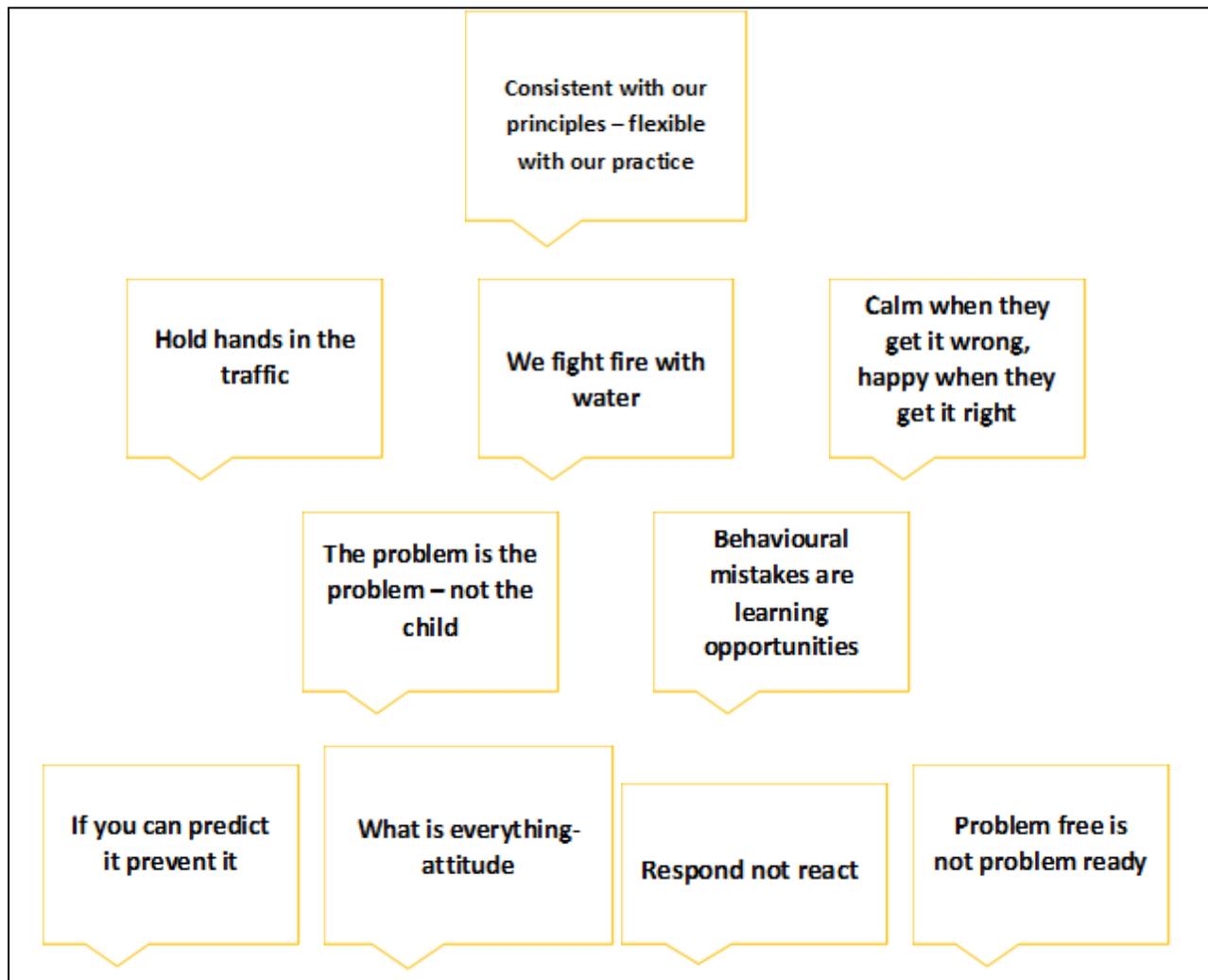




WILLIAM DAVIS PRIMARY SCHOOL

Behaviour Policy



Rob Long's Mantras ranked by our staff (training Sept 2019)

Policy approved December 2019

To be reviewed December 2022



WILLIAM DAVIS PRIMARY SCHOOL

Behaviour Policy

Our aim is for each member of the school community to attain their highest achievements through a quality curriculum; and to have a respect for, and a consideration of each other. William Davis is a **Restorative School** and we believe that **strong relationships** are the basis for excellent **Teaching and Learning**.

