



Behaviour Policy

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Promoting Positive Behaviour

Links With Other Policies:

- Code of Conduct and Behaviour
- Anti-Bullying Policy
- Disciplinary Policy
- Exclusion Policy
- Use of Reasonable Force Government Guidance for Schools 2013

Legislation and Statutory Requirements

Our policy takes account of:

- Behaviour and Discipline in Schools
- Searching, Screening, and Confiscation at School
- The Equality Act 2010
- Supporting Pupils with Medical Conditions at School
- Special Educational Needs and Disability (SEND) Code of Practice
- Schedule 1 of the Education (Independent School Standards) Regulations 2014

Definition

In accordance with the Department for Education (DfE) advisory document 'Behaviour and Discipline in Schools', The Orchard have produced a policy document for learners, staff, and partner agencies to underpin the school's core beliefs and guidance.

The Orchard Behaviour Policy will be reviewed at least annually, be available on the school website (School Information (England) Regulations 2008) and provided to parents, where required.

At The Orchard, we aim to meet the diverse needs of our learners through the provision of a predictable and safe environment, explicitly founded on nurture and attachment principles, that promotes security through consistent routines, clear boundaries, and an unrelenting focus on celebrating, promoting and positively reinforcing good behaviour.

Our general approach which we aim to embed throughout the school, centres around an unconditional positive regard for all learners, acknowledging and addressing any inappropriate behaviours which may arise. It is through this learners-centred and inclusive approach that learners will learn to understand, manage and improve their own behaviour, and to build positive relationships with adults and other learners.

Consequently, all learners at the school have the right to a recognition of their unique identity and individual consideration of their needs and be treated with respect and dignity and feel valued members of the learning community, learn and work in a safe environment and be protected from harm, violence, assault and acts of verbal abuse.

The school recognises that poor behaviour can have wider implications on other learners who attend. Core principles of the school include:

- making sure all adults in the room know how to respond calmly and effectively to learners with special/specific needs.
- ensuring that learners receive rewards every time they have earned them and receive a sanction every time behaviour falls below expectations.

The Orchard staff will follow these guidelines and support a consistent approach to managing behaviour, both in the classroom and around the school. When learners know that teachers will stick to the behaviour policy and class routines, they feel safer and happy, and behaviour improves.

Key Principles to Support Positive Behaviour – we will:

- Ensure that the behaviour policy is clearly understood by all staff, parents and learners.
- Display school rules clearly in classes and around the building. Staff and learners should know what they are.
- Display the tariff of sanctions and rewards in each class (see Appendix 1)
- Ensure that the senior leadership team members are a visible presence around the school.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of learners.
- Put in place suitable support for learners with behavioural difficulties.
- Build positive relationships with the parents of learners with behaviour difficulties.
- Meet and greet learners when they come into the classroom.
- Have a system in place to follow through with all sanctions and rewards.
- Have a visual timetable displayed in all classrooms.
- Follow the school behaviour policy.
- Ensure that all resources are prepared in advance.
- Praise the behaviour we want to see more of.
- Praise learners doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Teach learners the class routines.
- Give feedback to parents about their child's behaviour - letting them know about the good days as well as the bad ones.
- Identify and understand the needs and specific strategies for each learner as recorded in their ESP (see below/Appendix 2).

Emotional Support Plans

We will adopt an Emotional Support Plan (ESP) for each learner who attends the school. This document records the typical behaviours staff may expect from each learner, including what can prompt positive/poor behaviour and how the behaviour is managed/key personnel etc. This document is drawn up in partnership with the learner, tutor, support staff, the Assistant Principal for Behaviour and Welfare and the Centre Manager to work together to promote the best possible behaviour. It also documents what to expect when behaviour falls below what is expected and how this is managed effectively. This is a 'live' document open to change throughout the time a learner spends within school.

Support and Communication

To promote and support appropriate behaviour, the school is committed to ensuring that staff to learner ratios are kept as high as possible. However, there may be occasions when staff working with learners feel they require additional help and support, over and above the classroom team. In these cases, on hearing a call for cover – all available staff will go directly to where cover has been requested or make sure other support staff are made aware.

