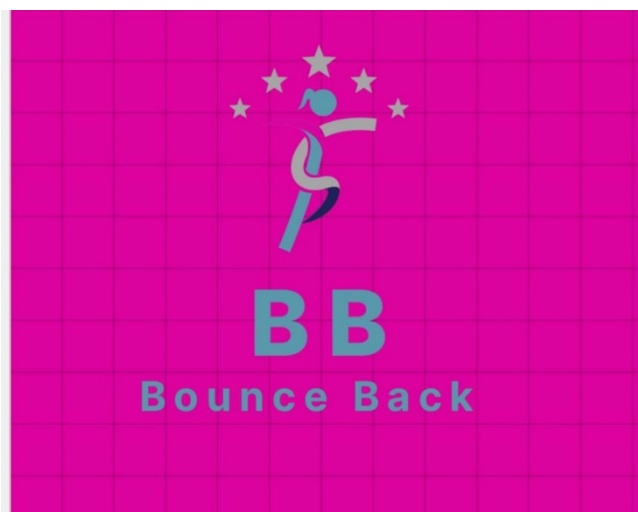


# Bounce Back Alternative Provision



## Behaviour Policy

## Control Sheet

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## **1. Introduction**

Bounce Back is committed to creating a learning environment where the learning, social and personal needs of its children and young people are addressed and where they are helped to achieve in an atmosphere of safety and mutual respect. By removing barriers to learning we aim, wherever possible, to support transfer back into mainstream education or other specialised educational settings, further education or the world of work. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and encourage others to do the same. We believe in a working partnership with referrers, parents/carers in order to support a young person's placement at Bounce Back.

This policy sets out Bounce Back AP's approach to promoting expected behaviour, through positive praise and reward and recognising achievement. This policy will be shared with all stakeholders and reviewed annually to ensure all changes are in line with current government legislation and guidance.

## **2. Vision and Values**

Bounce Back AP's vision and values are at the core of everything we do, underpinning practice to create a safe and healthy environment to allow children and young people to reach their full potential.

It is paramount that, whatever the child or young person's individual circumstances, their personal needs are met in a setting that enables children and young people to access the most appropriate support and provision to support improving outcomes. Bounce Back AP endeavours to provide a safe and appropriate environment and opportunities, where children and young people's needs are recognised and met to allow them to thrive both inside and outside of Bounce Back AP.

## **3. Purpose of the Guidance**

This guidance is for all Bounce Back AP staff, children and young people and parents and carers. Putting children first means ensuring they have every opportunity to succeed and achieve the best possible outcomes. Making the correct choices and having accountability for making the right choices are key, this policy intends to promote children and young people to be able to reach their full potential with a clear understanding of expected behaviour.

This policy also aims to provide a simple, practical code-of-conduct for staff, children and young people and parents and carers, which recognises:

- Behavioural norms
- Positively reinforces behavioural norms
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions

#### **4. Roles and Responsibilities**

The Governing board is responsible for reviewing and approving the Behaviour policy and monitoring its impact and contribution to achieving Bounce Back AP's aims and objectives.

The proprietor is responsible for establishing, in consultation with the Senior Leadership Team, staff, parents and carers, the expectations for learning and for keeping it under review. The proprietor will ensure that the policy is non-discriminatory, that expectations are clear and that the policy is circulated to, and understood, by staff, children and young people and parents.

The proprietor is responsible for ensuring that the policy is fully embedded and adhered to in Bounce Back AP. They hold responsibility for monitoring the efficacy of the policy, taking into account the views of all stakeholders.

The proprietor is also responsible for the implementation of the policy and the day-to-day management of it, including associated systems and processes. The proprietor ensures that accurate accounts of all reported serious incidents of misbehaviour are recorded and retained e.g. bullying, racism, sexual harassment, homophobic behaviour etc.

The proprietor supports staff by implementing the policy, by setting standards of behaviour, and by supporting staff in the effective use of the policy. The proprietor monitors how staff apply the policy to ensure celebrations, reward and consequences are applied consistently, reporting to the Governing Board on the implementation and efficacy of the policy, as required. It is the responsibility of the proprietor to ensure the health, safety and welfare of children and young people and other setting users is paramount in all decision making. For repeated or very serious acts of poor behaviour, the proprietor holds responsibility for making the decision to suspend or ultimately, permanently exclude children and young people.

It is the responsibility of the proprietor to ensure that the culture of Bounce Back AP promotes positive behaviour and that staff reward students for good behaviour and deal effectively with instances of poor behaviour.

