

Full name and address of the person reporting the incident	
Date, time and place of the breach	
Please provide a full description of the incident (specific details rather than general comments are required in order to deal with the reported incident)	
Please use the other side or a separate sheet if required...	
Signature:	Date:

PART TWO – To be completed by the person investigating the incident

Names of investigator(s)	Date the investigation took place
Main finding(s)	
Actions taken and support for the subject	
Signature:	Date:

Appendix 4

Name:	Date:	
Building positive relationships	What are the praise points, positives, or bridge builders for them?	
Anxiety	What does it look like? What do we need to do?	
Defensive	What does it look like? What do we need to do?	
Crisis	What does it look like? What do we need to do?	
Recovery and depression	What will it look like? What do we need to do?	
Restoration	Remember this can take up to 45mins-1 hour. Think of the following questions: Listen "what happened?" Link "How did that make you feel?" Learn "What can you do next time you feel that way?"	
Triggers/Hot spots	When or in what situations are these behaviours likely to occur?	
Are there any known medical conditions which should be considered? No		
How will the incidents be recorded and monitored?		
Signed	Staff:	Parent:

Appendix 5

Monitoring Behaviour Chart				
Name:				Date:
Monday am	Tuesday am	Wednesday am	Thursday am	Friday am
I have been READY to learn. <input type="checkbox"/>	I have been READY to learn. <input type="checkbox"/>	I have been READY to learn. <input type="checkbox"/>	I have been READY to learn. <input type="checkbox"/>	I have been READY to learn. <input type="checkbox"/>
I have been RESPECTFUL to others. <input type="checkbox"/>	I have been RESPECTFUL to others. <input type="checkbox"/>	I have been RESPECTFUL to others. <input type="checkbox"/>	I have been RESPECTFUL to others. <input type="checkbox"/>	I have been RESPECTFUL to others. <input type="checkbox"/>
I have been SAFE around others. <input type="checkbox"/>	I have been SAFE around others. <input type="checkbox"/>	I have been SAFE around others. <input type="checkbox"/>	I have been SAFE around others. <input type="checkbox"/>	I have been SAFE around others. <input type="checkbox"/>
Monday pm	Tuesday pm	Wednesday pm	Thursday pm	Friday pm
I have been READY to learn. <input type="checkbox"/>	I have been READY to learn. <input type="checkbox"/>	I have been READY to learn. <input type="checkbox"/>	I have been READY to learn. <input type="checkbox"/>	I have been READY to learn. <input type="checkbox"/>
I have been RESPECTFUL to others. <input type="checkbox"/>	I have been RESPECTFUL to others. <input type="checkbox"/>	I have been RESPECTFUL to others. <input type="checkbox"/>	I have been RESPECTFUL to others. <input type="checkbox"/>	I have been RESPECTFUL to others. <input type="checkbox"/>
I have been SAFE around others. <input type="checkbox"/>	I have been SAFE around others. <input type="checkbox"/>	I have been SAFE around others. <input type="checkbox"/>	I have been SAFE around others. <input type="checkbox"/>	I have been SAFE around others. <input type="checkbox"/>
What do I need to work on tomorrow?	What do I need to work on tomorrow?	What do I need to work on tomorrow?	What do I need to work on tomorrow?	FFT? Behaviour Chart?