We will use 2-way radios to communicate. When using the radios to call for help or assistance, staff are to communicate in a calm and simple manner to communicate clearly and effectively. If specific staff are required, they are to be contacted by name, if additional staff are required, this is to be made clear. For example, "can a spare member of staff please come and support in class X, as soon as possible please?" If a specific learner requires additional support, staff should refrain from naming the learner when communicating over the radio and refrain from naming behaviours shown by the learner. This is to maintain dignity of the learner and prevent any further escalation. For example, "can I have a safe face in classroom X for a learner as soon as possible please?"

The use of 'emotional support team' provides an alternate viewpoint, support, or challenge.

Staff Support

Working in an environment that can sometimes be challenging can be stressful. As such we like to make sure that staff are supported in all possible situations and outcomes. The senior leadership team play a big part in managing behaviour and will be available whenever possible to support staff and deal with poor behaviour.

Working in stressful and challenging situations can have a detrimental impact on staff's mental health. Following incidents or instances of high stress and challenge, staff can take time for themselves to support their own wellbeing and mental health. Staff are encouraged to take time away in safe spaces if required and have access to their support network if appropriate. Mental Health First Aid trained staff are available who can offer further support if required.

Other examples of staff support, and wellbeing can be addressed through, but are not limited to:

- Weekly/termly wellbeing activities.
- Tailored CPD, relevant to the individual and discussed with the senior leadership team.
- Access to the Wellbeing Fund.
- Participation in Wellbeing Wednesday.

Instances of accusations made against school staff will be investigated thoroughly with appropriate action being taken.

The senior leadership team will meet weekly with staff to discuss incidents that occurred in the previous week, any potential issues and to provide opportunities for further training, knowledge, understanding, or assistance in the sharing of best practice.

The senior leadership team have an 'open-door policy' which encourages the flow of information and can highlight areas of support or where improvements can be made.

Expectations

Our school's expectations set out the expected behaviour of learners and staff and constitutes the rules to maintain a good working environment, which are displayed in each classroom (see Appendix 1).

Learners at our school, should:

- Be helpful and supportive of one another.
- Respect everyone, our school, and its property.
- Be the best version of themselves.
- Be kind and considerate.
- Understand the expectations placed on themselves and on those learning and working within the school.
- Keep lines of communication open and two-way.
- Keep each other safe and feeling secure.

Staff understand:

- That the behaviour is NOT the learner.
- That all behaviour is a form of communication about how the learner is feeling at that point in time.
- That positive communication equals positive relationships.

Behaviour and Actions

Continual Positive Reinforcement

Each member of staff within the school is encouraged to use their own interpretation of positive reinforcement to maintain a natural and friendly relationship with learners. Guidance is given and generally reflected across the school with teachers, senior leaders and support staff all utilising positive reinforcement in building relationships with learners.

Informal rewards include:

- Smiles/positive eye contact/gestures.
- Targeted praise statements to the learners or groups of learners.
- Peer group praise, both spontaneous and planned.
- Direct positive praise home to parents.
- Additional responsibilities.
- Sharing good work and behaviour with peers/adults/senior staff.
- Written comment on work/in books, WWW and EBI.
- Displaying good work.
- Work towards an activity chosen by the learners.
- Recognition and celebration of learning.

Formal rewards are targeted and individualised according to age and need, celebrated with the peers and the whole school as appropriate e.g., certificate presentations in assemblies for progress. A focus on restorative approaches to addressing and changing behaviour. Staff recognition of positive behaviour is clearly based on learners' level of development, their needs, and circumstances. Subsequently, any "consequences" to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

Consistency of praise and appropriate challenge is essential in giving both learners and staff an understanding of how learners should behave. Clear definitions and sharing of best practice are important in making sure the school's vision is shared between, learners, staff, partner agencies and parents/carers. All learners need to be aware of the rules and routines and the consequences of meeting or not meeting rules and expected standards of behaviour.

Choice and Consequence: Rewarding Positive Behaviour

Behaviour that leads to rewarding consequences are more likely to be repeated if:

- All staff are actively involved in consistently rewarding positive behaviour.
- Positive achievements and successes both in and out of school are celebrated and shared with parents and peers.
- The types of consequences used across the school reflect the individual nature of class groups and learners.

