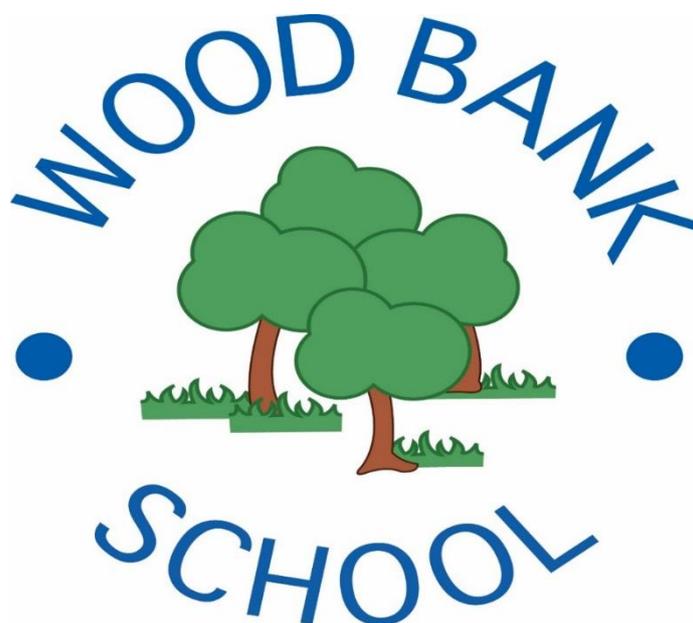


WOOD BANK SCHOOL



POSITIVE BEHAVIOUR SUPPORT POLICY

Policy Ratification	November 2017
Review Date	November 2019
Signed (Headteacher)	
Signed (Chair of Governors)	

Equality Statement

At Wood Bank School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities. National legislation re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Gifted and Talented, Equal Opportunities and Health and Safety.

Philosophy

At Wood Bank School we recognise that children learn best when they are safe, happy, calm and engaged in meaningful activity. This means that we work in partnership with parents, carers and external agencies to ensure that our environment, relationships and expectations promote positive behaviour for each child.

Human behaviour is very complex and can at times be highly challenging. For our children this complexity is further exacerbated by a range of factors including their cognitive, sensory, physical and emotional impairments. Therefore each child's care and education must be informed by an understanding of their **individual needs** and how these impact upon how they learn, make sense of the world around them and communicate. Therefore a 'one size fits all' approach to behaviour support is completely reductive and inappropriate within our school context. It should also be recognised that for some of our children, particularly those with complex Autistic Spectrum Disorders, that challenging behaviour will always be a part of their life and so the priority is to provide them with positive strategies to regulate and reduce their behaviours rather than endeavouring to remove them completely as this may be an unrealistic expectation.

Research is constantly being undertaken into the complex needs of our children and through this we are able to gain a more in depth and accurate understanding of their needs and behaviours. It is vital that as a school community we are fully committed to engaging in this research and our continuous professional development as Behaviour Support practitioners. Through this we must be open to new ideas and approaches even if it challenges those we currently hold and use and be prepared to participate in constructive discussions and debate. Whilst this process may result in differences of opinion from time to time, it is of paramount importance that all those involved with the individual child follow the agreed Positive Behaviour Support Plan to provide a consistency in approach and maximise the potential for the approach to have a positive impact.

When introducing any approach to behaviour its impact will not be instantaneous, patience is required, behaviour change takes time, particularly if the behaviours are strongly ingrained over a long period of time. Sometimes chosen behaviour support strategies will prove to be successful but at other times ineffective. Therefore ongoing reflection, analysis and discussions around the behaviour of individual children should form part of our daily practice.

Procedures/Practice

Aims:

- To provide a safe and supportive environment
- To build good relationships with parents, carers and external agencies to develop a shared approach to Behaviour Support, working from the premise that behaviour is a communication.