"We'd like you to picture the whole school community committed to the pursuit of best practice in teaching and learning and how that whole pursuit of best practice is vitally connected to the quality of relationships in the classroom and beyond." (Thorsborne 2013 Implementing Restorative Practices in Schools p11)

We teach children the **William Davis Values**:

- Respect
- Honesty
- Collaboration
- Commitment
- Communication
- Care

We believe that it is through promoting and developing positive behaviour that children will become responsible and fair citizens who value each other and value each others' differences.

We expect all children to demonstrate the following behaviours:

- Be gentle, kind and helpful
- Listen
- Speak nicely to everyone
- Look after property
- Work hard
- Be honest
- Sort out problems calmly by listening to each other and talking it through
- Walk quietly and safely around the school



These are our basic school rules-see **Appendix 1 William Davis Rules and School Values**

We teach children to have excellent learning behaviours so that they are successful learners who achieve their best. We use Chris Quigley's Secrets of Success to teach children excellent learning behaviours-see **Appendix 2 Secrets of Success and School Values**.

We promote **positive learning behaviour, targeting Secrets of Success and School Values** in the following ways:

- Traffic light system (in class)
- Achievement cards (assembly)
- Star of the Week Award (assembly)
- Golden Book (assembly)

Classroom Charters

In the first week of school in September each class works together to create a class charter that reflects the School Values. We believe that it is through empowering the children to create their own charter that their rights and responsibilities to each other, and to others in the community, will become meaningful to them and will remain meaningful to them throughout their lives. This policy unites the children around shared values and a common point of reference for good behaviour, agreed and signed jointly with their teacher, which serves as the 'social glue' within the class that binds the children together.

The Restorative Approach

In September 2017 William Davis completed whole staff training in order to be a **Restorative School**. We use restorative approaches as a first response to resolving problems with both children and staff.

The restorative approach focuses on healing relationships by:

- reflecting on what has happened
- repairing harm caused by an incident
- reconnecting relationships

Being a Restorative School means that when applying the staged responses below staff will try to use Restorative approaches first. Children will be referred to a member of SLT if they are



involved in a Stage 3 incident. See **Appendix 3** for **The Restorative Framework Conversation Framework and Informal and Formal Contexts**

WD Way – Guidelines for Managing Incidents or Behaviours

At William Davis we respond to inappropriate behaviours using our Stages and Steps see **Appendix 4**. In keeping with this policy staff will apply Restorative Approaches when appropriate; staff in consultation with SLT will make a judgement as to whether a sanction is needed.

Reflection Forms

Children are asked to complete **Reflection Form (A)(Appendix 5)** if they have not used the **Secrets of Success** eg not focusing on their learning.

Children are asked to complete **Reflection Form (B) (Appendix 6)** if they have not followed the **School Rules and Values** eg. children have a verbal or physical conflict, or a child breaks someone else's property.

Class teachers keep Reflection Forms A and B in a class folder so that they can refer a child to SLT if they collect three reflection forms. At this stage SLT will see the child and parent to discuss the their behaviour.

Rob Long's Multifaceted Tool Box

Alongside this, all staff at William Davis use a **multifaceted toolbox** approach to intervene with children causing us more significant concern. This toolbox provides staff with strategies linked to Rob Long's **Six Dimensions**; these are physiological tools, feeling tools, cognitive tools, behavioural tools, social tools and well-being tools. The six dimensions are described in **Appendix 7**. The strategies and suggested interventions are listed in **Appendix 8 – The William Davis Tool Box**. In order to help staff decide which dimension to use, they can complete the **Dimension Questionnaires – Appendix 9**.