Informal consequences may include, but are not limited to:

- Use of planned ignoring, where possible.
- Use of another member of staff/SLT/Care Team/Safe Face.
- Facial expression of disapproval.
- Verbal warnings and reprimands.
- Loss of privileges or rewards.
- Restorative conversations and discussions.
- Temporary withdrawal from the learning environment/working with another support/tutor.

Formal consequences are implemented following due consideration of any incident and the learners' age and needs:

- Loss of behavioural or reward points.
- Agreed withdrawal of privilege (in accordance with sanctions list).
- Meeting with the behavioural lead/parents/partner agencies.
- Restorative methods – repairing damage, writing letters of apology, verbal apology.
- Suspension - the use of fixed term exclusion.

Graduated Approach to Support Behaviour

Should staff become concerned about a learners' behaviour over a period of time, The Orchard staff follow a graduated approach to support behaviour. This should be read alongside Appendix 1 – Behaviour and Action Chart. All meetings follow a restorative framework as outlined further below. The meetings should not be deemed punitive but restorative in nature to provide additional support to all parties involved.

Stage 1 – meeting with tutor and support staff

This initial meeting could be prompted by a rise in level one behaviours and is in place to share concerns and offer early intervention within the classroom. This meeting can be completed over the phone, virtually, home visit or at school at an appropriate time.

Stage 2 – meeting with Centre Manager/senior leadership team

This meeting would be prompted in a rise of level one and level two behaviours and/or if a stage 1 meeting was unsuccessful or deemed inappropriate due to behaviours shown.

Stage 3 – meeting with Assistant Principal and/or Principal

This meeting would be prompted by unsuccessful stage 1 and/or 2 meetings or a rise in level two behaviours or level three behaviours. These may determine that learners should be placed on an AAA agreement to monitor and support positive behaviour and/or explore other strategies.

Suspensions and Permanent Exclusion

When a learner is sent home due to negative behaviour, it will be marked as a suspension on our register unless there are extenuating circumstances. In any instance where learners walk offsite without permission they will not be permitted back into the building, and this will be logged on the register as an unauthorised absence.

On occasion, for health and safety reasons or if there is continuous negative behaviour, it may be necessary to send a learner home. Parents/carers are called prior to learners being sent home. The following day the learner will be offered a fresh start following a conversation with a member of the senior leadership team and/or having attended a restorative meeting.

Any incident, which breaches the school's Code of Conduct, is liable to result in a suspension and/or withdrawal of placement. Please see our suspension and permanent exclusion policy for further information.

Supportive Strategies

Safe Faces/Safe Places

Building relationships is a key part of the development of learning and support for learners within the school. By having positive relationships with staff, we can help learners work through any issues that may arise by offering a supportive approach to their individual need.

Safe faces are nominated key members of staff who learners feel they have the best relationship with and can support them if they are feeling unhappy, anxious, if they are emotionally challenged or in crisis. Each learner will nominate up to 3 safe faces within the school and if required the learner can have access to these staff where practicable. We recognise that sometimes this may not be available all the time, so we work with 3 'safe faces' for each learner. We will also record 3 'safe places' which is an environment where the learner feels most safe and where they are more likely to be able to regulate their emotions. Care team staff are provided with relevant information that highlights each learner's nominated safe faces/safe places.

Myspace

Time out can be a very effective way in which we can support a learner. When used positively it can help reduce anxiety, aid communication and be an area in which a learner can feel supported away from the classroom. If required a learner can access this safe place (Myspace room), where they can have time out and spend time with the care team or nominated safe face staff.

Restorative Practices

Wherever possible the school will adopt a restorative approach when challenging or sanctioning of poor behaviour.

Restorative practice is a set of principles and practice that encourages learners to take responsibility for their behaviour by thinking through the causes and consequences.

Restorative practice involves helping the learner think through their behaviour, its consequences and what they can do to make it better.

This is to assist learners in developing, maintaining and repairing relationships, building a community based around empathy and self-learning, and take responsibility for their behaviour.

How do The Orchard implement restorative practices?

Restorative practices centre around a set of key questions that help learners think about their behaviour and understand how they can correct it. The school will work through key questions to aid the restorative approach.

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

(See Appendix 3).