- To embed Positive Behaviour Support as an integral part of our daily practice and curriculum delivery
- To teach appropriate personal and social skills to allow pupils to participate fully in the life of their home, school and local community
- To assist pupils in learning to manage their own behaviour in order that they can access learning in any context and develop their full potential
- To respect and celebrate difference
- To promote and raise self-esteem

Meeting our Aims we will strive to:

- Work with consideration for current understandings around supporting children with differing complex needs. To facilitate this children are grouped in classes which reflect their similar needs and abilities. This allows for each classroom environment, class curriculum and teaching and learning styles to be tailored to meet the individual needs of the children – offering the best opportunity for children to develop and learn within an environment poised to promote appropriate behaviour.
- Work to understand a child's developmental stage as well as any medical, neurological, physical, social and emotional needs and challenges in order to set realistic expectations and appropriate strategies around Positive Behaviour Support.
- Recognise behaviour as a communication and strive to understand its function and the complexities which trigger or sustain it
- Offer a predictable environment using clear and dependable structures, routines and transitions
- Provide a Total Communication environment – using Objects of Reference, photographs, symbols, on-body signs, sign language, Intensive Interaction, high and low tech AAC devices and unembellished language
- Work collaboratively to ensure consistency of approach, especially with regard to de-escalation strategies and the use of positive handling strategies.

PROACTIVE STRATEGIES TO FOSTER POSITIVE BEHAVIOUR

The ethos of the school is one of encouragement and positivity. We recognise that small steps for some, are giant leaps for others and we celebrate our staff and pupils' efforts and successes.

We strive to:

- Ensure expectations and responses are appropriate to the child's developmental level
- Ensure that all adults provide behaviour support that is emotionally and physically calm and controlled. That any form of communication is consistent, confident, assertive and respectful, maintaining the child's dignity at all times
- Be available to any staff member dealing with challenging behaviour by offering support rather than automatically intervening, as to avoid undermining the staff member
- Model appropriate behaviour
- Give attention to the behaviour that is desired
- Avoid discussing the child's behaviour with colleagues when in the presence of the child
- Reprimand the behaviour not the child
- Work towards eliminating or reducing external or internal antecedents eg. hunger, discomfort, fatigue, over/under stimulation
- Be aware of particular external triggers for individual children and work towards desensitising where and if possible, in a careful and sensitive way.
- Know our children well and build excellent nurturing relationships with them

- Fully understand the reasons behind their behaviours
- Communicate with them in a way which is simple, meaningful, accessible to them and a prompt for desired behaviour
- Acknowledge their efforts towards behaving appropriately
- Create opportunities for them to experience success
- See every small step towards appropriate behaviour as a success to be built upon
- Use personal interests and favoured activities as motivators eg. 'Work' then 'Reward'
- Reinforce natural positive consequences
- Give praise and celebrate success in a way which is meaningful to the child
- Follow a whole-school system for rewarding appropriate behaviour
- Provide Individual Education Plans and, where necessary Individual Behaviour Support Plans, created and shared with all caregivers and relevant agencies

DE-ESCALATION STRATEGIES

Staff should be alert to any changes in a child's behaviour. Recognising early signifiers of distress or inappropriate behaviour may enable early intervention and de-escalation of a rising crisis. Sharing observations and information with colleagues, parents/carers, outside agencies may help to establish positive strategies that work well for individual children. These may include:

- Planned ignoring as far as possible (providing it does not compromise the health and safety of the individual or those within close proximity) to take away attention from the unwanted behaviour and refocus attention to desired behaviour
- Gaining the child's attention, for example through eye-contact, calling their name
- Giving simple, positive instructions for finishing and/or redirecting to a different task
- Giving simple 'face-saving' choices
- Using the child's known communication system(s) to support instructions/requests
- Ensuring the child has 'take-up time' - sufficient time to process requests and think about actions and options.
- Ensuring that adult's follow through with repeated choices/instructions as necessary
- Changing adult support - a change of face may change a pupil's response and is also vital if any adult reaches a point where they themselves need a break
- Communicating reminders of rules, required behaviour, rewards or sanctions
- Withdrawing the child from the situation.
- Offering a 'time-out' opportunity with an agreed period of time offered to the child to allow management of emotion and a return to appropriate behaviour
- Giving 1:1 support to re-establish appropriate behaviour in a quiet area
- Repairing relationships by acknowledging the incident, the child's efforts to behave appropriately/manage emotion, talking about feelings and agreeing to start afresh again.
- Limiting the number of adults dealing with or in close proximity to the child, to avoid creating an unnecessary audience or overwhelming the child and their ability to process, respond and regulate

POSITIVE HANDLING

- Behaviour Management at Wood Bank School is based upon the ethos and practise of Team-Teach (<http://www.teamteach.co.uk>). It is a whole setting, holistic approach to Behaviour Management and Physical Intervention, accepted by Calderdale Council as good practice

