



Positive Behaviour Policy

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Review cycle	Annual
Policy due for review by Local Governing Body	March 2027

Aim

The aim of this policy is to ensure that all students work to the best of their ability, as members of a well-ordered, hard-working, caring community where students are valued as individuals and treated as young adults.

Introduction

We expect high standards of behaviour from all our students and try very hard to make sure that discipline is based on firmness and fairness. Students who break the Code of Conduct may be asked to do additional work, be put on report, or kept in detention (also referred to as Reflection time). We seek parental support as we share the common purpose of trying to achieve the best for our students. Most importantly, we do not tolerate violence, threats of violence, bad language, bullying or abuse.

We aim to provide:

- Appropriate, well-prepared, and well delivered and received lessons.
- Challenging experiences in the security of well-ordered classrooms and an atmosphere of student self-discipline.
- Effective behaviour management which supports students to develop good working habits.

We expect:

- Students to conform to the school's Code of Conduct.
- Students to be punctual.
- Students to follow staff expectations with regard to "Respect" within the Academy
- Parents/Carers to support us with this policy and by doing so support their child in achieving their full potential.

We believe:

- Children and young people want to behave well.
- With the right support and intervention, children and young people can learn to improve their behaviour and manage it well.
- All adults can learn strategies to support young people to improve their behaviour.

We adults can support the children and young people in our school by:

- The quality of our relationships with each other and them.
- The quality of our provision.
- A well-informed understanding of their needs.
- Observation, evidence gathering and analysis – so that our interventions are well informed.
- Working in close partnership with parents and carers.

We believe in:

- Clear and realistic expectations
- Rules

- Routines
- Rewards and consequences
- Fair responses to both negative and positive behaviour.

Within Estuary Academy North, students take part in a variety of activities in different situations. We recognise it is important to be very clear about rules and to make students aware of our expectations.

Code of Conduct

1. Your first priority at Estuary Academy North is to learn. Avoid distractions that interfere with your learning.
2. You are here to prepare yourself for a successful future. Be prepared to accept help with that journey alongside making academic progress.
3. Keep hands, feet, and objects to yourself and never intentionally harm another student.
4. Use school-appropriate language and behaviour at all times at Estuary Academy North whilst maintaining friendly and courteous behaviour.
5. Be polite and respectful to everyone at Estuary Academy North, including students, teachers, support staff, and visitors.
6. Follow individual teacher instructions, class rules, and expectations at all times.
7. Do not be a bully. We have a zero tolerance of bullying at Estuary Academy North. If you see someone being bullied, intervene by telling them to stop or immediately report it to a member of the Estuary Academy North team.
8. Do not become a distraction for others. Give every other student the opportunity to maximise their potential. Encourage your peers. You all deserve a successful future when you leave Estuary Academy North.
9. You won't be a student at Estuary Academy for a full 5 years. School attendance from the day you start and participation in class are an essential part of preparing you for the future. Regular attendance at Estuary Academy North is necessary for success in a short period of time. All students are encouraged to be present and on time. School attendance is the responsibility of both parents/carers and students.
10. Represent yourself in a manner that you will be proud of in 10 years. You only get one opportunity to get life right. Take advantage of the opportunities you have at school, they will help you be successful throughout your life.

The Role of Staff

It is the responsibility of all staff to:

- Know and follow policies and procedures.
- Ensure that students are given appropriate work in accordance with their abilities and student passport information.
- Ensure that all SEND information is accessed, understood and the responsibility is with teachers to seek further information and clarity when needed.
- Ensure that individual strategies which will enable students to manage their own behaviours are adopted in a timely, consistent way.
- Ensure that all students are supported and encourage to reach their full potential.
- Be responsible for Health and Safety.
- Keep parents/carers and stakeholders updated with progress of students.
- Create a calm, creative environment for students to succeed.