Searching of Learners

The school reserves the right to search learners prior to entering the school or at appropriate times should the need arise. Any search for weapons or prohibited items will be carried out in accordance with the Department for Education's guidance "Searching, Screening and Confiscation Advice for Schools 2022" respecting the lawful rights of the learners. Any refusal to search would see the learner refused entry to the school or sent home. Should any search take place this should always be carried out with somebody else present, and a note made on our management information system.

Mobile Phones (including tablets, smart watches etc)

Mobile phones are prohibited on the school site/s. There may be times when learners are found with mobile phones in their possession and if this occurs, they will be required to hand the phone to school staff where it will be stored safely until the end of the school day. If a learner refuses to hand in their mobile phone, then efforts must be made to work on compliance and in some circumstances, parents will be called to pick up the mobile phone from school. If a learner fails to comply, and the school does not let the learner attend school, this is not classed as exclusion but would be recorded as unauthorised absence. Learners must comply with the rules.

Team Teach (Physical Intervention)

We strive to create a safe learning environment, promote positive behaviours and minimise the risk of incidents that may require consequences. The use of Team Teach techniques is our method for reducing the risks presented by challenging behaviours – all staff are trained in skills to support them diffuse and de-escalate potentially challenging situations and promote positive alternatives.

In exceptional circumstances, staff may need to act where the use of reasonable and proportional force using Team Teach handling techniques may be required.

Reasonable force can be used to prevent learners from hurting themselves or others, from damaging property, or from causing disorder. As a rule, do not restrain our learners. However, there are two exceptions to this, which are as follows:

- if we believe that the learner would themselves suffer harm without this kind of intervention or
- that they would or are likely to harm somebody else without this kind of intervention.

In these cases, restraining would be exercised under (and in line with) the statutory rights of government's July 2013 guidance "Use of Reasonable Force" document. The school employs a Team Teach Lead who is a Team Teach Instructor who will review all areas of Team Teach policy, procedure and practice. They will also review any physical intervention incidents in the school.

Parental Involvement

Parents can play a significant role in making sure that the school principles of behaviour and policy are upheld. Tutors will have the ability to contact directly and the lines of communication to the school will be always open including 'out of school hours' support by the senior leadership team.

Parents are encouraged to support the school and work in partnership to get the very best outcomes in behaviour.

Parents will be invited into the school regularly to discuss learners progress with tutors. Use of single assessment/Early Intervention – School will take a lead role in supporting parents with issues outside of the school and will be a conduit to obtaining increased help and support from outside agencies.

Parents are provided with 'daily logs' with a detailed summary of a learner's behaviour and engagement within the school (issued every half term period via email/post).

Use of Specialist Support

The school recognises that in some instances further support may be required for our learners that requires specialist intervention. School makes sure these areas are covered wherever possible.

Education Psychologist – we have an agreement with the local authority to provide educational psychologist support. Our assigned educational psychologist will assist with behavioural issues.

Fortis Therapy – The Orchard school use an independent specialist counselling support to work directly/indirectly with the learners and staff, where required. Fortis can be very useful in providing an 'independent perspective' when supporting learners. It is very important that learners understand emotions and are offered opportunities to help improve the regulation of their emotions.

Therapeutic Interventions - as a specialist SEMH school we offer additional strategies in helping learners regulate emotions. The school has a large proportion of staff trained in cognitive behaviour therapy, trauma informed principles and language, sensory based interventions, Lego therapy, Theraplay and the 'Alex Kelly Talkabout' approach in supporting learners.

Speech and Language Therapy - external specialists will be sourced to support any learner with speech, language, or verbal communication difficulties.

Emotional Support Team - our care teams work on each school site and comprise key members of staff who have upheld consistently high standards and developed a 'best practice' approach in working with emotionally challenged learners. Where necessary the care team will support a learner away from the classroom, which can give them time to regulate emotions and limit the impact of any behaviour that other learners might observe.

The care team meets daily and reflects on the needs of learners. The care team review what support a learner has had and anticipate any further ongoing support a learner may need. Where applicable, this is also added to Emotional Support Plans. The care team provide a daily update to effectively communicate any information that might be helpful in supporting learners.

