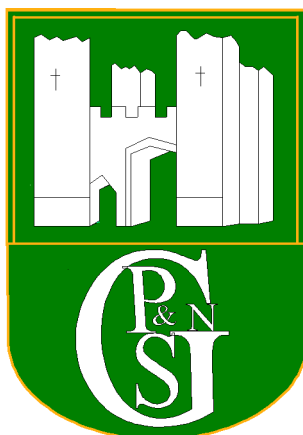


Garlinge Primary School and Nursery



Relationships and Behaviour Policy

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1. Policy Statement

At Garlinge Primary School and Nursery, we believe that positive relationships between adults and children are the foundation of learning, wellbeing and personal development. Every child has the right to feel safe, valued, respected and included within our school community.

We adopt a relational, restorative and trauma-informed approach to behaviour. We recognise that behaviour communicates need and that children learn best when they experience consistent relationships, clear boundaries and emotionally safe environments. Our aim is not simply to manage behaviour but to teach the skills children need to regulate their emotions, build positive relationships and make responsible choices.

Our approach is guided by six key principles:

- Behaviour communicates an underlying need; we separate the child from the behaviour.
- Children's behaviour reflects their stage of development and provides opportunities for adults to model and explicitly teach appropriate behaviours.
- Consistency, predictability and routines promote emotional and physical safety.
- Children are supported to take responsibility for their actions, understand their impact on others and repair relationships.
- Adults have the responsibility to remain calm, regulated and supportive while maintaining high expectations.
- Our priority is to restore relationships and develop self-regulation rather than rely on punishment, although proportionate sanctions may be necessary where appropriate.

These principles underpin all aspects of school life and are reflected in our PART values of **Perseverance, Aspiration, Respect and Teamwork**. Our practice is also informed by Kent's **Mainstream Core Standards** for inclusive provision.

2. Policy Aims

This policy aims to:

- provide a consistent, fair and relational approach to behaviour across the school
- create a calm, safe and inclusive learning environment
- recognise behaviour as communication and support staff in understanding its underlying causes
- promote emotional wellbeing, resilience and self-regulation
- ensure every child feels valued, respected and able to access support when needed
- maintain high expectations while making reasonable adjustments to meet individual needs

3. Whole-School Approach

Garlinge Primary School and Nursery provides a caring, inclusive and ambitious environment where every child and family matters. We strive to develop confident, resilient and responsible learners through positive relationships, high expectations and inclusive practice.

Our curriculum incorporates **Thrive**, enabling children to:

- keep themselves safe

- recognise and express emotions
- develop resilience and emotional regulation
- build healthy coping strategies
- develop confidence and pride in their achievements
- develop intrinsic motivation to make positive choices

Our practice is further informed by the principles of **Protect, Relate, Regulate and Reflect** (Appendix 1), alongside the **PACE** approach (Playfulness, Acceptance, Curiosity and Empathy) (Appendix 2), helping adults build trusting relationships and respond consistently to children's emotional needs.

4. **Expectations of Staff**

All staff will:

- maintain high-quality inclusive classroom practice
- build respectful, trusting relationships with children
- model calm, respectful and emotionally regulated behaviour
- maintain consistent expectations and boundaries
- use restorative approaches alongside high expectations
- support children through co-regulation to develop self-regulation
- recognise that every child benefits from having trusted adults who champion their success.

5. **School Rules**

Our three whole-school rules are:

- **Safe** - in all that we do
- **Caring** – of each other and our environment
- **Ready** – for learning

These expectations apply across all areas of school life and are interpreted appropriately for different contexts. (Appendix 3 – School Rules Poster)

Children are expected to demonstrate our PART values through:

- positive attitudes to learning
- kindness and respect
- responsibility for themselves, others and the environment
- independence and resilience

Adults consistently acknowledge positive behaviour while providing support and guidance whenever expectations are not met. (Appendix 4- Classroom Support Plan Strategies)

6. **Our Relational Behaviour Approach**

We understand that behaviour develops through learning and is influenced by relationships, experiences and the environment.