Therefore, the following procedures should be followed:

- All staff must use a de-escalation approach in the first instance.
- If a student is not following instructions in a lesson, they must be given a warning to amend their behaviour.
- If the student makes a positive decision and changes their behaviour they should be thanked.
- If the student continues to display negative behaviour, Estuary Academy North intervention process should be followed without deviance.
- In the case of a serious incident, a serious incident form must be completed on CPOMS with the relevant personnel tagged for actions.
- If a student needs Time Out, please follow Time Out Procedures.

Uniform

Black trousers/skirts, a white polo shirt or school shirt, black jumper with school logo should be worn at all times. If a student is not in correct uniform they may be taken home to change, or loaned uniform. There will also be a phone call to parents/carers. Estuary Academy supplies all students with school jumpers. No child will be disadvantaged through the inability to finance school uniform. N will support where uniform cannot be purchased due to financial constraints. Therefore, arriving in school in the correct uniform is non-negotiable.

Attendance

Students are expected to attend school on a regular daily basis. Parents/Carers are asked to inform school staff about any absences as soon as possible, the morning of the absence at the latest. This is a legal requirement.

Bullying *(including Cyber-Bullying)*

- We do not tolerate bullying.
- Bullying should never be ignored.
- All instances of bullying must be recorded and reported.
- Parents and carers should be informed.
- Every instance needs to be addressed with each child involved, giving them the opportunity to take responsibility for their actions, apologising and agreeing to change behaviour.
- Children need to be supported to develop age-appropriate level e-literacy to enable them to keep safe online and report cyber bullying.

Rewards

We work hard to provide a positive experience for students to engage in their education. All students will jointly set academic and positive behaviour targets with a designated member of staff as part of their Student Passport and Provision Mapping.

Students should have a clear understanding of what is expected of them, both academically and behaviourally. Feedback will be given to students and can be verbal, discussed during target setting, and written, during the marking of work and writing of targets in their Student Passport.

At Estuary Academy North we believe that the recording of positive behaviour and subsequent rewards is the most appropriate way of improving behaviour. All students are given weekly motivational reports. These should be carried at all times inside student planners. At the end of each lesson teachers indicate whether students have displayed a positive or improved attitude towards learning, a neutral attitude towards learning or a negative attitude towards learning.

The accumulation of 5 or more neutral or positive attitudes towards learning in any one day is rewarded with a Gold Coin. These coins are recorded in student planners. The accumulation of 10 Gold Coins leads to an instant reward by the Senior Leadership Team. Students can choose to 'save' their coins for larger rewards. The collection of positive attitudes towards learning data is regular and celebrated each week in student assemblies with tutors, teachers and leaders in presence.

Stakeholder schools and parents/carers receive this data and are invited to celebrate student successes. This feedback and positive reinforcement (praise) can also be formal (written reports every term) or informal during telephone conversations with parents/carers and during lessons with the students. Praise is very important for all children as it provides feedback necessary for them to recognise poor attitudes and improvements in their behaviour.

Our Intervention Policy also provides discreet rewards for students through outings, competition events, after school opportunities and residential visits. We consider these to be essential learning opportunities, not direct rewards for conforming to our high behavioural expectations.

At all times staff will be aware of opportunities to reward good behaviour and work with praise. Some students may be uncomfortable being given praise in front of their peers and staff will be sensitive to this and treat students accordingly.

Sanctions

Before imposing a sanction, staff must consider whether the pupil's behaviour was influenced by SEND, medical or other needs and make reasonable adjustments where required.

Sanctions will be given for inappropriate behaviour in a way which informs the students that their behaviour is unacceptable. Sanctions are most effective if they are given as soon as possible after the inappropriate behaviour has occurred. For a sanction to be effective, it must be something that a student does not want, but under no circumstances must it be in any way psychologically or physically harmful. Sanctions should never embarrass or humiliate a student.

In the case of any damage to buildings or equipment at the school an invoice for replacement or repairs will be sent to parents/carers. A serious incident form must be completed on CPOMS where this is the case, and the Pastoral and Behaviour Team should be alerted together with members of the Senior Leadership Team.