Recording and Reporting

The Orchard uses management information systems to record both positive and negative behaviours, including restrictive physical interventions and suspensions. This behavioural data is gathered timely and consistently, enabling the senior leadership team to analyse and review possible trends, informing learning and strategic development. Additionally:

- Incidents are reported with information inputted on to the management information system, following the end of day debrief, and is reviewed and collated by the senior leadership team. This is completed within 24 hours of any incident with any follow up actions being delegated by the senior leadership team as required.
- Exclusion data is collated and analysed to inform strategy and practice, highlighting any additional support needs.
- Fortnightly staff meetings, including key stage meetings, are held.
- Review and analysis of AAA and any temporary bespoke timetable interventions is undertaken.

Behaviour data is collated each half term and shared with all relevant stakeholders.

Appendix A – Behaviour and Action Log

Levels of Behaviour	Types of Behaviour	Rewards/Actions
Positive Behaviour	Being kind / caring to others	Reward snack/drink
	Following instructions	Postcard home
	Requesting help	Raffle tickets / reward tickets
	Completing classwork and homework	Positive calls home
	Achieving targets / learning objectives	Attendance / punctuality prizes (gift cards)
	Respect for self, others and equipment	Food reward for class
	Positive engagement in lesson / activity	Management praise - verbal or written
	Positive school day / school week	Certificate
	Positive school term / school year	Class prize (e.g., board game)
	Positive attendance record	
	Using agreed strategies	
Level One Behaviour	General swearing / verbal aggression	Verbal warning
	Refusal to follow instructions	Use of an agreed strategy from ESP
	Disrupting others learning	Ask for a movement break
	Lack of participation	Take 5 minutes
	Being unkind to others / name calling	Behaviours logged and monitored
	Chewing gum / eating in class	Change of face/space/activity
	Pen tapping	
	Late to school	
Level Two Behaviour	Walking out of class	Verbal apology
	Swearing at someone directly / verbal abuse / making threats	Restorative intervention
	Minor damage to property / throwing of items	Tutors to address issues in weekly phone calls
	Being disrespectful to staff	Intervention - time out
	Repeated level one behaviour	Discussion with parents/carers
	Persistent non-compliance	Short term suspension / exclusion
	Classroom disruption	Supervision meeting with Centre Manager
	Refusal to hand in / switch off phone or other personal, non-authorised device	
	Refusal to work	
	Failure to attend appointments	
	Causing an unsafe environment for others	
Level Three Behaviour	Theft	Parent / carers requested to attend meeting
	Serious damage to property	School placement at risk
	Discriminatory comments (*9 protected characteristics)	Parent / carers charged for damage / replacements
	Bullying	Implement support mechanisms
	Consistently not following instructions	Intervention - time out
	Intimidating and threatening behaviour	Police advised
	Causing a severe health and safety hazard in the school environment	Short term suspension / exclusion (up to 48 hours, 1-2 days)
	Physically hurting someone / assault	Long term suspension / exclusion (over 48 hours - 3-5 days)
	Possession of controlled substances or weapon	End of placement - permanent exclusion
	Disruption on transport	
	Incitement	
	Criminal behaviour outside of school	
	Inappropriate use of social media	
	Walking out of school / absconding / absent without authorisation	

Appendix B



orchard
EDUCATION

Individual Emotional Support Plan

Learner Name:

Safe Faces	1.
	2.
	3.
Safe Places	1.
	2.
	3.
Safe Activities	1.
	2.
	3.