When behaviour falls below expectations, our first response is to seek understanding before correction. We consider whether behaviour may reflect:

- stress or anxiety
- unmet emotional or sensory needs
- developmental stage
- communication difficulties
- previous trauma or adverse experiences
- barriers to learning

Our aim is always to help children return to a regulated emotional state before engaging in reflection or problem-solving. Adults use co-regulation to help children develop the lifelong skills of emotional regulation, empathy and responsible decision-making. (Appendix 5: Observation on Behaviour as Communication scoring tool).

7. Restorative Practice

When incidents occur, our priority is to repair relationships and help children learn from their actions.

We use restorative conversations based around five questions:

- What happened?
- What were you thinking or feeling?
- Who has been affected?
- What can be done to put things right?
- What can you do differently next time?

Restorative discussions only take place once the child is emotionally regulated.

Children are encouraged to repair harm through appropriate actions such as apologies, written reflections or practical acts of restoration.

8. Consequences

Consequences are used to promote learning, accountability and safety rather than punishment.

Any consequence will:

- be proportionate
- relate directly to the behaviour
- support learning for the future
- preserve the child's dignity
- provide a clear opportunity for a fresh start

We distinguish between:

Protective consequences

Used to maintain safety and may include:

- increased adult supervision

- adjustments to routines or timetables
- escorted movement around school
- adapted learning environments – both inside and outside
- temporary changes to access arrangements
- suspension where appropriate and in line with statutory guidance. (Appendix 6 – Re-integration Plan)

Educational consequences

Designed to teach more appropriate behaviours, including:

- completing interrupted learning
- practising expected behaviours
- repairing damage
- restorative conversations
- teaching social, emotional and behavioural skills

9. Promoting Positive Behaviour

Our goal is to develop children's intrinsic motivation, so they make positive choices because they understand their value, rather than through fear of sanctions or expectation of rewards.

Children's achievements are recognised through:

- PART values awards
- sincere verbal and written praise
- class and whole-school recognition
- positive phone calls home
- positive noticing
- classroom reward systems

Recognition, once earned, is never removed. (Appendix 7: Rewards Systems).

10. Supporting Children with Additional Needs

Some children require additional support because of social, emotional, mental health, developmental or special educational needs.

Where appropriate we make reasonable adjustments through:

- personalised behaviour support plans
- wellbeing support plans
- pupil passports
- sensory profiling
- risk assessments
- collaboration with parents, carers and external professionals
- Education, Health and Care Plans where applicable

Our approach is always informed by the child's developmental stage rather than chronological age and reflects the SEND Code of Practice and Kent Mainstream Core Standards. We understand that the behaviour(s) most likely comes from a place of stress which may come from anxiety, fear or as a result of a barrier to learning or past trauma. We have a duty to strive to help children return to a place of regulation, within their 'Window of Tolerance', as only then will the child be in a place to learn, connect and thrive. (Appendix 5: Observation of Behaviour as Communication and Appendix 5a: Scatter Plot Recording Chart).

11. Safety and Harm

The safety and wellbeing of all pupils, staff, and visitors is paramount. Appendix 8 sets out the school's definition of a serious incident and outlines the types of incidents that require escalation.

Where a serious incident occurs, the school will:

- ensure the immediate safety of all those involved
- provide first aid or medical assistance where required
- report and record the incident in accordance with school procedures
- involve parents or carers, where appropriate
- involve external agencies where necessary, including Children's Social Care, the Police, or health professionals
- provide appropriate support, debrief, and follow-up for those affected
- review the incident and any existing support plans, risk assessments, or behaviour strategies to reduce the likelihood of recurrence and promote positive outcomes.

12. Risk Assessment

Where children present an increased risk of harm, individual risk assessments (Appendix 9) are completed collaboratively with staff and parents.

Risk assessments identify:

- known triggers
- protective factors
- proactive support strategies
- responses during incidents
- review arrangements.

These work alongside Pupil Passports (Appendix 10) and Wellbeing Support Plans (Appendix 11) to ensure consistency across school. Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available (Appendix 12: Incident Debriefing Form).

13. Physical Intervention

Physical intervention is always a last resort and is used only when necessary, by PROACT-SCIPr-UK trained staff to prevent injury, serious damage to property or significant disruption.

Any intervention will:

- use the minimum force necessary

- last only for the minimum time required
- be recorded promptly
- be reported to senior leaders and parents.

Further guidance is available in the school's Use of Restrictive Interventions Policy.