After School Detentions

The school reserves the right to legally detain students after school. Each after school detention is a maximum of 20 minutes. If a student receives a detention which exceeds 20 minutes, parents/carers will be given at least 24 hours' notice that their child is being detained and will also be informed of

the reasons for the detention. Students will not have their belongings returned to them until the period of the detention is completed.

It is the responsibility of the Refocus Team to know which students are on Reflection Time and manage the Reflection appropriately.

Low Level behaviour

Where a student has not followed the Code of Conduct, and has demonstrated unacceptable behaviour, the aim is to develop an understanding of why the behaviour is unacceptable and agreeing appropriate action to make amends that are both relevant and appropriate to each individual student. In this way, students experience the consequences of their own behaviour. All incidents must be followed up and recorded appropriately. Consequences may be as below -

Moving seats in the classroom

Time out (discussed in this policy)

Detention (discussed in this policy)

Parental phone call

Parental meeting

Serious Incidents

A Serious Incident is considered to be an incident that may include violence, bullying, vandalism, racism, sexism, defiance of a member of staff or in some other way infringing the liberty of others to learn or be safe.

Staff must complete a Serious Incident Form and the Pastoral Manager will consult with the Senior Leadership Team regarding an appropriate sanction based on the evidence provided. This could include:

- Fixed Term Suspension (please refer to the suspension policy and read in conjunction with this policy)
- Community Service
- Behaviour report
- PSP
- Charge for damage/vandalism (see appendix 1)
- Removal to another centre
- Police Intervention

Parents/Carers will be contacted if a student is sent home. Once the parent/carer has been informed and the student leaves the premises the parent/carer become responsible for that young person.

We will not tolerate verbal abuse of any kind. This includes name calling and/or sexist comments. Sexist comments which discriminate based on sex, or behaviour and/or attitudes that create stereotypes of social roles based on sex are not acceptable. All staff and students are actively encouraged to report this type of behaviour. Students will be supported and educated to improve this behaviour and appropriate sanctions will be placed. Student behaviour will be monitored to check for any reoccurrences and sanctions will be escalated if change of this behaviour is not seen.

Reported incidences of sexual violence, sexual harassment, non-consenting sexual activity, the sharing of inappropriate images or up-skirting will result in suspension from the school. Allegations of this type will be taken seriously, dealt with swiftly and appropriately. The Head of School and the Designated Safeguarding Lead will take leading roles in the investigation. If, following suitable sanction, the Head of School and Governors decide that it is appropriate for the perpetrator of these unacceptable behaviours to return to the school, a risk assessment with conditions will form part of the reintegration agreement. The student will be expected to engage with the school and outside agencies identified to ensure that support is in place to further educate and prevent reoccurrence.

Time Out

The rationale:

1. To protect - the most immediate purpose of time-out is to separate the offending student from the rest of the class in order to protect their right to learn.
2. To revoke membership - time-out is a revocation of class membership. In other words, while in time-out the student is no longer a contributing member of the class.
3. To send a message - time-out is a clear message, best learned by the students themselves, that anyone who interferes with learning is not welcome.
4. To hold accountable - time-out is a means by which students are held accountable. If staff have warned that the student will need time out and the behaviour continues, then it must be enforced.
5. To replace - time-out will replace any need or desire staff have to admonish, lecture, or berate misbehaving students.
6. To allow for reflection - all student needs time alone to reflect on their mistake. Time-out should be at least 10 minutes before allowing the student to rejoin the class.
7. To allow for remorse - time-out allows for the healthy feelings of regret and contrition to sink in.
8. To change behaviour - the overarching purpose of time-out is to change behaviour, which happens predictably when the above conditions are met. When misunderstood, however, or stripped of its purpose, time-out becomes merely a hollow formality.