Behaviour Support Plans

If children's behaviour cannot be managed within the **stepped approach** staff should refer the child to the SENCo who will support the writing of a **Behaviour Support Plan (Appendix 10)** using the **Multifaceted Tool Box** .



Physical Restraint Guidance

If a children needs to be physically restrained to keep them or others safe, Team Teach trained staff should intervene; all staff should refer to the **Physical Restraint Guidance (Appendix 11)**. Staff should ensure that a member of SLT records the restraint incident on the **Physical Restraint Record** saved on the server (SMT drive). See **Appendix 12** for information needed by SLT.

Policy approved December 2019

To be reviewed December 2022

Appendices

- Appendix 1 **William Davis Rules**
- Appendix 2 **William Davis Secrets of Success**
- Appendix 3 **The Restorative Framework**
- Appendix 4 **Stages and Steps**
- Appendix 5 **Refection Sheets A (Secrets of Success)**
- Appendix 6 **Refection Sheets B (Values/ Rules)**
- Appendix 7 **Rob Long's Six Dimensions**
- Appendix 8 **William Davis Tool Box**
- Appendix 9 **Dimension Questionnaires**
- Appendix 10 **Behaviour Support Plan**
- Appendix 11 **Physical Restraint Guidance**
- Appendix 12 **Rob Long's Mantras**



Appendix 1

William Davis Rules and School Values

Do..	Don't...	Value
Listen to the adults and each other	Interrupt Ignore instructions	Respect Communication
Be gentle, kind and helpful	Hurt anybody or anybody's feelings	Care
Look after property	Waste or damage things	Care
Work hard	Give up	Commitment
Be honest	Cover up the truth	Honesty
Sort out problems calmly by listening to each other and talking it through	Shout or lose your temper	Collaboration Communication
Walk quietly and safely around the school	Run or use loud voices	Care Respect



Appendix 2

William Davis Secrets of Success and School Values

Secrets of Success	WD Values	What this means...
Understand others	Respect Care Collaboration	Learn to listen, listen to learn about others.
Try new things	Commitment	If you never try, you'll never know.
Work Hard	Commitment	It's not luck or looks that make you successful, it's all about the effort.
Concentrate	Commitment	Learn to focus, tune out distractions and be mindful.
Push Yourself	Commitment	Fight your fears and learn to push past doubts.
Imagine	Honesty Communication	Have ideas and don't be scared of being wrong.
Improve	Commitment	Keep advancing, bit by bit. Success never comes in one giant step.
Don't give up	Commitment	Sir Winston Churchill said 'Success isn't final, failure isn't fatal. It is the courage to continue that counts.'



Appendix 3

The Restorative Framework

The Restorative Framework Conversation Framework and Informal and Formal Contexts

Reflect Repair Reconnect

Restorative Prompt Card

To the person responsible...

- What happened?
- What were you thinking at the time?
- What do you think now?
- Who's been affected by what you did? How?
- What's needed to make things right?
- How can we make sure this doesn't happen again?