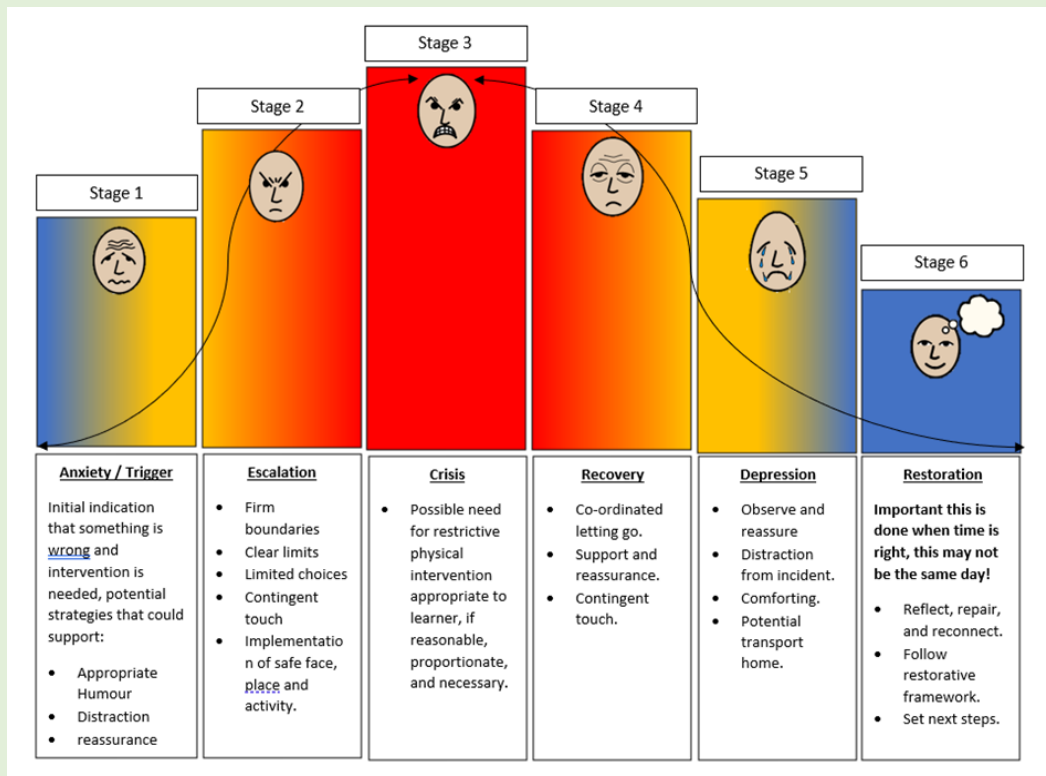
I find it difficult to control my emotions when... (Include date)	The emotions / actions I might display are...	My goals that will help me in the future are...	What Orchard staff can do to help this is ...

Learner Voice – my goals for the year to improve my attitude and engagement in school.

Staff Comments

Emotional Support Guidance and Stages of Crisis

In the event a physical intervention is required to support the learner whilst they are in an emotionally heightened state, this section of the plan will outline what strategies work most effectively when working through the highlighted stages of crisis outlined in the model below:



Stage 1: Anxiety / Trigger

In this stage – The (Learner name) is at the beginning of the stages of crisis and is displaying low level behaviours to suggest that something has happened that has caused them to go into a state of anxiety, reasons for this are highlighted at the beginning of this document. This stage where possible should be dealt with by members of staff within the classroom.

Stage 2: Escalation

In this stage the learner has been unable to calm, and behaviour has further escalated and is now displaying potentially more volatile and aggressive behaviours. Strategies used by staff will now change to reduce the risk of a physical handling incident. Potential support strategies **must** include:

1. Calm stance – staff must remain in control of their emotions and display a calm stance, arms by sides and relaxed. Staff should be positioned strategically to give the learner a way out towards a safe space.
2. Calm voice – lower, relaxed tone of voice.
3. Limited vocabulary – key phrases rather than too much information, (for example, I can see you are upset, I am here to help).

4. Firm boundaries and clear limits – explain simply what the learner should do to turn it around, whilst explaining what the next course of action will be if the learner does not co-operate.
5. Implementation of safe face, safe place, and safe activity individualised to the learner.

Positive Handling Plan (example)

(To be completed when a physical intervention has taken place)

Stage 3: Crisis

In this stage the learner has lost control and it **may** be reasonable, proportionate and necessary to physically intervene to ensure the learner is able to regain control and ensure staff and other learners are safe.

The following physical intervention strategies work most effectively for this learner when in crisis. (Tick all those that apply):

One person:

- | | |
|----------------------------|--------------------------|
| Friendly hold | <input type="checkbox"/> |
| Single person double elbow | <input type="checkbox"/> |
| Half shield | <input type="checkbox"/> |

Two people:

- | | |
|--------------|--------------------------|
| Single elbow | <input type="checkbox"/> |
| Figure of 4 | <input type="checkbox"/> |
| Double elbow | <input type="checkbox"/> |

Seated hold:

- | | |
|-----------------------|--------------------------|
| Single elbow (chairs) | <input type="checkbox"/> |
|-----------------------|--------------------------|

To ensure the physical intervention is for the shortest time possible – the following de-escalation strategies are known to help the learner calm further:

- 1.
- 2.
- 3.
- 4.
- 5.