The Procedures

1. Where there is a classroom Teaching Assistant (TA) present, they can be asked to escort the student to a Time-Out space.
2. If there is not a classroom TA present, teaching staff can call for the Behaviour Team to take the student to Time-Out.
3. Work is supplied for the student and a quiet place to continue with the task is provided. Ideally this should be in the Intervention Rooms.
4. If the student is not engaging with the work supplied, then a 10-minute period for reflection is acceptable.
5. The student is supported for reintegration to the classroom by the Behaviour Team.
6. The incident which led to the decision for Time-Out should not then be revisited during the lesson by the teacher nor the student.
7. The student should be given the opportunity to engage fully and participate in the lesson as quickly as possible.
8. If behaviour patterns continue and the student is asked to leave the classroom for further Time-Out, then the same procedure should be followed.
9. If successful reintegration fails, the student should be referred to the Pastoral Manager.
10. If reintegration to the classroom is acceptable then an opportunity for restorative justice with the teacher and student should take place as soon as viable proceeding the lesson.

11. For all classroom exits, the Behaviour Team must ensure that the incident is logged, with the intervention used. This will be used to analysis behaviours/student patterns and assist with amendments to strategies for the student together with monitoring and evaluation of trends, etc.

Restorative Justice

We believe that children and young people want to repair relationships and should always be given the opportunity to do this. Estuary Academy North adopts a restorative justice approach to help maintain a positive and safe environment where the students can openly communicate and take responsibility for their actions.

Restorative justice conferences will be used as a resolution tool to mediate in appropriate situations and circumstances where negative behaviours or relationships have broken down. Parents/Carers are encouraged to form part of this process as a supportive measure; hence the timings of these meetings will be considered carefully to be as fully inclusive as possible.

All suspensions will be followed by a restorative justice conference as a rigid part of the reintegration process. This will include producing an agreed set of actions and targets presented in a contract for the students to sign.

Should there be any damage of any kind incurred by your child you will be invoiced and expected to incur the cost of the incident.

Intervention

Students who continue to display challenging behaviours and who do not respond to the sanctions, may be referred to the Pastoral Team for intervention.

These interventions will include:

- Social Skills
- Anger Management
- Self Esteem
- Specific Behaviour Target
- Referral to outside agencies.

Partnership with Parents/Carers

Close involvement of all parents/carers in the education of their child is encouraged at all times. In this respect, all staff continually keep parents/carers updated and informed of the progress of their child on a regular basis through letters, phone calls and meetings.

Both positive and negative aspects of students' work and behaviour are communicated, with the aim of encouraging and gaining parents/carers' views and cooperation in jointly deciding and implementing an appropriate response.

Parents/Carers are required to attend the following:

- An initial meeting at the school, so that they can be informed of all procedures and have an opportunity to meet staff, see around and ask any questions.
- Student progress meetings. Written reports will be made available prior to these meetings.
- All reintegration meetings following any student suspension.

More regular meetings may be required to discuss a student's progress and again parents/carers are requested and encouraged to attend these meetings or make appointments as desired.

In the event of a serious incident parents will be notified by the end of the school day. A meeting will be arranged within two school days to discuss the incident and the outcomes with parents/carers.

Should a dispute arise regarding a behavioural decision, the matter will follow a clear internal escalation route: initially addressed by the Behaviour Lead, then escalated to the SENCO for SEND-specific concerns if none are noted then to the Senior Leadership Team and finally to the Headteacher for a definitive resolution."

Staff Training

The school will provide a mandatory induction program for all new staff covering the behaviour management system and evidence-based restorative and de-escalation approaches, followed by scheduled annual refresher training for the entire workforce.

All staff must complete positive handling training. Staff will complete an initial 8-hour CPI Safety Intervention™ foundation course with mandatory formal refresher training occurring every 12 months to maintain valid certification. In addition to these annual certifications, the school conducts 'Micro-Teach' sessions termly to practice specific de-escalation scripts and physical disengagement skills, ensuring techniques remain instinctive and safe.

Monitoring and Evaluation

Weekly Behaviour Reports are sent to the Senior Leadership Team and mainstream schools. Termly reports to schools also include positive behaviour data and records.