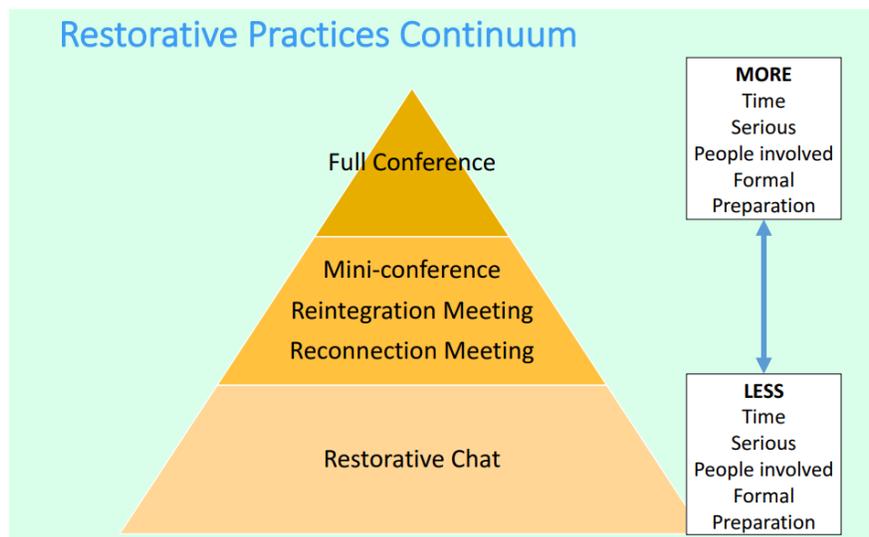
www.thorsborne.com

Reflect Repair Reconnect

To the person harmed...

- What happened?
- What did you think/feel at the time?
- What have you been thinking/feeling since?
- How has this affected you? What's been the worst of it?
- What do you need to make things right?
- How would you like me to follow up with you?

www.thorsborne.com





Appendix 4

Behaviour Stages and Steps

Stage 1- Low level disruptive behaviour

Not listening to class instructions Calling out Not following group work rules
Interrupting Making rude noises

Stage 2 –Disrespectful behaviour

Speaking in a disrespectful way to another child Answering back
Walking away from an adult when they are speaking to you
OR continuing stage 1 behaviour

Stage 3 – Hurtful or dangerous behaviour

Hitting or kicking another child/adult
The use of threatening behaviour towards another person
Racist / religious/ genderbased /homophobic name calling
Swearing Spitting Fighting Stealing Threatening



Step 1

- A warning and a reminder about the rules agreed on our class charters that are not being adhered to
- Move places within the class

Step 2

- Time out within the classroom.
- A Restorative conversation
- Missed playtime to catch up on work.
- In KS 2 the child would fill out a Reflection Form A. In KS1 the form would be completed by a member of staff as a record of the discussion with the child.
- Use one of the William Davis toolkit strategies

Step 3

- Time out with phaseleader or phase group class.
- A Restorative conversation (recorded by the facilitator and reported to SLT)
- A Reflection form A or B should be completed.
- Exclusion from playground / trips / certain activities; fixed term or permanent exclusion
- Meeting with HT/ DHT/SMT, class teacher and parents.

All Stage 3 behaviour should be recorded by a member HT/DHT

Behaviour Steps



Appendix 5

Reflection Form A (Secrets of Success)

William Davis Primary School, Wood Close, Cheshire St, London E2 6ET - 020 7739 1511

Email: admin@williamdavis.towerhamlets.sch.uk



Name:	Class:	Date:
<p>Which of the William Davis' Secrets of Success did I not follow? (Tick) ✓</p> <p><input type="checkbox"/> <i>Try new things (Commitment, Honesty)</i></p> <p><input type="checkbox"/> <i>Work hard (Commitment)</i></p> <p><input type="checkbox"/> <i>Concentrate (Commitment)</i></p> <p><input type="checkbox"/> <i>Push yourself (Commitment)</i></p> <p><input type="checkbox"/> <i>Imagine (Communication and Commitment)</i></p> <p><input type="checkbox"/> <i>Improve (Commitment, Honesty)</i></p> <p><input type="checkbox"/> <i>Understand others (Care, Collaboration, Commitment, Respect, Honesty)</i></p> <p><input type="checkbox"/> <i>Don't give up (Commitment)</i></p> <p>Other:</p>		
<p>What happened?</p> <p><i>I need to reflect on my behaviour because...</i></p>		



What was I thinking at the time?

Who has been affected by what I did? How?

What am I thinking now?

What is needed to make things right?
I will need to...

How can I make sure this doesn't happen again?

 Please write or draw

SLT follow-up required Y/N

Appendix 6

Reflection Form B (School Values)

Name:	Class:	Date:
-------	--------	-------



Which of the William Davis' values did I not follow?