Stage 4: Recovery

In this stage it has become apparent that the learner is beginning to calm and is regaining control. It is extremely important to continue to support the learner effectively through this stage otherwise they can loop back into crisis.

Strategies to support **must** include:

1. Co-ordinated letting go – if a physical intervention has taken place, a planned disengagement must take place to safely come out of the intervention. This must be carried out using the Team Teach model and be co-ordinated between the staff using the intervention.

2. Take up time – allow the learner time to calm at their own rate. A time limit should not be set.
3. Implementation of safe face, safe place, and safe activity.

Other strategies that may support include:

- 1.
- 2.
- 3.
- 4.
- 5.

Stage 5: Depression

During this stage the learner has sufficiently calmed but may be in a state of depression and exhaustion due to their emotionally heightened state and the potential impact of a physical intervention. The learner must be supported effectively at this stage to ensure they do not loop back into crisis.

Strategies that **must** be used:

1. Monitoring – learner must be closely monitored to ensure they are not suffering from any form of injury from physical intervention, and to ensure their mental state is okay following their emotionally heightened state.
2. Limited expectations – the learner should not be expected to follow their usual timetable whilst in this stage, alterations should be made to ensure they are safe, this may include potentially going home.

Other strategies may include:

- 1.
- 2.
- 3.
- 4.
- 5.

Stage 6: Restoration

This stage vitally important for the learner to be able to reflect on what has happened following an incident, to ensure learning takes place and steps are put in place to ensure the likelihood of it happening again is reduced. It is also important to repair any harm that may have occurred during the incident, whether this is physical damage or damage to relationships.

The school's restorative framework must be followed, when appropriate for the learner, it may not be on the same day as it depends when the learner is ready. The following questions must be explored with the learner post incident:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what happened?
- In what way have they been affected?
- What do you think you need to do to make things right?

These restorative questions can be used in addition to the CBT hot cross bun.

Examples of Potential Strategies to be Used by Staff

- Distraction – different distraction techniques to be used to divert the learner's attention, based on their specific interests, appropriate humour may be used to distract the learner.
- Change of face – swapping the member of staff supporting the learner, through no fault of their own it could be a member of staff who has caused the anxiety and a change of face could support the learner to calm more effectively.
- Persuasion – using the relationship you have with the learner to persuade them to make the right choice.
- Take up time – giving the learner time to take in what has been asked of them, give them an instruction, and then come back to them when they have had time to process the information.
- Reassurance – supporting the learner to understand that they can turn their behaviour around, and that everything will be okay.
- Option offered – give the learner an option of something different to do, especially if the work has caused their anxiety, then when calm exploring why it made them anxious.
- Time out offered / directed – give the learner a way out to get away from a situation – have a safe place to go to enable the learner to calm effectively.
- Appropriate touch – this can be used to both direct the learner using a physical prompt to move in a specific direction, or it may be used as a comforting tool to support the learner whilst they are emotional.
- Praise - focussing on what they are doing well rather than the negative.
- Verbal reminders and support.
- Choices, limits, consequences – give the learner a maximum of 3 choices rather than overloading them with information. Simply explain the consequences of what each choice will bring.

Summary of Progress

Autumn		
Incidents	Exclusions	Physical Interventions
Total:	Total:	Total:
Overview of Progress – Positives and Areas for Improvement		
SMT Comments		

Spring		
Incidents	Exclusions	Physical Interventions
Total:	Total:	Total:
Overview of Progress – Positives and Areas for Improvement		
SMT Comments		

Summer		
Incidents	Exclusions	Physical Interventions
Total:	Total:	Total:
Overview of Progress – Positives and Areas for Improvement		
SMT Comments		

Appendix C – Restorative Think Sheet

Orchard Reflective Think Sheet

CPoms Incident Number: _____ CPoms incident date: _____

What happened? (Circle all the correct pictures)



Want to tell us more?

How were you feeling? (Circle the correct feelings)



What were you thinking?

Orchard Reflective Think Sheet

Who else has been affected?

How might they be feeling? (Circle the correct feelings)



What could be done differently? How can we repair the damage?