Travel and Transport Code of Conduct

All students are expected to abide by the following expectations while on our transport including to and from school travel and trips.

- Students are required to hand their belongings to the bus escort when the bus arrives. Their belongings will be handed back to the student when arriving at their stop in the afternoon.
- Students are expected to arrive at their stop on time every morning.

- Students are expected to treat staff and adults in the community with respect. This applies to when they are waiting for the bus in the morning and when vacating the bus in the afternoon.
- Students should treat the transport with respect and not cause damage.
- Seat belts must be worn at all times.
- Students must sit in their specified seat on the seating plan.
- If the student is not using the transport, for any reason, parents are required to call or text the relevant telephone number to inform the bus escort before 8am.

Bus A – The Bull, Greenhithe, Stone – Collection at 8:30am
 Ebbsfleet Football Ground – Collection at 8:45am

Bus B – White Oak Leisure Centre, Swanley – Collection at 8:30am
 Fairfield Leisure Centre, Dartford – Collection at 8:45am

Bus allocation is reviewed on an annual basis, however, if the above requirements are not met, the allocated space will be reviewed with the possibility of being removed. This is at the Head teacher's discretion.

Lunchtime Behaviour

All students are expected to stay in school at lunchtime. During this time, the same policies and procedures apply.

If a student leaves the site at any time, parents/carers will be notified immediately, and a meeting will be arranged with a member of the Leadership Team.

Frequently Asked Questions

Q: What happens if you can't prove, without any doubt, what happened in a given incident?

A: *We do not need to do so. Schools are expected to take into account the "balance of probability" as to what has happened, rather than the requirement to prove something "beyond all reasonable doubt" as is the case in a court of law. However, we always try to get as accurate a picture as possible before making any decision.*

Q: What happens if the school and a parent/carer disagree about the way to respond to an incident?

A: *The vast majority of parents/carers are very supportive of the school stance, understanding that the school is a specialist provision dealing with a variety of student needs.*

We cannot promise that our values and judgements will automatically reflect an individual parent/carer's views – though we do try to make sure that our stance is logical, clearly explained and that we have a consistent rationale that we apply fairly.

The school has the right to impose sanctions without parent/carer consent and – if necessary – will do so to make sure that, within the school context, children are dealt with fairly and consistently. However, we would always prefer to explain the rationale and gain parent/carer support rather than simply state our right to impose any sanction.

Q: Can I refuse a sanction set for my child?

A: *No. The school is legally entitled to set and impose Reflection Times and other permitted sanctions and does not require parent/carer permission to do so. However, if you feel that there is evidence that the school has not considered in making this decision, then we would encourage you to contact the member of staff or Senior Leader involved.*

Q: What do I do if my child is upset by being given a school sanction?

A: *It is very easy to become upset when your child is upset, and to act upon the information that they give you without knowing the full story. We would recommend that you talk to your child and try to find out what is at the root of their upset. Often, it is worry about your reactions or your disappointment in them. If children are upset that they have a sanction because they feel they have let themselves or you down, then that is a great credit to them – and makes it more likely that any misbehaviour is a “one off”.*

If your child is saying that the sanction is unfair, see if they can explain why. As an adult, you may be able to give them the wider perspective that children typically lack. However, if you think that what your child is saying doesn't sound right, then the best thing to do is to contact the school to check whether you have the full picture.

We would strongly recommend that you ask for clarification first, rather than going solely on what your child says to you. Children can be prone to selecting the bits that soften a loved one's anger with them – and this can give you a misleading picture of the situation! However, there are also occasions when we haven't got the full context of the situation; your help in giving us this extra information means we can make sure we are being as fair as possible to any children involved.

Q: Does my child being given a sanction mean that the school will then view them as a problem or a failure?