- Care** (Was I kind to others? Did I look after things belonging to others?)
- Commitment** (Did I try my hardest?)
- Communication** (Did I try to sort things out by talking?)
- Collaboration** (Did I try to work with and understand others?)
- Honesty** (Did I tell the truth?)
- Respect** (Did I treat others with respect and care?)

Other:

What happened?

I need to reflect on my behaviour because...

What was I thinking at the time?



Who has been affected by what I did? How?

What am I thinking now?

What is needed to make things right?
I will need to...

How can I make sure this doesn't happen again?

Appendix 7

Rob Long's Six Dimensions

Physiological: The physiological dimension offers a range of techniques to enable young people

William Davis Primary School, Wood Close, Cheshire St, London E2 6ET - 020 7739 1511

Email: admin@williamdavis.towerhamlets.sch.uk



to learn to stay in control of their feelings and emotions, resulting in, for example, increased heart rate, faster breathing, and trembling which causes emotional distress.

Feelings: This dimension focuses on developing children's ability to deal with negative emotions, such as low self-esteem and anger. By developing coping strategies when experiencing these negative emotions, children are able to express themselves in calmer and therefore more effective ways.

Thinking: This dimension digs deeper and challenges children's self awareness. It focuses on the irrational feelings and beliefs a child may have of themselves: for example, that they perceive themselves or what they say or do to be "stupid". This dimension aims to change these beliefs and, in so doing, over time, make long lasting positive changes to the child's cognitive mindset, learning and personal development.

Behavioural: This dimension focus on how the environment shapes behaviour. This tool looks at what triggers inappropriate or dysfunctional behaviours, and develops systems to alter or prevent the triggers occurring.

Social: This dimension focuses on using inappropriate behaviour as a learning opportunity for teacher-intervention, and for children's' learning and development. The skills that can be developed through this dimension enable children to learn to acquire the necessary social skill needed for the many different situations they encounter at school, and will encounter throughout their lives.

Well-Being: This dimension emphasises the importance of teachers focusing on, and celebrating, children's personal strengths to help enable them to achieve a strong sense of self-esteem, personal happiness and self-worth at school, in the home and the community environment.

Appendix 8

The William Davis Toolbox



Physiological Tools Breathing Relaxation techniques Counting up or down from 10 Visualisation Soothing music Exercise Laughter	Feelings Tools Emotional literacy Anger management Zones of Regulation
Behaviourial Tools ABC analysis Rewards and sanctions	Cognitive Tools Solution focused problem solving Stop Think Choose Catch them doing it right Mindset
Social Tools Social stories Tell them, show them, have a go Circle times Turn taking or cooperative games	Well –Being Tools Relationship building Restorative conversations Physical wellbeing activities Building a sense of belonging

Appendix 9



The Dimension Questions

Physiological – Indicative Assessment Questions

To help determine the degree of significance this dimension has to the problem being investigated, please answer the following questions, YES or NO.

- 1 Does the learner make frequent trips to the toilet?
- 2 Does the learner show facial colour changes – flushed or pale – on certain occasions?
- 3 Does the learner tremor with nervousness?
- 4 Does the learner seem hesitant and anxious?
- 5 Does the learner cry easily?
- 6 Does the learner complain of stomach and/or other body pains?
- 7 Does the learner seem to lack energy and motivation?
- 8 Is the learner less sociable than usual?
- 9 Does the learner sweat or show excessive discomfort when tests or challenges are presented?
- 10 Do their carers speak of bed-wetting or sleep disturbances, or changes in the child's usual routine?

Summary Question

On a scale of 1 to 10, how important do you think the physiological dimension is to a full understanding of the problem being investigated (1 of very little importance, 10 very important)?

Number of YES responses _____

Adult assessment _____

Summary assessment score _____



The Dimension Questions

Feelings – Indicative Assessment Questions

To help determine the degree of significance this dimension has to the problem being investigated, please answer the following questions YES or NO.