- All staff receive initial 12 hour training and 6 hour refresher training every 2 years in the Team Teach approach to Behaviour Management. Team Teach provides clear, structured guidelines for the use of strategies calibrated against risk. The approach places emphasis upon understanding behaviour as a communication.
- 95% of all crisis situations can be restored through calm, controlled, dignified and skilled de-escalation intervention. The use of restrictive physical intervention is wherever possible avoided.
- On occasion, however, situations arise in school which involve staff needing to physically support/manage a child's behaviour: where there may be;
 - Risk of harm or injury to the child
 - Risk of harm or injury to others
 - Significant risk to property
 - Significant disruption to learning

Any intervention used will always be;

Reasonable, minimal in proportion to the circumstances of the incident and absolutely necessary.

Under **NO** circumstances should staff

Push, pull or drag children in any way by either their clothing or body

when physically intervening

Any physical intervention will be in the best interests of the child and will seek to avoid injury to the pupil. Risk assessment of any situation will be continuous and approved physical intervention techniques will only be used by qualified staff. Techniques and actions should follow the guidelines set out in the Team Teach Handbook.

Following such an intervention, at an appropriate time and in ways appropriate to the child's level of understanding, he/she will be supported in repair of emotional well-being, supported in re-asserting self-regulation and given opportunities to repair relationships with peers and staff.

Responsibilities for Leading, Monitoring & Evaluating

A member of the Senior Leadership Team is responsible for leading, monitoring and evaluating this area through;

- Regular whole school behaviour analysis of individuals, which is shared with SLT and the Board of Governors
- Providing support to staff and children through ongoing dialogue, scheduled meetings and the reviewing of Positive Behaviour Support Plans
- Overseeing the successful implementation of the Whole School Behaviour Support Protocol (see below)

Whole School Behaviour Support Protocol

The following steps outline the Positive Behaviour Support Protocol which should be followed by all staff;

STEP 1) IDENTIFY NEED

A Positive Behaviour Support Plan (see Appendix A) is required if a child is exhibiting or has the potential to exhibit behaviours that;

- Are inappropriate and make/may make the child vulnerable
- Prevent their own learning and/or that of other children
- Harm or are likely to harm themselves or others
- Cause or are likely to cause significant damage to property

STEP 2) WRITE POSITIVE BEHAVIOUR SUPPORT PLAN

As lead professional it is the responsibility of the Class Teacher to write the Positive Behaviour Support Plan using the designated pro-forma. At this point Teachers may also want to seek advice from other professionals or parents. It is also good practice to consult with the Class Team in drawing together the plan. Occasionally during consultation there may be differences of opinion around how best to support behaviour. However following consultation, it is essential that **all** staff working with the child are united in their use of the plan in order to maximise its effectiveness.

STEP 3) SLT CONSULTATION

Once completed, a copy of the Positive Behaviour Support Plan will be submitted to SLT for examination and feedback.

STEP 4) PARENTAL CONSENT

Following SLT approval the Class Teacher will contact the parent / carer to inform them of the new plan and send home a copy for signing.

STEP 5) COMMUNICATE WITH STAFF TEAM

Any new/updated Positive Behaviour Support Plans to be;

- Stored in the Positive Behaviour Support Plan folder on the Teacher Share Network Drive
- Shared with the Class Team (at a class meeting) and added to the Purple Staff Information folder in class
- Shared and discussed with the whole staff team (at a morning briefing) with copies of the plan distributed to each class;
- Shared with SLT to add to the Behaviour Monitoring folder and to the Early Years and Junior Playground Behaviour folders

STEP 6) BEHAVIOUR RECORDING

In order to effectively assess the impact of the Positive Behaviour Support Plan and monitor behaviour over time, any behavioural incidents must be recorded in the following ways

- 1) Onto a Behaviour Incident sheet (Appendix B) & uploaded onto SIMS. These are located on the back of the store cupboard doors in every classroom
- 2) In addition, if the Behaviour is of a very serious nature and/or results in a physical intervention being used with the child then this must also be recorded in the Serious Incident, Restraint and Restriction Book (Appendix C) located in the Headteacher's Office.