14. Searching and Confiscation

The school follows current Department for Education guidance regarding searching, screening and confiscation.

Staff may confiscate items that breach school rules or present a risk to safety. Searches without consent will only be undertaken where permitted by legislation for prohibited items, including weapons, illegal drugs, alcohol, stolen items, fireworks, tobacco, vapes and any item likely to cause harm or commit an offence.

15. Policy Summary

Garlinge Primary School and Nursery is committed to creating a safe, inclusive and nurturing environment where positive relationships support learning and wellbeing.

Through consistent relational practice, restorative approaches and high expectations, we aim to help every child develop emotional regulation, resilience, responsibility and respect for others. Working in partnership with families and external agencies, we strive to remove barriers to learning and enable every child to flourish academically, socially and emotionally.

16. Further Guidance

- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools - GOV.UK](#)
- [Behaviour in schools - GOV.UK](#)
- [School suspensions and permanent exclusions - GOV.UK](#)
- [Searching, screening and confiscation in schools - GOV.UK](#)
- [Positive environments where children can flourish - GOV.UK](#)
- [Creating a culture: a review of behaviour management in schools - GOV.UK](#)

Appendix 1 Protect, Relate, Regulate and Reflect

We are committed to creating a culture of positive relational health that promotes safety, belonging, emotional wellbeing and learning for every child. Our practice is underpinned by the principles of Protect, Relate, Regulate and Reflect, recognising that children thrive when they feel safe, connected, understood and supported.

Protect

We create physically and emotionally safe environments where children feel welcomed, valued and secure by:

- providing consistent routines and positive transitions throughout the school day, including welcoming children at the start of the day and positive endings
- using PACE-informed approaches (Playfulness, Acceptance, Curiosity and Empathy) to build trusting relationships and reduce anxiety
- ensuring all interactions are warm, respectful, calm and socially engaging
- avoiding shouting, shaming, humiliation, sarcasm or other practices that may undermine a child's sense of safety and belonging
- repairing relationships when interactions become strained or adults recognise they have made mistakes
- taking time to understand each child as an individual, including their strengths, interests, experiences and aspirations
- ensuring vulnerable pupils have access to a trusted adult who provides emotional support and advocacy
- adapting expectations and responses to reflect children's developmental needs, experiences of trauma and individual circumstances
- providing accessible, confidential ways for children to seek help when needed
- prioritising staff wellbeing so that adults feel supported, emotionally regulated and able to provide consistent care for pupils.

Relate

Positive relationships are at the heart of our school community. We:

- develop secure, trusting relationships between adults and children
- use Emotion Coaching and restorative approaches to support children's emotional development
- demonstrate empathy, compassion, reassurance and appropriate boundaries in our interactions
- help children develop positive views of themselves, others and the world around them
- provide regular opportunities for vulnerable pupils to build trusting relationships with emotionally available adults
- promote belonging, inclusion and connection within classrooms and across the wider school community.

Regulate

We recognise that children learn best when they feel emotionally regulated. We therefore:

- provide calm, predictable environments that reduce stress and promote emotional security
- use evidence-informed strategies to support emotional regulation and resilience
- teach children to recognise, understand and manage their emotions through co-regulation and self-regulation strategies
- provide nurturing interventions and emotionally responsive adult-child interactions where appropriate
- ensure staff wellbeing is prioritised to reduce stress, prevent burnout and enable adults to remain emotionally available to children
- provide spaces and opportunities for both pupils and staff to regulate and restore emotional wellbeing.

Reflect

We support children and adults to develop understanding, resilience and positive relationships by:

- encouraging active listening, empathy and restorative dialogue
- providing opportunities for children to talk about their experiences with trusted adults when they choose to do so
- offering a range of creative approaches, including art, play, music, drama and storytelling, to help children express thoughts and feelings
- delivering a PSHE curriculum informed by current research that promotes emotional wellbeing, healthy relationships, resilience and positive mental health
- supporting children to understand the reasons behind their behaviour and develop positive ways of responding to challenges
- helping children develop positive self-awareness, problem-solving skills and coherent narratives about their experiences, enabling them to move forward with confidence.

Appendix 2 The PACE Approach (Playfulness, Acceptance, Curiosity and Empathy)

PACE is a relational approach to supporting children's emotional wellbeing, based on creating safety through positive, attuned adult-child interactions. It reflects how adults naturally connect with infants and supports children to build trust, feel understood and develop emotional regulation.

