



Behaviour Management Policy

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Last reviewed on:	[Date]	
Next review due by:	[Date]	

1. Aims

This policy aims to:

Create a positive culture that promotes excellent behaviour, ensuring that all learners have the opportunity to learn in a calm, safe and supportive environment

Establish a consistent approach to maintaining high standards of behaviour that reflect the values of the Provision

Outline the expectations and consequences of behaviour

Provide a consistent approach to behaviour management that is applied equally to all learners

Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

3. Definitions

Unacceptable behaviour is defined as:

Deliberate disruption to lessons, activities, or social gatherings

Wilful acts of physical aggression towards peers, staff or members of the public

Use of aggressive or inflammatory language, including misogynist, homophobic, transphobic, or racist slurs.

Wilful and avoidable damage to property

Any form of bullying

Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
- Sexual jokes or taunting

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- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Theft

Smoking

Possession of any prohibited/banned items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- 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 learner)
- Personal mobile phones and similar devices

4. Bullying

All Things SEN has a zero tolerance approach to incidences of bullying, outlined in All Things SEN Anti-Bullying Policy

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence

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TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

5. Roles and responsibilities

5.1 The Joint Directors are responsible for:

Reviewing and approving the written statement of behaviour principles (appendix 1)

Reviewing this behaviour policy

Monitoring the policy's effectiveness

Ensuring that the Provision environment encourages positive behaviour

Ensuring that staff deal effectively with poor behaviour

Monitoring that the policy is implemented by staff consistently with all groups of learners

Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

Providing new staff with a clear induction into the Provision's behavioural culture to ensure they understand its rules and routines, and how best to support all learners to participate fully

Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to all tutoring and mentoring staff so they can fulfil their duties set out in this policy

Ensuring this policy works alongside the safeguarding policy to offer learners both sanctions and support when necessary

Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy (see section 13.1)

5.2 Staff

Staff are responsible for:

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Creating a calm and safe environment for learners

Establishing and maintaining clear boundaries of acceptable learner behaviour

Implementing the behaviour policy consistently

Communicating the Provision's expectations, routines, values and standards through teaching behaviour and in every interaction with learners

Modelling expected behaviour and positive relationships

Providing a personalised approach to the specific behavioural needs of particular learners

Considering the impact of their own behaviour on The Quay culture and how they can uphold rules and expectations

Recording behaviour incidents promptly (see appendix 3 for a behaviour log)

Challenging learners to meet the Provision's expectations

5.3 Parents and carers

Parents and carers, where possible, should:

Get to know The Quay's behaviour policy and reinforce it at home where appropriate

Support their child in adhering to The Quay's behaviour policy

Inform The Quay of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with the Lead Tutor or Mentor promptly

Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)

Raise any concerns about the management of behaviour with The Quay directly, while continuing to work in partnership with The Quay

The Quay will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and working in collaboration with them to tackle behavioural issues.

5.4 Learners

The Quay has a Positive Behaviour Approach to the managing of challenging behaviours, and **does not use punishments or rewards**. Sanctions can be imposed as a consequence of poor behaviour, but the sanction must be restorative in nature and must therefore relate to the nature of the challenging incident (eg. a learner who breaks something will be expected to repair it, or, a learner who has exhibited anti-social behaviour may miss a social event until they have demonstrated they can behave in a socially acceptable manner). We believe that challenging behaviour is often (though not always) a form of communication, and as such we are committed to exploring behaviours to unearth and address educationally and therapeutically: underlying issues; misconceptions; potential trauma; sensory integration issues; communication issues.

Through a number of approaches (written rules, lessons in social responsibilities, stories highlighting the importance of behaving decently towards others, etc.) learners will be made aware of the following:

- The expected standard of behaviour they should be displaying at all times
- That they have a duty to respect others
- The Quay's key rules and routines

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In exceptional cases, where usual methods are failing to support the expected values, and where the seriousness of behavioural incidents is proving a threat to the learner's placement, the clear consequences of continuing the unacceptable behaviour will be made known to the learner. This will always be agreed with the learner's parent or legal guardian first.

6. Provision behaviour curriculum

Since our learners will be at different stages of individual, social and cognitive maturation and may come with behavioural difficulties associated with broader difficulties (diagnosed or otherwise), All Things SEN – The Quay allows a necessary flexibility in terms of how behavioural issues are addressed. This is not to say we do not hold the highest values in terms of social interaction and respect for property and decency, but we do consider it a part of our duty to assist the learner in coming to similar values in a meaningful way. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all learners can meet behavioural expectations in the curriculum in order to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and to each other
- In class, make it possible for all learners to learn
- Treat The Quay and all surrounding properties with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings The Quay into disrepute, including when outside The Quay or online

6.1 Mobile phones

Learners are not allowed to have mobile phones with them on-site. If they travel to the Provision with the learner, they will be confiscated for the duration of learning, kept in a lockable cupboard in The Quay main office, and returned at the end of the day.

7. Responding to behaviour

7.1 Classroom management

Tutors and Mentors are responsible for setting the tone and context for positive behaviour within the Provision.