A: *No. In the same way that parents/carers will pick up on misbehaviour at home, the school picks up misbehaviour at school. We all know that children will test the boundaries, make some poor decisions or let their emotions rule their response on occasion. Growing up and developing the skills to cope successfully with adult life is about learning from these mistakes. However, where children don't learn from the advice given at home or school, and keep on making the same mistakes, then this will become a more serious concern. The school will then speak to parents/carers about different ways to try to resolve the issues identified.*

Q: Does my child being given a sanction mean that parents/carers are at fault?

A: *No. There are very rare cases when a child carries out instructions given by a parent/carer which puts the child into a position where they are in conflict with the school ethos. In these situations, the parents/carers are compounding their child's difficulties. However, the majority of misbehaviours are not in this category – but result from the child deciding on a course of action that parents/carers would not condone (and the child knows it too!).*

Q: What can parents/carers do to reinforce any sanction given by the school?

A: Parents/carers have a huge influence on how their children react to any sanctions given; the messages given by parents/carers at home are very important in terms of the effectiveness of any sanction. Parents/carers' discussions with their child about the better way to handle a situation, the rationale behind the school's response (plus any sanctions you feel appropriate) are enormously helpful and supportive of your child's good behaviour at school.

Q: Do I have the right to be present if my child is seen by the Headteacher?

A: No. Parents/Carers do not have the right to be present in discussions between any member of staff and a student, including the Head of School. However, the school will often invite parents/ carers to join a discussion of concern, or to review progress where issues have been identified and an action plan put into place.

Q: What can I do if I believe that the school's response to an incident is unfair or unreasonable?

A: As always, if you feel an approach is unfair or unreasonable, then you can write to the Head of School and/or the Local Governing Body asking for a review of the policy. If you think the sanction given for a particular incident is unfair, for example, not in line with stated school policy, then you can use the informal or formal complaints procedure to make your case.

Physical Intervention Policy and use of reasonable force

We believe that physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between students or use seclusion. These occasions include:

- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property
- Committing a criminal offence
- Causing disorder to other students

Any intervention should be a last resort and be proportionate, reasonable and necessary. All staff have a duty of care to children and young people. If staff take no action, and the outcome is that a child injures themselves or another, including staff, this could be seen as negligence.

Staff are trained in positive handling under CPI Safety Intervention™ as detailed under the staff training section in this policy. All staff are trained using this approach.

The force used should always be the minimum needed to regain and ensure safety and control for everyone involved or present

Positive handling is

- In line with the CPI approaches
- Physically interposing between young people.

- Blocking a young person's path to prevent injury or damage.
- In self-defense, using agreed, approved restricted holds
- Anything else that is reasonable, necessary and proportionate.

Positive handling is not -

- Holding around the collar or neck.
- Restricting a student's ability to breathe.
- Holding face down. Slapping or hitting.
- Twisting or forcing limbs against a joint.
- Holding or pulling by hair or ear.
- Locking in a room unsupported.

Recording of physical interventions

When a member of staff uses any restrictive intervention, including the use of physical restraint, seclusion or restraint with or without contact, the member of staff will inform a member of the senior leadership team immediately. The member of staff will complete the serious incident form (appendix 2) which will be put onto CPOMS, this will be complete as soon as possible, no later than the same day.

The incident will be reported to the parents/carers/guardians no later than the same day by either the behaviour lead or a member of the senior leadership team. parents/carers/guardians will also be offered a meeting to discuss the incident.

Any member of staff or student involved with a physical incident will be examined by a first aider and the injuries recorded on the accident management system as well as to the Headteacher and school business manager.

All staff will be involved in the incident will be involved in a post incident debrief with members of the senior leadership team.

As a school we will continue to monitor student and staff wellbeing post incident and offer further support where required.

Searching Screening and Confiscation

Searching can play a critical role in ensuring that schools are safe environments for all students and staff. It is a vital measure to safeguard and promote staff and student welfare, and to maintain high standards of behaviour through which students can learn and thrive.