3) Finally in order to ensure that staff are demonstrating the continuous reflection of, amendment to and improvement in behaviour following any incidents, team meeting discussions and agreed follow up actions also need to be recorded in the individual pupil Post Incident Reflection Book (Appendix D)

In the event of behaviour or the management of behaviour resulting in injury to either child or adult, this must be recorded in the Accident Book, located in the main office.

STEP 7) SLT LEADING & MONITORING

The member of SLT responsible for Behaviour is Richard Pawson. He will monitor Behaviour across the school in the following ways;

- 1) Keep an up-to-date record of pupils with Positive Behaviour Support Plans across the school
- 2) Use SIMS to analyse inputted behaviour data every half term; identifying increases /decreases in behavioural incidents for both the school as a whole & individual pupils, adding this to the Behaviour Monitoring PowerPoint
- 3) Hold half termly Behaviour Support meetings with Teachers and where necessary the support of Team-Teach Tutors and/or external professionals to identify next steps
- 4) Compile & update the Behaviour folders for Early Years/ Junior Playgrounds
- 5) Ensure that the staff deployment boards are in operation in the Early Years & Junior Playgrounds at both break & lunchtimes, with those children on Behaviour Plans *who are at risk of harming themselves or others*, allocated a 1:1 support
- 6) Compile a termly Behaviour monitoring presentation to present to SLT & Governors
- 7) Compile & present an annual Behaviour Review to the Governing Board

All staff are responsible and have a duty of care for the children at Wood Bank. In supporting behaviour, all interventions should always be in the best interests of the child and ensure that the dignity and safety of both child and staff is maintained at all times.

STAFF SUPPORT

Staff at Wood Bank School can expect to be supported in their work to enable children to behave appropriately. To this end staff should be able to talk about any particular difficulties they are experiencing with behaviour and receive a supportive response from:

- Class Teams
- Colleagues
- Senior Leadership Team

SUPPORT FOR PARENTS/CARERS

- Parents/Carers are made aware of the Behaviour Policy and a copy is available on the school website.
- Parents/Carers will be informed of particular concerns about their child's behaviour.
- Behaviour strategies will be negotiated and agreed as appropriate.

- Parents/Carers and relevant outside agencies eg. Learning Disabilities Team/Social Services will be informed of any incident of concern as soon as possible.
- Parents/Carers can request support with behaviour at home from their child's Class Teacher, the Senior Leadership Team and Ashleigh Williams (Family Support Worker)

EXCLUSION

As a last resort the school may decide that it is appropriate to exclude a pupil. If this was to become necessary, the most recent Government Guidelines for Exclusions from school would be followed. This could involve a fixed term exclusion of a specified number of days (up to a maximum of 5) or a permanent exclusion. This is available as an ultimate sanction when all other reasonable steps have been taken and when allowing the individual to remain in school would be seriously detrimental to the education or welfare of the child or present a significant potential risk to the health and safety of other members of the school community. The decision to exclude a pupil will be taken by the Headteacher after consultation with members of the Senior Leadership Team. The Headteacher will then inform the Chair of Governors and the parent/carer of the decision to exclude.

Following a recent Serious Case Review in Calderdale, this guidance and flowchart have been provided to emphasise the need for robust arrangements for children at the point of exclusion, either Fixed-Term or Permanent. It is imperative to remember that the Head teacher has a legal duty of care when sending a pupil home following exclusion.

This guidance should be used to review and update current policies and procedures. This guidance should be read in conjunction with statutory guidance – 'Exclusion from maintained schools, academies and pupil referral units in England' (DfE 2012), from which salient points have been drawn. *The DfE guidance is due for review however no publication date has thus far been confirmed.*

- Permanent exclusion is a last resort and only be considered where there has been a serious breach or persistent breach of the school behaviour policy and if the child was to remain in school this would cause serious harm to the education or welfare of themselves or others.
- The decision to exclude for any period must be lawful, reasonable and fair.
- Pupils who are excluded should be collected by parents/carers and must not be allowed to leave the school site until this happens, or an appropriate alternative is agreed.
- If a Child is a Child Looked After (CLA) then the Virtual School Head needs to get kept informed throughout the exclusion process, and likewise if the child is either CLA or on a Child Protection Plan then the Lead Social Worker (SW) should be kept informed.
- Disruptive behaviour can be an indication of unmet needs, thus schools should give consideration to a multi-agency assessment that goes beyond educational needs, if this is a persistent problem.
- Following any period of exclusion there must be a strategy for reintegration and managing future behaviour.
- School should set and mark work provided for the first five days of a period of exclusion, unless or until alternative provision is provided. Alternative provision must be in place from the sixth day.
- Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, relevant to their age and understanding.
- Only the Head teacher has the authority to exclude and this must be on disciplinary grounds.
- Lunchtime exclusions must follow the same exclusion process and count as half day exclusions.