Bounce Back AP staff, including support staff and volunteers, are responsible for the application of the policy, ensuring its processes and procedures are followed, and consistently and fairly applied. They have a responsibility, with the support of the proprietor for creating a high-quality environment. Staff have a key role in modelling positive behaviours, recording behavioural incidents accurately and in advising the proprietor on the effectiveness of the policy and procedures.

Parents and carers support Bounce Back AP by ensuring that their child is ready to learn. They do this by making sure that their child:

- Arrives on time and prepared
- Brings appropriate equipment
- Is aware of the need to be polite, courteous, respectful to everyone on Bounce Back AP's site and that they should comply with reasonable requests or instructions made by staff on the first time of asking.

Parents and carers have a responsibility to inform Bounce Back AP of any changes in circumstances that may affect their child's behaviour, by discussing any behavioural concerns with a key member of staff promptly and by attending review meetings as required

## **5. Bounce Back Behaviour Expectations**

At Bounce Back AP we believe all of our children and young people can do well. We encourage success by supporting them to meet the following expectations:

- Be ready to participate
- Be on time
- Switch off and hand in mobile phones or devices
- Be Respected and Respectful
- Listen to others and expect to be listened to
- Use appropriate language
- Keep hands, feet, objects and personal comments to yourself
- Look after the building, displays and equipment
- Stay for the whole session
- Be safe
- Follow the provisions rules for health and safety
- Be in the right place at the right time

The following will not be tolerated at Bounce Back

- o Verbal or physical abuse of staff
- o Bullying – physical, verbal, emotional
- o Sexual harassment of any kind
- o Use of mobile phone in setting
- o Prejudice on grounds of race, age, gender, sexuality, disability and others
- o Carrying an offensive weapon
- o Use or sale of alcohol, tobacco and/or illegal drugs
- o Deliberate damage or theft of property
- o Deliberate disruption of others' learning
- o Smoking , including the use of electronic cigarettes
- o Refusing to leave the premises when asked
- o Gambling
- o Consistent refusal to do as asked

The behaviour system is designed to give children and young people choices. Its principle role is to support learning whilst also tackling and dealing with low level disruptive

behaviour (i.e. behaviour that undermines children and young people's own learning or that of others). If unchecked this sort of behaviour spoils experiences and undermines the authority of the member of staff. The system helps to ensure that expectations for all children and young people are clear and reasonable, providing a fair and positive approach to behaviour management.

## **6. Staff Expectations for Behaviour**

In all sessions we aim for praise to outweigh consequences. We need to concentrate on positive aspects of behaviour. Staff will be positive role models for children and young people, model appropriate behaviour, greet children and young people, smile, be enthusiastic about working with the children and about the content/context of the session.

Staff will:

- discuss how successful learners deal with the frustrations and create a calm atmosphere.
- think about spiritual, moral, social and cultural issues and how developing the 'big picture' with children allows them to think outside the box
- use "please" and "thank you" a lot and expect children and young people to do the same
- apply achievements and praise with care – be sure you have explained why a child has received the achievement or praise as some children may feel that individuals are given acknowledgements unjustly
- Ensure every day is a fresh start – making sure that incidents have been dealt with from the prior day
- Be consistent - use this and only this approach with all children as they must perceive this as a predictable, reliable and consistent pattern
- Give clear instructions, then apply stated sanctions

Protecting children and young people from the consequences of their behaviour choices means that we assume responsibility and the child/ young person has no opportunity to learn from the situation.

Staff will:

- Ensure poor choices are explained - E.g. 'Do not wave that ruler around, it is distracting, you may hurt someone'
- Stay calm - speak quietly but firmly and act rather than react. The child's misbehaviour is his/her business and yours, keep interventions as private as possible - avoid shouting
- Above all show the child his/her success is important to you and that you want the child to make wise choices in the way that he/she behaves
- The child must know that you want him/her to be happy in Bounce Back AP
- Provision within all areas of Bounce Back AP must be carefully planned and delivered to ensure that it supports children and young people's needs. This

should be differentiated appropriately and reviewed if children and young people are presenting with a high level of need.

The behaviour system is not a replacement for effective behaviour management strategies. Efficient behaviour management should mean that consequences are not used because pace, challenge and positive reinforcement should sustain children and enthusiasm.

Key questions to ask yourself

- Have I planned my session appropriately and shared my intended outcomes with children?
- Am I praising those who behave as expected?
- Is the session challenging and exciting enough to engage children and young people in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted them at the door and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my 'reasonable requests' clear?
- Have I taken control of the session on entry, during and at dispersal?