We aim to ensure that Estuary Academy North is a safe place to learn and therefore implement the following procedures:

- All students are routinely screened on entry to school using a hand-held metal detector on arrival and belongings may be searched, including turning out pockets and bags. A student's belongings may also be subject to a metal detector search. This screening can be conducted by any member of staff but is primarily carried out by the Behaviour Team.

- Students that refuse to be screened on entry will be refused entry. If a student fails to comply and is refused entry, this will not be suspension but will be treated as unauthorised absence until the student complies.
- The Head, SLT or any authorised staff member will search students and their possessions, with or without their consent, where they suspect the student has prohibited items such as knives or other weapons, illegal drugs or stolen items.
- If a student refuses to be searched parents/carers will be contacted to collect their child. If staff strongly suspect that the student is carrying a weapon or illegal drugs the police may be called to carry out the search. This will always be done in the presence of an appropriate adult from the school.
- Parents/carers will be informed immediately if any prohibited items are found following screening or a search, e.g. drugs paraphernalia.
- Any weapons or illegal drugs found during screening or a search will be passed to the police.

*Ref: DfE Searching, Screening and Confiscation Advice for Schools - July 2022

There are items that are banned in school for Safeguarding and Health and Safety reasons. These items will need to be handed in to staff members on arrival to school:

- Mobile phones
- Fizzy/energy drinks
- Sweets/crisps/food items that are not required for medical reasons
- Personal belongings such as bags and coats
- Non-uniform items such as hoodies, hats or unsafe jewellery

Should the student follow this expectation and hand the items in, they will be returned to them at the end of the school day. Items may be confiscated for longer if the student makes the poor choice of bringing them into the school building.

Reasonable force may be used to search students for prohibited items however it cannot be used to searched for banned items.

Advice for Staff

Members of staff facing confrontational situations with children or young people are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop young people from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a young person's exit.

Remaining Calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.

Pacing and Chasing – angry people often pace around in tense situations. Staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counterproductive as it may trigger a chase response and drive the other person away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

Intonation and use of voice - when people are anxious or angry, they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly.

Help Script

- Connect by using the young person's name
- Recognise and acknowledge the young person's feelings
- Tell the young person you are there to help: "You talk, and I will listen."
- Give direction

Diffusing body language responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open, calm stance

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows the other person to 'take up' time to make their own choices
- Builds confidence in children that you are in control – children need to feel that adults are in control.

In the event of a serious incident, for example, a fight, staff should:

- Give clear and immediate instructions – "stop fighting, stop fighting"
- Send for assistance
- Spell out sanctions
- Remove the 'fuel' by clearing the 'audience' away
- Be a witness
- If confident, and having assessed the degree of risk, intervene physically. If not confident, call for assistance.

Appendix 1 – Cost list

In the event of students causing damage to property we will be requesting a proportion on the cost as detailed below.

	Item/Damage
Setting off the vape alarm	£5
Setting off the fire alarm	£20
Setting off the fire extinguisher	£40
Damage to displays	£5
Damage to toilet	£50
Damage to walls/surfaces	£50
Damage to doors	£50
Damage to electronics	£100
Damage to vehicles	From £50 damage dependant
Breaking the glass of a window or door	£50
Breaking the lock	£75
Using a fire escape in a non-emergency	£10
Graffiti (per item/place)	£5

This list is not exhaustive, and costs will depend on the damage caused. This will be discussed with parents/carers and guardians.

Serious Incident Report

1. Incident Details

Date of Incident:

Time of Incident:

Location: (e.g. classroom, corridor, playground)

Pupil/s Name:

Pupil/s Year Group:

Any needs or circumstances of the pupil, e.g. if the pupil has SEND:

Does the pupil have an EHCP?:

Other Staff / Witnesses Present:

Staff Involved in Restraint (where applicable):

Name and Job Title of Person Reporting the Incident:

Date and Time Report was Made:

Related Incidents: (attach relevant report forms)

2. Antecedents & Early Intervention

What happened immediately before the incident?