- ‘Informal’ or ‘Unofficial’ exclusions are unlawful regardless of whether they occur with the agreement of parents/carers – all exclusions must be formally recorded.
- Consideration should be given to children who present with additional needs, and Head teachers should, as far as possible, avoid excluding permanently any pupil who presents with additional needs, such as Special Educational Needs (SEN) or Children Looked After (CLA).
- Schools should engage proactively with parents, foster carers, children’s homes and the local authority in supporting the behaviour of pupils with additional needs.
- Head teacher must inform the governing body and local authority if a child is permanently excluded or if exclusions result in more than five school days (or ten lunchtimes) in a term or if a period of exclusion will mean that they miss a public examination or national curriculum test.
- All fixed term exclusions should be reported to the governing body and local authority once a term.
- If a pupil lives in a different authority to that of the school they attend, the Head teacher must inform the ‘home authority’ without delay if a child is permanently excluded.
- If a child has a fixed term exclusion the correct codes should be used on the register; Code E whilst not attending any provision, then Code B (educated off-site) or Code D (dual-registration) once attending alternative provision. It is the school’s responsibility to ensure that the alternative provision provides the adequate number of hours.
- When sending written confirmation of exclusion to parents/carers, consideration should be given to ensure that this information is clear and easily understood. Where English is not the first language, a translated letter should be considered.
- If parents wish to make representation to the governing body and an independent panel is used, consideration should be given to including a SEN Expert, even if the child has no identified Special Educational Needs.

Flowchart at point of Exclusion

Serious Incident/Breach of School Behaviour Policy



Related Legislation/Documentation/Pol

This policy relates to the following and should be read in conjunction with all Wood Bank School policies related to the well-being of our children;

- Behaviour & Discipline in Schools (2016)
- Exclusion from maintained schools, academies and pupil referral units in England' (DfE 2012)

APPENDIX A

Wood Bank School Positive Behaviour Support Plan / Risk Assessment

Name:

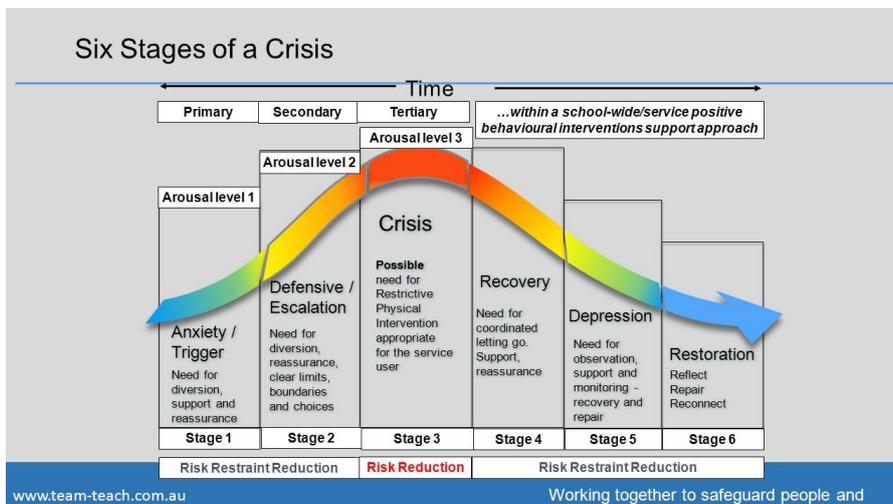
Initial Date of Plan:

Latest Review Date of Plan:

Current Behaviour Target:

MY CONDITION			
BEHAVIOURS WHEN HAPPY 😊			
BEHAVIOUR TRIGGERS ☹️			
MY REINFORCERS			
ESSENTIALS WHEN COMMUNICATING			
SENSORY OVERVIEW	Over-Responsive (Anxious)	Under-Responsive (Passive)	Sensory Seeking
➤ AUDITORY			
➤ VISUAL			
➤ SMELL			
➤ TACTILE			
➤ VESTIBULAR			
➤ PROPRIOCEPTION			