They will:

- Create and maintain a stimulating environment that encourage learners to be engaged
- Make explicit behavioural expectations or their own classroom rules in a manner suited to the learner's communication and cognitive needs
- Develop a positive relationship with learners, which will include:
 - Social skills practice in all relevant contexts
 - Establishing clear routines and helping to manage transitions
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh

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- Using positive reinforcement, de-escalation techniques, success reminders, distraction, and a range of other tools for addressing challenging behaviour

7.2 Safeguarding

The Quay recognises that changes in behaviour may be an indicator that a learner is in need of help or protection. We will consider whether a learner'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 child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

7.3 Responding to good behaviour

Positive reinforcement is always employed by Quay staff when learners exhibit a good standard of behaviour. Rewards are not used at The Quay since it is important to us that children and young people learn to behave in socially acceptable ways for the right reasons and not for treats. Equally it is our experience that for most children who struggle to manage their behaviour, the real and lasting reward is in actually doing so of their own volition.

7.4 Responding to misbehaviour

When a learner's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so learners know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All learners will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will always ensure the consequence relates to the behaviour itself, and consider what support could be offered to a learner to help them to meet behaviour standards in the future. The Quay does not employ sanctions except in rare and unusual circumstances, in which case it would be discussed by the Tutor or Mentor with the Joint Directors to establish what the intended outcome would be and how it would ultimately serve to support learning.

Consequences can be relatively minor depending on the behaviour exhibited, but if the behaviour is sufficiently serious it may include:

- Removal of the learner from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the learner will be always be taken into account when deciding on consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with learners. All members of staff have a duty to use reasonable force in the following circumstances to prevent a learner from:

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- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must always be used as a last resort and conform to the training given to staff in the principles and practice of Team Teach. They must always:

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the learner, including SEND, mental health needs or medical conditions and always adhere to the training given by Team Teach.

7.6 Searching and confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a learner's possession as a result of a search will be confiscated. These items will not be returned to the learner. We will also confiscate any item that is perceived harmful or detrimental to the healthy functioning of The Quay. These items will be returned to learners after discussion with parents/carers, if appropriate.

Searching a learner

Searches will only be carried out by a member of staff who has been authorised to do so by the Lead Tutor or one of the Joint Directors.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the learner and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the learner can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the learner; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept. (See Appendix 3 for incident recording form).

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of one of the Joint Directors, designated safeguarding lead (or deputy) or member of staff

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who may have more information about the learner. During this time the learner will be supervised and kept away from peers.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the learner is in possession of a prohibited item or any item identified in The Quay rules for which a search can be made, or if the learner has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on Th Quay premises or where the member of staff has lawful control or charge of the learner, for example on an outing.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other learners or staff at risk
- Consider whether the search would pose a safeguarding risk to the child or young person
- Explain to the learner why they are being searched
- Explain to the learner what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the learner the opportunity to ask questions
- Seek the learner’s co-operation

If the learner refuses to agree to a search, the member of staff can impose an appropriate consequence. If they still refuse to co-operate, the member of staff will contact the Lead Tutor, or one of the Joint Directors to try to determine why the learner is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the learner. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the child or young person harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the Provision rules.

An authorised member of staff may search a learner’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching learners’ possessions

Possessions means any items that the learner has or appears to have control of, including:

- Desks
- Lockers
- Bags

A learner’s possessions can be searched for any item if the learner agrees to the search. If the learner does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the Provision rules.

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An authorised member of staff can search a learner's possessions when the learner and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a learner was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the Provision's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action The Quay has taken, including any consequences or sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, The Quay will consider whether the learner may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow The Quay's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

No member of staff has the authority to strip search a learner. In the case of serious concerns about concealed weapons, staff will refer the matter to the Joint Directors who will decide how to proceed and whether police involvement would be appropriate at this point. In any event, parents or guardians will be informed as a matter of urgency.

In the unlikely event that police are involved, once they are on Quay premises, the decision on whether to conduct a strip search lies solely with them. The Provision will advocate for the safety and wellbeing of the learner(s) involved. Staff retain a duty of care to the learner involved and should advocate for the child or young person's wellbeing at all times.

Communication and record-keeping

Unless there is an immediate risk of harm, before the strip search takes place, parents/carers would be asked whether they would like to come into The Quay to act as the learner's appropriate adult. If the Quay can't get in touch with the parents/carers, or they aren't able to come into The Quay to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

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The learner's parents/carers will always be informed by a staff member once a strip search has taken place. The Quay will keep records of strip searches that have been conducted on the premises and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the learner, except in urgent cases where there is risk of serious harm to the learner or others.

One of these must be the appropriate adult, except if:

- The learner explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the learner's decision and it will be signed by the appropriate adult. No more than 2 people other than the learner and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the learner
- Not be a police officer or otherwise associated with the police
- Not be one of the Joint Directors
- Be of the same sex as the learner, unless the learner specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the learner specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the learner could be seen by anyone else.