The four key elements of PACE are:

- **Playfulness**
We use a light, warm and engaging approach to interactions, helping children feel safe, valued and open to positive experiences. Playfulness can reduce anxiety, diffuse tension and support children to remain engaged without fear of judgement.
- **Acceptance**
We communicate unconditional acceptance of the child's thoughts, feelings and inner experiences, while maintaining clear boundaries around behaviour. This helps children understand that they are valued, even when their behaviour needs to change.
- **Curiosity**
We adopt a non-judgemental, wondering approach to behaviour, seeking to understand the reasons behind it. Through gentle exploration, we support children to reflect on their thoughts and feelings and develop greater self-awareness.
- **Empathy**
We demonstrate compassion and understanding, helping children feel that their emotions are recognised and shared. This reassures children that they are not alone in their distress and that adults will support them through difficult experiences.

Impact of PACE

Using PACE helps children to feel safe, build trusting relationships and develop the skills needed to understand and regulate their emotions. It supports a reduction in anxiety, defensiveness and distressed behaviour, enabling children to engage more successfully in learning and relationships.

3 Simple Rules

We have 3 simple rules to follow, that are understood and followed by every member of our school community.

Our adults use these words to remind us of the expectations. They use the rules to help us know when we are getting things right and talk to us when we aren't meeting expectations.

Safe

- Keep hands, feet, and objects safe.
- Walk at all times.
- Stay in the correct areas.
- Tell an adult if you need help.

Ready

- Walk calmly and quietly.
- Listen to adults.
- Follow instructions first time.
- Be ready to move safely.



SAFE



CARING



READY

Caring

- Use kind voices and manners.
- Respect others' space.
- Care for displays and equipment.
- Let others learn and work peacefully.



Appendix 4 Classroom Support Plan Stages

Remember - 'Reprimand in private' (RiP), 'Praise in public' (PiP) and 'Connection before correction' (CbC)

1. Gentle reminder

Remind child of the rules:

- Safe
- Caring
- Ready

Use a positive reminder and scripting to get the child back on track i.e.:

'I need you to be ready...that means trying your best and staying focussed'
'I know that you can ... as you did this really well last lesson when you...' etc.

2. Take a minute

Reinforce the reminder of the rules and what the expectation is. If you need to, spend a moment with the child to support them to get back on track – you could do this by saying something like:

'Let me help you get back on track', you could use 'I do, we do, and you do' to make sure the child understands the learning.

3. Restorative 2 minutes

Open a dialogue with the child using restorative questions – this allows the child to take responsibility and problem solve – you will know when the best time to do this is – at the end of the lesson – when there is a natural transition – or taking the child to one side and having a private conversation. How are the adults going to support the child to regulate so that they are ready to learn?

4. Getting back on track

At this stage the child needs more support to 'get back on track'. They may need to leave the classroom/come off the playground for a time limited period that is aimed at supporting co-regulation/self-regulation. A visual timer may need to be given to support the child to know when it is time to return to learning. Class teachers know the children the best and they would know a location that would be 'best fit' for the child:

- The child going to a regulating space where co-regulation/self-regulation can take place This could be a space designated in the class (like a regulation space), a desk just outside of the classroom, or a partner class
- Talk, support, and reset – the adult to have a one-to-one conversation that supports the child to continue regulating and prepares them for the next part of their learning
- The child can go to a different space to continue to do or get ready for their learning

5. The response

This will need to be proportionate - we want teachers to have some level of autonomy – they need to see the behaviour, see the child, gauge the context and act.

Will it be:

- A quick catch up
- A restorative conversation
- Impositions – i.e. taking work home that was missed and signed by the parent/carer, adaptations made to play time etc. Natural consequences – if there is a natural consequence – use it, i.e. tidying up the mess, fixing what has been broken

Classroom Support Plan Stages

Reprimand in Private (RiP) and Praise in Public (PiP)



Gentle reminder

- Remind child of the rules: Safe, Caring, Ready
- Use positive reminders like 'I need you to be ready ... that means trying your best and staying focused.'