(Include known triggers, environmental factors, pupil presentation)

De-escalation strategies attempted, including those prior to restraint (where CPI is used):

Verbal de-escalation

Limit setting

Redirection / distraction

Time / space offered

Help prompt / support offered

Other (specify):

Brief description of de-escalation attempts and pupil response:

3. Rationale for Physical Restraint (where applicable)

Reason restraint was necessary:

Risk of harm to self

Risk of harm to others

Serious damage to property

Absconding with immediate safety risk

Reason restraint was proportionate:

4. Details of Physical Restraint (CPI)

CPI technique(s) used:

Position of pupil during restraint: (standing / seated / other)

Duration of restraint:

Upon review, was restraint proportionate and in line with CPI training?

Yes No

If no, explain:

5. Full Description of the Incident

Include:

- Causes and lead up to the incident.

- All known people involved and their role in the incident.
- Use of offensive weapons (including a description), if applicable.
- Presence of emergency services, if applicable.
- Who assisted the affected person.
- If any injuries were sustained (Full details to be recorded in section 7).
- If any first aid or medical intervention was required (Full details to be recorded in section 7).

Names, roles and contact details (if non-employee) of witnesses:

Attach statements obtained from witnesses to this form

6. Outcome & Post-Incident Support

How did the incident end?

(e.g. pupil calmed, moved to safe space)

Pupil presentation immediately after incident:

- Calm
- Distressed
- Angry
- Withdrawn
- Other (please specify):

Support provided to pupil post-incident:

- Check-in / restorative conversation
- Time out / safe space
- First aid (details below in section 7)
- Parent / carer informed
- Senior leader informed
- Other(Please specify):

Additional details:

Pupil absences caused by incident, and length of absence (if known):

Support offered to staff involved:

- Immediate check-in
- Opportunity to step away
- First aid (details below in section 7)
- Follow-up debrief scheduled

Additional details:

Staff absences caused by incident, and length of absence (if known):

7. Injuries & Medical Attention

Were there any injuries?

- No
- Yes – Pupil (take photos of injury with permission)
- Yes – Staff (take photos of injury with permission)

Details of injuries and actions taken:

Medical treatment/first aid provision required (including the name of person giving first aid):

Has this incident resulted in any member of staff sustaining a RIDDOR-reportable injury, or being absent from work for more than 7 days?

If yes, state who and for how long:

Initial actions taken by school following the incident:

8. Reflection & Learning (CPI Debrief)

What went well in managing this incident?

What could be done differently next time to reduce risk?

Has a risk assessment been carried out? If so, list conclusions and suggested actions:

Any changes required to the pupil's support plan or risk assessment?

Yes No

If yes, details:

Does anyone involved require further support/guidance, including further training? If yes, include details:

9. Follow-Up Actions

Follow-up actions taken by school:

Have outside services (e.g. police, family services, child protection services) been informed?

If yes, provide details (including if currently being supported by services):

10. Compliance Checklist (Must Be Completed)

- CCTV footage reviewed (where available)
 - Bound book entry complete (where applicable)
 - Incident entries logged on CPOMs
 - Statements taken
 - Accident reporting procedures followed (where applicable, including evidence/photo)
 - Senior leader/s notified
 - Parents / carers informed (usually by SLT or CPI Facilitator when CPI used)
 - Date/Time _____ by _____
 - Wider staff team informed and debriefed (where appropriate)
 - Home school notified of incident (where applicable)
 - Local authority / relevant agencies notified (as applicable)
 - Recorded for report to Governors
 - Risk assessment/s updated (as necessary)
 - PSP/s updated (as necessary)
-

11. Signatures

Staff Member Completing Form if not SLT:

Name:

Signature:

Date:

Reviewed by Senior Leader:

Name:

Signature:

Date:

Reviewed by CPI Facilitator (If CPI used):

Name:

Signature:

Date:

For Management/HR Use Only:

RIDDOR Reportable? Yes / No

Followed up by Management/HR on (date):