Care after a strip search

After any strip search, the learner will be given appropriate support, irrespective of whether any suspected item is found. The learner will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the Provision will consider whether the learner may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the Provision's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.7 Off-site misbehaviour

Consequences may be applied where a learner has misbehaved off-site when representing the Provision. This means misbehaviour when the learner is:

- Taking part in any Provision-organised or Provision-related activity (e.g. Provision trips)
- Travelling to or from The Quay

7.8 Online misbehaviour

The Quay can issue behaviour consequences to learners for online misbehaviour when:

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- It poses a threat or causes harm to another learner
- It could have repercussions for the orderly running of the Provision
- It adversely affects the reputation of the Provision
- The learner is identifiable as a member of the Provision

Consequences will only be imposed on The Quay premises or elsewhere when the learner is under the lawful responsibility of a staff member.

7.9 Suspected criminal behaviour

If a learner is suspected of criminal behaviour, the Provision will make an initial assessment of whether to report the incident to the police.

When establishing the facts, The Quay will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Directors will make the report.

The Quay will not interfere with any police action taken. However, The Quay may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The Quay will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Learners are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The Provision's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The Quay has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

7.11 Malicious allegations

Where a learner makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, The Quay will consider whether to discipline the learner in accordance with this policy.

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Where a learner makes an allegation of sexual violence or sexual harassment against another learner and that allegation is shown to have been deliberately invented or malicious, the Provision will consider whether to discipline the learner in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, The Quay (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the learner who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The Quay will also consider the pastoral needs of staff and learners accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other learners.

8. Suspension and permanent exclusion

The Quay can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-house consequences and interventions.

The decision to suspend or exclude will be made by the Directors and only as a last resort.

10. Preparing outgoing learners for transition

To ensure a smooth transition to new placements, information relating to the management of learner behaviour issues may be transferred to relevant staff.

12. Training

As part of their induction process, our staff are provided with regular and highly specialised training on managing behaviour, including training on:

- The proper use of restraint through Team Teach method. All staff are Team Teach trained by qualified trainers, which training is renewed regularly according to the Team Teach schedule.
- The needs of the individual learners at The Quay
- How SEND and mental health needs can impact behaviour
- Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

13.1 Monitoring and evaluating

i) Incidents and Interventions

Quay staff will provide Learner Incident and Intervention reports for any of the following:

- Behavioural incidents where behaviour involves risk, exceeds baseline behaviour as outlined in positive behaviour risk assessments, is anomalous or unexpected, or may have caused upset or anxiety to other learners or members of the public.
- Incidents of searching and confiscation

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- Any incident involving physical intervention
- Any incident involving a near miss

The Incident and Intervention form is located in Microsoft Sharepoint/ Learners. The report must be written and submitted within twenty four hours of the incident, but parents/guardians will be informed by phone call the same day.

ii) Accident and Medical

Quay staff will provide Accident and Medical reports for any of the following:

- Any injury sustained by learners or staff
- Involvement of medical professionals as a consequence of activities or issues occurring within the working day, including visits to A&E
- Any use of first aid involving a pupil

The Accident and Medical form is located in Microsoft Sharepoint/ Learners. The report must be written and submitted within twenty four hours of the incident, but parents/guardians will be informed by phone call the same day or, in the case of medical emergency or visit to A&E, as soon as possible once the situation has been safely contained.

The data will be analysed termly by the Joint Directors. The result of this ongoing analysis will be fed back to staff and inform training sessions.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Directors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by both Directors.

14. Links with other policies

This behaviour policy is linked to the following policies:

Exclusions policy

Child protection and safeguarding policy

Physical restraint policy

Mobile phone policy

Appendix 1: written statement of behaviour principles

Every learner understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

All learners, staff and visitors are free from any form of discrimination

Staff set an excellent example to learners at all times

Consequences and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by all staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

Learners are helped to take responsibility for their actions

Families and carers are involved in the handling of behaviour incidents to foster good relationships between the Provision and learners' home life

Appendix 3: behaviour log

Learner Incident and Interventions

All incidents involving restrictive physical intervention must be recorded within 48hrs

* Required

* This form will record your name, please fill your name.

1. Name of Learner *
2. Date of Incident/ Intervention *
3. Time of Incident/ Intervention *
4. Location *

The Quay building

They Quay grounds

Other

5. Description of incident and intervention (include antecedents, behaviours exhibited and deescalation techniques and any physical responses used) *
6. Staff involved *
7. Other witnesses *
8. Other victims *
9. De-escalation technique used to avoid the need to intervene *

Step away

Distraction

Calm talking

Options offered

Success reminders

Reassurance

Staff changeover

Non-treatening body language

Visual aids/ preferred communication used Reflected time directed

consequence reminders

Other

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10. Were any physical responses used? *

No

Yes- Physical Response - Guides

Yes- Restrictive Physical Intervention (Escorts)

11. Action taken immediately post incident (visual check or medical check by qualified person) add name *

12. Learner debrief *

13. Any Sanctions or Consequences implemented? Agreed by? *

14. Action following incident? (update to risk assessment?) *

Complete if physical response was used

15. Identify TeamTeach technique used, who was involved, for how long was the technique used, and how effective the technique was

16. Was one or more person injured (add initials of injured person in other section)

Yes

No

Don't Know

Other

Administration of report

17. Incident written by *

18. Parents/ carers/ other's informed? *

19. Senior staff read report? name/date