Take a minute

- Restate expectations
- Offer a minute support to re-engage
- 'Let me help you get back on track.'
- 'I do, we do, and you do' to make sure the child understands the learning and expectations



Restorative 2 minutes

- Have a calm, private conversation encouraging responsibility
- Use restorative questions and problem solve together
- Support emotional regulation



Getting back on track

- Provide additional support if needed
- Make sure the child has time to be ready for learning
- Use a time limited reset i.e. going to a partner class, having a learning break



The Response

- I need you to be ready. This can be through a quick catch up or a restorative conversation. There may be a natural consequence – be proportionate

Appendix 5 Observation on Behaviour as a Communication

Pupil's Name:

Class:

Rate how often the pupil demonstrates the behaviour using the scores below:

X – Doesn't apply

0 = Never

1 = Rarely

2 = Sometimes

3 = Often

Score	Nº	Behaviour
	1	Engages in the behaviour to gain connection
	2	Engages in the behaviour to escape work or learning situations
	3	Engages in the behaviour as a form of "self-stimulation"
	4	Engages in the behaviour to get access to items such as preferred toys, food, or beverages
	5	Engages in the behaviour because he/she is self-sabotaging
	6	Engages in the behaviour when asked to do something (get dressed, brush teeth, work, etc.
	7	Engages in the behaviour even if he/she thinks no one is in the room
	8	Engages in the behaviour when you take something away from him/her
	9	Engages in the behaviour to stand out
	10	Engages in the behaviour when he/she does not want to do something
	11	Engages in the behaviour more frequently when he/she is unwell
	12	Engages in the behaviour when you have something that he/she wants
	13	Engages in the behaviour to try to get a reaction from you
	14	Engages in the behaviour to try to get people to leave him/her alone
	15	Engages in the behaviour when there is something bothering him/her physically
	16	Engages in the behaviour when a peer has something that he/she wants
	17	Does he/she seem to be saying, "come see me" or "look at me" when engaging in the behaviour?
	18	Does he/she seem to be saying, "leave me alone" or "stop asking me to do this" when engaging in the behaviour?
	19	Engages in the behaviour in a highly repetitive manner, ignoring his/her surroundings
	20	Does he/she seem to be saying, "give me that (toy, food, item)" when engaging in the behaviour?

Connection	Escape	Sensory	Tangible
1=	2=	3=	4=
5=	6=	7=	8=
9=	10=	11=	12=
13=	14=	15=	16=
17=	18=	19=	20=
Total =	Total =	Total =	Total =

What further support can be put into place?



Connection



Escape



Sensory



Tangible

Appendix 5a Scatter Plot Recording Chart

Date					
Day/Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.50					
9.00					
9.10					
9.20					
9.30					
9.40					
9.50					
10.00					
10.10					
10.20					
10.30					
10.40					
10.50					
11.00					
11.10					
11.20					
11.30					
11.40					
11.50					
12.00					
12.10					
12.20					
12.30					
12.40					
12.50					
1.00pm					
1.10					
1.20					
1.30					
1.40					
1.50					
2.00					
2.10					
2.20					
2.30					
2.40					
2.50					
3.00					
3.10					

Instructions: Please record the following behaviours by placing the corresponding letter in the appropriate box.

Behaviour	Code Letter
<i>E.g. Calling out repeatedly</i>	A
<i>Leaving the classroom without permission</i>	B
<i>Refusal</i>	C

Appendix 6 Re-integration Plan

Following a suspension for a serious incident a formal re-integration meeting will be held between the parent/carers and a member of the senior leadership team and where appropriate the child. The purpose of the meeting is for the parent/carers, child and the school to work together to ensure that a return to school is successful with the right support in place.

Name:

Date:

What happened that led to the suspension?

Short term target:

This can be a target that focusses on how the child can succeed immediately – i.e. using a regulating tool and accepting help from an adult to remain safe

Long term target

This can focus on where the child would like to make the most improvement – i.e. having a role of responsibility

How will I achieve these and who will support me?

Measures put in place to help the child have positive learning experiences – i.e. reduced timetable, key adult, visual support, curriculum adaptations etc.