Inappropriate behaviour is likely to occur when children and young people lack a sense of purpose and/or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to the provision. Certain measures can be employed to prevent these and other potentially damaging situations from arising.

Staff should aim to create a calm atmosphere that is conducive to work and learning by:

- Planning differentiated learning experiences that are relevant to the learners' academic and social needs
- Offering varied tasks that are sufficiently challenging and achievable
- Demonstrating flexibility where planned activities fail to engage
- Teaching with appropriate pace; ensuring that there is a clear sense of progression

During the session staff should:

- Set clear learning objectives and outcomes, attainable in the time available
- Model tasks clearly with explicit success criteria
- Encourage learners by offering appropriate praise, help and explanations where necessary
- Monitor progress
- Correct errors in ways that emphasise the learning opportunities they present
- Give personal feedback to learners on all progress made academically and socially
- The recognition of achievement is important. Reward learning and endeavour by: Using spontaneous praise
- Informing staff and peers of progress in the learner's presence



- Asking the learner to share their work with others
- Collecting important pieces of work for learner achievement portfolios  
Displaying work prominently and attractively
- Informing parents of positive experiences and achievements

The provision expects staff to maintain high expectations of learners by:

- Setting activities that are interesting, relevant and appropriate to learners'
- Recognise and reward positive behaviour
- Model appropriate behaviour
- Provide positive feedback about learners' efforts and achievement
- Treat learners with fairness and respect at all times

The setting expects parents and carers to:

- Support our policy on attendance and punctuality by notifying the school of any absences or lateness
- Notify Bounce Back of any factors which may affect the behaviour of their child
- Support their child by attending regular reviews, open days and other meetings
- Be aware of and support the Bounce Back Behaviour Policy

## **7. Consequences**

At times, it may be necessary to implement consequences in setting to manage and modify challenging behaviour. Bounce Back AP recognises that behaviour is the consequence of an emotion and consideration is afforded to this when considering appropriate consequences. Staff will endeavour to address any instances of challenging behaviour restoratively, exploring what has happened, why and the emotion behind this, working in conjunction with children and young people to enhance their problem solving skills by exploring what may have been done differently and positive responses to emotions and challenging situations. Examples of consequences that may be implemented are:

- Time out to self-regulate
- Behaviour points not being awarded
- 'Giving Back', for example, litter picking around the site under staff supervision

## **8. Bounce Back Positive Behaviour System**

To encourage and reward positive behaviour we use a points system. During each day the child will have the opportunity, through engagement, good work and positive behaviour, to gain points from the staff member. Points may be awarded for:

- Behaviour
- Progress

- Effort
- Helping other learners and or staff
- Good attendance and punctuality
- Making good choices

Bounce Back AP also understand the importance of recognition of beyond the expectations set out within this policy and have a 'You've Been Spotted' section where the child can gain points for positive behaviour such as:

- helping someone outside of the provision
- Responding appropriately to requests to change behaviour
- Meeting personal targets
- Engaging positively in new experiences and or activities
- Using good manners

## **9. The Recognition of Achievement and Reward**

At Bounce Back we reward good behaviour. The Behaviour Expectations form the basis of our reward system. Each week we select an expectation from the list and we reward learners for meeting that expectation. Bounce Back AP will also set personal targets set for children and young people attending that will be developed in line with the child or young person's EHCP and personal challenges around their behaviour difficulties. These personal targets will also be supported pastorally through support to develop healthy strategies to manage emotions and difficult feelings. Targets will be agreed with children and young people when they are set at the beginning of the week to ensure that children and young people are included in decision making and empowered to set their own personal goals. We reward learners by awarding points.

The recognition of achievement is important and not merely addressed through the points system. Children and young people's personal achievements in relation to their conduct and behaviour will also be recognised by:

- Using spontaneous praise
- Informing staff and peers of progress in the learner's presence
- Asking the learner to share their hard work with others
- Collecting evidence of progress in portfolios
- Providing positive rewards such as movie afternoons, iPad time
- Providing extracurricular activities
- Informing parents/ carers of positive experiences and achievements
- Being given positions of responsibility
- Proprietor informing parents/ carers to recognise outstanding effort and/or behaviour
- Celebrations on social media

## **10. Reasonable Adjustments**

A reasonable adjustment is not the same as lowering expectations; it means that some children and young people need additional support to ensure that they meet the high

expectations required of all attendees. Bounce Back AP will consider, in line with the requirements of the Equality Act 2010, making reasonable adjustments for children and young people with diverse special educational needs and disabilities where it is deemed appropriate ensuring that all children and young people are recognised and treated as individuals.