6 STAGES OF CRISIS



STAGE 1 - ANXIETY / SENSORY DRIVEN BEHAVIOURS

Need for diversion, support & reassurance

MY BEHAVIOURS

Small changes in my behaviour that show I might be / becoming aroused

HOW YOU CAN HELP ME

STAGE 2 - DEFENSIVE / ESCALATION BEHAVIOURS

Need for diversion, reassurance, clear limits, boundaries and choices

MY BEHAVIOURS

HOW YOU CAN HELP ME

STAGE 3 - CRISIS BEHAVIOURS

Possible need for physical intervention

MY BEHAVIOURS

HOW YOU CAN HELP ME

STAGE 4 & 5 – RECOVERY & DEPRESSION

Need for co-ordinated letting go, support, reassurance, observation

MY BEHAVIOURS

HOW YOU CAN HELP ME

STAGE 6 - RESTORATION

Reflect, Repair, Reconnect

MY BEHAVIOURS

HOW YOU CAN HELP ME

95% OF YOUR TIME SHOULD BE SPENT USING THESE STRATEGIES TO HELP ME

De-escalation Skills	Use ✓	Avoid X
All staff to observe and discuss my behaviour regularly	✓	
Consider my environment eg lighting, visual clutter, noise, unexpected changes	✓	
Make sure you and all staff in the team are being consistent in your approach and following my Behaviour Support Plan	✓	
Remain calm and role model positive behaviour for me	✓	
Communicate with me using clear, simple, respectful language	✓	
Support my communication and transitions with Total Communication strategies; Objects of Reference, Sign Language, Photos, Symbols etc	✓	
Give me time to hear, process and respond to you	✓	
Remember where I am developmentally and don't have unrealistic expectations	✓	
Develop a positive relationship with me in helping me to self-regulate my emotional responses and manage my own behaviour	✓	
Use Reinforcers to motivate me		
Give me verbal advice and support		
Give me space		
Help to reassure me if I'm anxious		
Use a helping script eg Social Story		
Negotiate (if appropriate)		
Offer me limited choices		
Use humour, make me laugh		
Remind me of logical consequences		
Give me minimal attention		
Distract or redirect me		
Give me Time-out		
Use supportive touch		
Change with another adult		
Apologise if you've made a mistake		
Remove my audience		

Listen & Acknowledge		
Agree		

**5% OF YOUR TIME SHOULD BE SPENT USING THESE STRATEGIES BELOW TO HELP ME
ALONGSIDE THE 95% ABOVE**

DO NOT push, pull or drag me in any way by either my clothes or my body

Physical Intervention(s) to be used if there is;	Use	Avoid
A risk of harm to me, a risk of harm to others, damage to property	✓	X
➤ Caring C Guide		
➤ Friendly escort		
➤ Single elbow		
➤ Figure of four		
➤ Double elbow		
➤ Single elbow in seats		
➤ T Wrap		
➤ T Wrap to seats		
➤ Seats to T Wrap		
➤ T Wrap to ground		
➤ Cradle		
➤ Shield		
➤ Sitting Cradle Shield		

Teacher Signature:

Date:

SLT Signature:

Date:

Parents/Carers Signature:

Date:

APPENDIX B

Wood Bank School - Behaviour Incident Sheet

To be inputted into SIMS.Net by the Class Teacher (Weekly)

Full Name of Child:		Class:	Date:
Behaviour Category		Location	
Directed at Staff		Classroom	
Directed at Pupil		Playground	
Directed at Staff and Pupil		Corridor	
Directed at Self		Hall	
Other		Bus	
Main Type(s) of Behaviour		Car Park	
Bite		Toilets	
Kick		Soft Play	
Punch		Sensory Room	
Slap		Sensory Garden	
Nip		Office	
Scratch		Reception	
Hair Pull		Medical Room	
Throwing		Communication Room	
Push		Offsite Activity	
Grab		Time of Incident	
Head Butt		Before Start of School	
Damage to Property		AM Registration	
Defiance		Lesson 1	
Spitting		AM Break	
Running Off		Lesson 2	
Soiling/Wetting (deliberate)		Lunchtime	
Low Level Disruption		PM Registration	
Sexual Behaviour		Lesson 3	
Verbal Abuse (towards others)		PM Break	
Swearing		Lesson 4	
Theft		Home Time	
Fighting		Action Taken	
Racist Incident		Distracted/Redirected	
Bullying Incident		Planned Ignore	
Drop to Floor		Change of Place	
Incident Recorders' Name		Change of Adult	
		Consequence	
		Talked to about Behaviour	
		Time out/cooling off period	
		Team Teach Hold	
		Parent Contact	