Signed:

Child: _____

Parent/Carer: _____

Senior Leader: _____

Date: _____

Review Date: _____

Appendix 7 Rewards Systems

Reward Strategy	
Certificates	Weekly PART Certificate A child is awarded a PART certificate when they have demonstrated the value of the week Learner of the Week A child is awarded Learner of the Week when they have: Improved in an area of learning that they found difficult Produced an excellent piece of work in an area of the curriculum Made a breakthrough in their learning Termly PE Certificates At the end of each term PE and school sports achievements are shared in assembly Attendance Certificates Children awarded end of term individual certificates Whole class daily 100% attendance certificates
Merits	Given to children for demonstrating the following: our PART values, following rules, modelling, doing something extraordinary, excellent learning Merit cards displayed in the classroom
Individual completed Merit Cards (In Class)	Placed in a tombola style reward box in class At the end of the week class teacher will draw out a merit card. The winning child will choose a prize from the reward box At the end of the week all completed merit cards to go into a box in House Colours centrally The children who have completed their cards that week are either celebrated in class or assembly
Termly Merit Card Count	At the end of the week all completed merit cards go into the appropriate house colour boxes in EYFS, KS1 and KS2 Each House merit cards are counted at the end of the term and the winning house are awarded with a non-school uniform day
Yearly Merit Card Count	The house which has amassed the largest number of merit points will be awarded the House Cup at the end of the year
Yearly Class Progress and Achievement Awards	EYFS/KS1 and KS2 Celebration Assemblies where identified children from each class are awarded Progress and Achievement Prizes for the whole year
Intrinsic Motivators	Positive phone call home Positive noticing Celebration time in class – no child excluded Sharing a piece of work with another adult that the child is proud of Roles of responsibility in class and across the school

We will also endeavour to celebrate our children's successes that they achieve in and outside of school when and where appropriate, such as achieving a dance award or a music grade

Appendix 8 Serious Incidents

A serious incident is defined as any event that presents a significant risk to the health, safety, or wellbeing of pupils, staff, or visitors; involves safeguarding, child protection, or legal concerns; or has the potential to adversely affect the school community, the school's operations, or its reputation.

Examples of serious incidents include:

- Serious physical assault resulting in injury.
- Repeated or severe violent behaviour.
- Child-on-child abuse or harmful behaviour, including physical abuse, sexual violence or sexual harassment, abusive or coercive behaviour, initiation or hazing-type violence, online abuse, or any behaviour that causes significant harm or distress to another pupil.
- Severe or persistent bullying, including cyberbullying, that has not been resolved through normal interventions.
- Hate incidents involving racism, sexism, homophobia, biphobia, transphobia, disability discrimination, or religious discrimination.
- Bringing a weapon or imitation weapon onto the school site.
- Serious threats or intimidation directed towards pupils or staff.
- Deliberate damage to school property of significant value.
- Persistent or extreme behaviour that may result in suspension or permanent exclusion.
- Any incident that requires police involvement or immediate safeguarding intervention.

Where a serious incident occurs, the member of staff must record the incident on CPOMS as soon as possible. The concern will be triaged and assigned to the appropriate member of the Senior Leadership Team (Assistant Headteacher, Head of School, or Executive Headteacher), who will take appropriate action in accordance with the school's Relationships and Behaviour, Safeguarding, Child Protection, and other relevant policies. Where appropriate, external agencies, including Children's Social Care, the Police, or other support services, will be consulted or informed in line with statutory guidance.

Appendix 9 Pupil Risk Assessment

PUPIL RISK ASSESSMENT

Name of Child:

Year Group:

Class:

Formulated on:

Reviewed

Relevant information:

Nature of behaviour being assessed:

Nature of risk being assessed:

Likelihood of risk: LOW /MEDIUM /HIGH

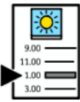
Strategies to be taken to reduce risk:

Likelihood of risk when strategies in place: LOW /MEDIUM /HIGH

Staff member undertaking Risk Assessment:

Date:

Appendix 10 Pupil Passport

Name:	Class:	DOB:	SEN Code:
 Medical Information (including equipment):	 Personal care:		
 My friends are:	Additional notes (i.e. reward time, exit info, lunch time passes.):		
 Communication:			
 Likes:	 Dislikes:		
 What my day looks like:			
 Regulation tools and strategies:	Signs of Dysregulation:		
 Areas I need support in:			