Children and young people, where necessary and in agreement with the senior leadership team, will have a bespoke individual Personalised Behaviour Plan, used for short periods of time, which can help children learn to manage their behaviour until they are able to transfer back on to the whole Bounce Back AP behaviour system. A behaviour risk assessment should be considered where a child or young person's conduct poses a demonstrable and ongoing risk to the health, safety and wellbeing of other members of the setting community. As an alternative to external suspension the proprietor may, in exceptional circumstances, make use of a partial timetable to support a child. In this circumstance an action plan and risk assessment must be completed.

## **11. Confiscation**

Bounce Back AP staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to Bounce Back AP discipline. Staff should hand the confiscated item to the relevant member of support staff as soon as possible (children's services, reception, DSL, Proprietor etc.) and complete the necessary information to identify the item, the date it was confiscated, the name of the children and the member of staff's name. Staff must not give the confiscated item to another child to hand in and must not leave the item in an unsecure area at any time.

Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately. Items confiscated by Bounce Back AP can be collected by parent/carers except where the setting has chosen to dispose of the confiscated items, e.g. cigarettes, alcohol, lighters.

Children cannot collect any item themselves. Bounce Back AP's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a children's property, where reasonable to do so.

The proprietor will use their discretion to confiscate, retain and/or destroy any item found as a result. Electronic equipment, jewellery and other expensive items will be confiscated and held by the setting for a period of one year, if not collected by a parent/ carer. If, at the end of the year, the item has not been reclaimed then Bounce Back AP reserves the right to destroy the item.

Where Bounce back AP finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the proprietor thinks there is a good reason to do so. Where the setting finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so-called 'legal highs'.

Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above. Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the proprietor thinks that there is a good reason to do so. If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or to retain the image whilst Bounce Back AP carries out its own investigation.

Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of. Where a member of staff finds an item which is banned under Bounce Back AP rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.

Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained whilst Bounce Back AP carries out its own investigation

## **12. List of Prohibited Items**

List of prohibited items

- Knife of any length
- Weapons of any description including but not limited to axes, BB guns, air guns, GATT guns, catapults, slings, lengths of pipe, bats, other blunt instruments, or items judged by the proprietor to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc
- Alcohol
- Illegal drugs or drug paraphernalia
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images. This list is merely illustrative of items that are currently prohibited

The proprietor has absolute discretion to ban any item from setting premises

## **13. De-escalation**

The best form of de-escalation is to have sessions prepared, create a calm atmosphere in your provision and remain calm yourself. However, there are circumstances where the best practitioners require de-escalation with children and young people:

- Remember when dealing with an agitated or aggressive child or young person, the behaviour is symptomatic of other problems so remain sensitive (refer back to your de-escalation training)
- Notice if a child or young person is showing signs of distress
- Connect with the child/ young person using verbal de-escalation first. Do not 'confront' an agitated student
- Speak calmly and from a distance of about three feet. Do not make the conversation 'public'
- Use positive reinforcement, always remain calm and keep your voice low. Choose what you say very carefully and try to ascertain what the problem is
- LISTEN. If a child or young person has an issue they will tell you
- Re-direct the child or young person by giving them reasonable choices/options for alternative activities e.g. I know you really like art, shall we ask if you can finish this task in the art room?
- Once the child has calmed down, have a quiet conversation about what the cause was (remember here that if the situation is a safeguarding issue then you must refer to the designated safeguarding lead)

In order to help children and young people manage relationships, we would actively intervene in situations where conflict is a likely outcome. In order to manage such behaviour and avoid unnecessary sanctions for children and young people, the following is a useful guide to supporting resolution:

- Step in calmly
- Physically protect any child/ young person who may get hurt
- Remove any contentious objects
- If practical/necessary, move the children/ young people away to a quiet space
- Briefly remind them about the expectations, so they know what to expect (i.e. "remember that everyone will get a chance to speak")
- Model good communication skills by talking calmly, asking simple questions and listening carefully
- Let each child /young person have a turn to speak so you can piece together what happened (but try not to let them get too involved in the detail)
- Acknowledge everyone's point of view and feelings
- Don't apportion blame or take sides
- Once you feel you've got to the bottom of the incident, briefly summarise it and check that the children / young people agree with your description
- Ask them for ideas about how to resolve the situation (again, everyone gets a turn)
- Explore all of the ideas with the children/ young people (even the impractical ones) and agree on a solution
- Praise them for resolving their conflict

Even when children and young people are angry/upset it is our expectation that they treat other children and adults with respect and care. When dealing with conflict, adults should still expect that children address them in an appropriate tone and by their title. Failure to do so should be managed in exactly the same way as any other undesirable behaviours.