Next steps for Class Team

- Add incident sheet to SIMS.Net
- Discuss incident at Team Briefing/Debriefing mtg & record in pupil's Post Incident Reflection book
- *Fill out the Serious Incident Book if a Team Teach Hold has been used and inform parents*

APPENDIX C

Serious Incident / Restraint / Restriction Record



Log Number	
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Section A

Name of Child:		Class:	
Date of Incident:	Time:	Location:	
Name(s) of staff involved:		Name(s) of witnesses:	
Reason for Intervention			
Significant Risk of Harm or Injury to Self		Significant Risk of Harm or Injury to Others	
Significant Risk to Safe Physical Environment		Risk to Safe Psychological Environment	
Prevention of a Criminal Offence		Temporary Loss of Competence or Capacity	
Describe lead up to incident, how was the child presenting?			
De-escalation Techniques Used & Effectiveness Rating (1=Not Effective 10=Very Effective)			
➤ Followed Positive Behaviour Support Plan to ensure consistency in approach			
➤ Remained calm & role modelled positive behaviour			
➤ Communicated using clear, simple, respectful language			
➤ Supported communication/transition with use of eg signs, symbols, individual timetable			
➤ Gave time to hear, process and respond			
➤ Used Reinforcers to motivate			
➤ Distracted or Redirected			
➤ Gave verbal advice & support			
➤ Gave space			
➤ Helped to reassure			
➤ Used supportive touch			
➤ Offered limited choices			
➤ Used helping script			
➤ Gave minimal attention			

➤ Gave Time-Out	
➤ Used humour	
➤ Changed with another adult	
➤ Removed audience	
➤ Negotiated	
➤ Agreed	
➤ Apologised	
➤ Other (Please specify)	

Details of Incident:

What actually happened, what did the behaviour look like?

How did staff support the child with their behaviour?

Section B (Only to be completed if Physical controls were used)

Positive Handling Strategies Used & Effectiveness Rating (1=Not Effective 10=Very Effective)					
Caring C Guide		Friendly Escort		Single Elbow	
Figure of four		Double Elbow		Single Elbow in Seats	
T Wrap		T Wrap to Seats		T Wrap to Ground	
Cradle		Shield		Other	

Breathing Monitored		Number of staff involved	
Duration of Physical Intervention			

Section C Medical Intervention (Please mark every box **YES** or **NO**)

Injury suffered by child		Please specify:
Treatment required		Please specify:
Injury suffered by staff		Please specify:
Treatment required		Please specify:

Injury suffered by others		Please specify:
Treatment required		Please specify:

Any injuries should also be recorded in the School Accident Book

Section D Follow up

What happened from the child's point of view?
How did the child feel?
What will staff do differently to support the child with this behavior moving forwards?
Does the pupil's Positive Behaviour Support Plan / Risk Assessment need updating, redistributing and discussing with staff?

Key Individuals	Signature	Date
Witnesses		
Staff member recording incident		
Senior Leader monitoring incident		
Parent Informed		
Calderdale Health & Safety informed		
Other (please specify) informed		

APPENDIX D

ABC Behaviour Chart

Within this Post Incident Reflection Book the ABC Chart should be used to help structure and record discussions and agreed next steps following behavioural incidents

'A' stands for Antecedents

- What happened immediately before the behavioural incident?
- Were there any noticeable triggers eg signs of distress, changes to the environment?
- What were staff doing at this point, how were you supporting the child eg how were you communicating with them?

'B' refers to the Behaviour

- What actually happened, what did the behaviour look like?

'C' refers to the Consequences

- What happened during and immediately after the behaviour?
- What did staff do at this point, how did you support the child?
- Did you follow the Positive Behaviour Support Plan?

Next Steps

- How will you support the child next time?
- Will you use exactly the same approach or do you need to do something different?
- Does the Positive Behaviour Support Plan need updating?

ABC (Antecedent, Behaviour, Consequence Chart)

Date/Time	Activity	Antecedent	Behaviour	Consequence	Next Steps