Appendix 11 Wellbeing Support Plan

Wellbeing Support Plan	Pupil	
	Class	
	Start Date	

Wellbeing Support Strategies

Green - Proactive (calm and relaxed)	Amber - Active (start to feel anxious / distressed / agitated)	Red - Reactive (incident / crisis / stressful situation)	Blue - Post Reactive Recovery (calming / relaxing)
Antecedents/Triggers/Function:	Antecedents/Triggers/Function:	Antecedents/Triggers/Function:	Antecedents/Triggers/Function
BEHAVIOUR	BEHAVIOUR	BEHAVIOUR	BEHAVIOUR
SUPPORT STRATEGY	SUPPORT STRATEGY/Active Reduction Strategies	SUPPORT STRATEGY	SUPPORT STRATEGY
	PROACT-SCIPr: (if agreed)	PROACT-SCIPr: (if agreed)	
EVALUATION 1			Date:
EVALUATION 2			Date

Teacher Signature:
Date:

SENDCO:
Date:

Parent:
Date:

Appendix 12 Incident Debriefing Form

Staff Debriefing Guidance (*Safeguarding and Ofsted Context*)

Statutory and Inspection Context:

- Debriefing supports the school's safeguarding culture and staff wellbeing responsibilities
- Records may be reviewed as part of internal monitoring, safeguarding audits, or Ofsted inspection
- Debriefs should demonstrate reflective practice, learning, and timely follow-up

Our Approach to Debriefing:

- Debriefs are supportive, non-judgemental, and focused on improvement
- Staff should feel confident escalating concerns to a DSL, SENDCo, or senior leader
- Serious incidents should be considered in line with safeguarding thresholds and procedures

Purpose of a Debrief

A debrief should:

- Evidence that staff wellbeing has been considered
- Show understanding of why the incident occurred
- Identify reasonable adjustments and preventative actions
- Clarify outcomes and next steps

Systems and Organisation:

- CPOMS should be used consistently and accurately
- A named debrief lead should be identified
- Time for debriefing should be planned and recorded where appropriate

Accountability and Follow-Up:

- Actions should be reviewed to ensure they have been implemented
- Ongoing concerns should be escalated in line with safeguarding procedure

Debrief Type Offered (please tick)	
Verbal check-in / reassurance	
Time out / short wellbeing break	
Phone call (if not on school site)	
Full debrief (complete sections below)	

Debrief for (staff member)	
Conducted by (HoS/Assistant Headteacher)	
Incident date and time	
Debrief recording date and time	

Context Prior to the Incident: *(Provide a clear, factual account of the lesson, activity, transition, or unstructured time leading up to the incident. Include relevant context such as location, staffing, pupil needs, and any known triggers – please refer to CPOMS)*

Staff Wellbeing Impact: *(This section supports staff welfare and reflects the school's duty of care. Record the emotional impact of the incident on the member of staff)*

Safeguarding and Support Strategies in Place:

Were the child's agreed support strategies in place at the time of the incident? *(Refer to pupil passport, provision plan/personalised plan, behaviour plan or risk assessment where applicable)*

☐ Yes ☐ No ☐ Partially

If yes or partially, detail which strategies were implemented and by whom:

If no, please record why strategies were not in place and any immediate remedial actions taken:

Reflection, Risk Reduction and Learning

What could have been done differently, in line with school policy and guidance?

What reasonable adjustments or preventative measures could reduce the likelihood of a similar incident? *(Consider environment, supervision, routines, training, or adjustments to provision)*

Pupil Safeguarding and Ongoing Support

Is any further safeguarding, pastoral, or SEND support required for the child? *(Include referrals, monitoring, parent/carers communication, or SENCo involvement where appropriate)*

What actions will follow this debrief? *(Ensure actions are clear, time-bound, and allocated to a named role)*

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Has this incident been recorded appropriately in line with our policy procedures (CPOMS)?

☐ Yes ☐ No

Would the member of staff like follow-up contact as part of ongoing support?

☐ Yes ☐ No

Professional Learning, Policy Compliance *(Record any identified training needs, policy reminders, or updates to Individual Support Plans or risk assessments)*

Recommended Outcome *(Outcome should demonstrate that pupil safety, staff wellbeing, and learning from the incident have been addressed)*

Signatures:

Staff member: _____ Date: _____

Debriefers: _____ Date: _____