- 1 Has there been a change in the learner's eating habits recently?
- 2 Is the learner sleeping more than usual?
- 3 Does the learner talk of 'no one liking them'?
- 4 Is the learner unable to empathise with peers?
- 5 Does the learner seem to lack confidence in themselves?
- 6 Can the learner have difficulties in identifying their feelings appropriately?
- 7 Can the learner recognise feelings in others?
- 8 Has the learner lost interest in hobbies, activities?
- 9 Does the learner actively try to avoid existing friends?
- 10 Does the learner display mood swings?

Summary Question

On a scale of 1 to 10, how important do you think the feelings dimension is to a full understanding of the problem being investigated (1 of very little importance, 10 very important)?

Number of YES responses _____

Adult assessment _____

Summary assessment score _____



The Dimension Questions

Behavioural – Indicative Assessment Questions

To help determine the degree of significance this dimension has to the problem being investigated, please answer the following questions YES or NO.

- 1 Do there seem to be definite identifiable triggers to the learner's behaviour?
- 2 Are there predictable consequences to the learner's behaviour?
- 3 Can you identify rewards that the learner enjoys and seeks?
- 4 Is or has the learner been influenced by inappropriate role models?
- 5 Do sanctions and negative feedback make little difference to the problem behaviour?
- 6 Does the behaviour get worse when efforts are made to change it?
- 7 Is the problem behaviour more likely to occur with known adults and peers?
- 8 Does the problem behaviour avoid something unpleasant?
- 9 Does the problem behaviour happen in specific contexts?
- 10 Do you think the problem behaviour is motivated to obtain something?

Summary Question

On a scale of 1 to 10, how important do you think the behavioural dimension is to a full understanding of the problem being investigated (1 of very little importance, 10 very important)?

Number of YES responses _____

Adult assessment _____

Summary assessment score _____



The Dimension Questions

Cognitive – Indicative Assessment Questions

To help determine the degree of significance this dimension has to the problem being investigated, please answer the following questions YES or NO.

- 1 Does the learner explain his/her failures in terms of a lack of ability?
- 2 Does the learner compare her/himself to peers, 'I'm not as clever as them'?
- 3 Is the learner unable to see the other person's point of view?
- 4 Does the learner believe that he/she is unpopular with peers, 'No one likes me'?
- 5 Does the learner display a negative attitude towards new challenges?
- 6 Is the learner unable to talk about his/her thoughts and feelings?
- 7 Does the learner make quick negative decisions about new challenges?
- 8 Does the learner show distorted thinking, 'I always make mistakes'?
- 9 Does the learner find it hard to picture her/himself being successful?
- 10 Does the learner rely heavily on adult or peer support in lesson and free time?

Summary Question

On a scale of 1 to 10, how important do you think the cognitive dimension is to a full understanding of the problem being investigated (1 of very little importance, 10 very important)?

Number of YES responses _____

Adult assessment _____

Summary assessment score _____



The Dimension Questions

Cognitive – Indicative Assessment Questions

To help determine the degree of significance this dimension has to the problem being investigated, please answer the following questions YES or NO.

- 1 Does the learner explain his/her failures in terms of a lack of ability?
- 2 Does the learner compare her/himself to peers, 'I'm not as clever as them'?
- 3 Is the learner unable to see the other person's point of view?
- 4 Does the learner believe that he/she is unpopular with peers, 'No one likes me'?
- 5 Does the learner display a negative attitude towards new challenges?
- 6 Is the learner unable to talk about his/her thoughts and feelings?
- 7 Does the learner make quick negative decisions about new challenges?
- 8 Does the learner show distorted thinking, 'I always make mistakes'?
- 9 Does the learner find it hard to picture her/himself being successful?
- 10 Does the learner rely heavily on adult or peer support in lesson and free time?

Summary Question

On a scale of 1 to 10, how important do you think the cognitive dimension is to a full understanding of the problem being investigated (1 of very little importance, 10 very important)?

Number of YES responses _____

Adult assessment _____

Summary assessment score _____



The Dimension Questions

Happiness – Indicative Assessment Questions

To help determine the degree of significance this dimension has to the problem being investigated, please answer the following questions YES or NO.

- 1 Does the learner have few close positive peer relationships?
- 2 Does the learner often complain of ill health?
- 3 Does the learner rarely exercise?
- 4 Does the learner find it difficult to readily recall happy memories?
- 5 Does the learner find adapting to normal changes, for example, new staff, difficult?
- 6 Does the learner seem not to enjoy and appreciate natural beauty, music and works of art?
- 7 Does the learner find it difficult to relax and play?
- 8 Is the learner unable to cope with setbacks and failures?
- 9 Does the learner have little awareness of his/her personal uniqueness, value and strengths?
- 10 Is the learner unable to sit and work persistently towards goals?

Summary Question

On a scale of 1 to 10, how important do you think the learner's happiness is to a full understanding of the problem being investigated (1 of very little importance, 10 very important)?

Number of YES responses _____

Adult assessment _____

Summary assessment score _____



Appendix 10

Behaviour Support Plan

Behaviour Support Plan	
Likes and dislikes (Rewards and motivators)	
Triggers/cues to behaviour (what causes the behaviour)	
Setting (when /where the behaviour occurs)	
Action (description of behaviour)	
Early warning sign (how can we recognise if he is becoming dysregulated)	
Preventative measures/strategies to avoid behaviour incidents	
Strategies for dealing with behaviour	
Result (what happened after the behaviour)	



Appendix 11

Physical Intervention and Restraint Guidance

At William Davis Primary School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. We do however recognise that children sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:-

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Headteacher as soon as possible
- Parents will be informed of each incident

1. The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline'

2. Our approach

At William Davis Primary School we aim to avoid the need for physical intervention and regard this as a last resort in a tiny minority of situations. We always aim to deal with behaviour using



a positive approach and therefore this policy should be read in connection with our Behaviour Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and well being. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

3. Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention or re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow



- Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

4. Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The head teacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural IEP, which may include an anger management programme, or other strategies agreed by the SENCO. This may require additional support from, other services, for example the LA BST.

In some circumstances a CAF may be appropriate to help identify an additional need for a particular child.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on the Pupil Restraint Report Form (attached). All sections of this report should be completed so that any patterns of behaviour can be identified and addressed.



In the event of any future complaint or allegation this record will provide essential and accurate information.

A copy should be filed in the child's appropriate file and in a central school file in order to inform individual and school risk assessments.

A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

5. Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff

6. Complaints and Allegations

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

References;

- The Use of Force to Control or Restrain Pupils 2007 DSCF
- Care and Control Guidelines 2006 ER CFAS
- Safeguarding Children and Safer Recruitment in Education 2007

William Davis Primary School, Wood Close, Cheshire St, London E2 6ET - 020 7739 1511

Email: admin@williamdavis.towerhamlets.sch.uk



Appendix 11

Record of Physical Restraint

RECORD OF PHYSICAL INTERVENTION OR RESTRAINT

Date of incident: Time of incident:

Pupil Name: D.o.B:

Member(s) of staff involved:

Adult witnesses to restraint:

Pupil witnesses to restraint:

Outline of event leading to restraint:

Outline of incident of restraint (including restraint method used):



Outcome of restraint:

Appendix 12

Mantras

Rob Long introduced us to his mantras. They help us to shape our response to children.

Hold hands in the traffic

What is everything-attitude

Consistent with our principles – flexible with our practice

Respond not react

We fight fire with water

Calm when they get it wrong, happy when they get it right

Analyse don't personalise

The problem is the problem – not the child

If you can predict it prevent it

Problem free is not problem ready

Context is decisive

Behavioural mistakes are learning opportunities

Behaviour is rarely random