#### **14. Use of Reasonable Force**

Please refer to the DfE guidance 'Use of Reasonable Force' and read in conjunction with the Bounce Back AP Physical Intervention policy. All members of Bounce Back AP staff have a legal power to use reasonable force. This power applies to any member of staff at the setting. It can also apply to people whom the proprietor has temporarily put in charge of children such as unpaid volunteers, cover staff or parents/carers accompanying children on an organised visit. Staff should record all incidents of restraint in accordance with this guidance and report these incidents to the proprietor. Details should include:

- Name of student(s)
- Staff member(s) involved
- Factors necessitating physical intervention
- The strategies which were employed prior to using physical intervention
- How physical intervention was effected
- Outcome of restraint
- Any other action taken in the management of the incident
- Parents/carers should be contacted as soon as possible and the incident explained to them. This action should also be recorded.

#### **15. Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is

- Deliberately hurtful
- Repeated, often over a period of time. Bullying can take many forms including verbal abuse, exclusion from a group, threatening behaviour and physical violence.

It is characterised by persistent and repeated incidents where one person targets another. At Bounce Back AP, no form of bullying is ever to be tolerated, whether children to children, adults to children or adults to adults. All incidents are treated seriously, and the appropriate actions taken for both the victim and the perpetrator.

The role of parents and carers is important in reducing any incidents of bullying and parents/carers should always encourage their children to tell a member of staff. Bounce Back AP has clear Child on Child abuse guidance and the setting has an Anti-Bullying policy, both of these documents should be read in conjunction with this policy.

#### **Sexual violence and sexual abuse**

Sexual violence and sexual harassment can occur between two children and young people of any age and sex, or it can occur through a group of children/ young people sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. It can take many forms as listed in the child on child abuse guidance and KCSIE. Sexual violence and sexual harassment will not be tolerated or dismissed as 'banter'. All unacceptable behaviours that fall within this category will be robustly challenged and dealt with in accordance with the Bounce Back

Behaviour policy, in very serious incidents a child may be excluded from Bounce Back AP following appropriate investigations by the Proprietor. All incidents will be logged under the Sexual Violence Sexual Harassment category and reported to the Governing Board. Bounce Back AP has Child on Child abuse guidance, and a Sexual Violence and Sexual Harassment risk assessment, SVSH procedural flow chart and governor guidance, these should be read in conjunction with this policy.

### **Racism**

Racism is behaviour which upsets a person by making a connection with a person's ethnic group, skin colour, religious beliefs, language / dialect or cultural background or nationality in a negative way. It can take many forms including verbal abuse, threatening behaviour to the person or their property or exclusion from activities. We intend that all possible racial incidents are followed up immediately to ensure that it is obvious such behaviour is not condoned under any circumstances. It may be dealt with in several ways depending on the seriousness of the incident and the understanding of the children and young people involved. All racist incidents will be logged under the Racism category and reported to the Governing Board. We oppose all forms of racism by both adults and children

## **16. Malicious Allegations**

Where a child or young person makes an accusation against a member of staff and that accusation is shown to have been malicious, the proprietor will meet with staff, parents and children/ young people involved to consider appropriate sanctions. Making false allegations is very serious and may lead to a student being suspended or permanently excluded from the Bounce Back AP.

## **17. Discipline Beyond Bounce Back AP**

Children and young people travelling to and from Bounce Back AP must not be involved in behaviour that could adversely affect the reputation of the setting. Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off Bounce Back AP premises which pose a threat to a member of the public or a child/ young person to the police as soon as possible. If a member of the public, staff, parent/carer or child/ young person reports criminal behaviour, anti-social behaviour or a serious bullying incident to Bounce Back AP, the proprietor must be informed. If the proprietor considers that the misbehaviour is linked to a child or young person suffering or being likely to suffer significant harm the settings Safeguarding and Child Protection policy will be followed.

For health and safety reasons, very high standards of behaviour are expected during off site activities. Bounce Back AP will use the same behaviour sanctions that are applied to incidents of misbehaviour that occur on Bounce Back AP's site.

## **18. Police Involvement in Behavioural Incidents**

Bounce Back AP will involve the police in all matters where criminal activity has taken place or is suspected of having taken place. In addition, Bounce Back AP will inform the police of

any intelligence which may support the police in preventing or tackling criminal activity. A child/ young person and his or her family have the right to contact the police if they feel that a criminal offence has been committed

#### **19. Commitment from and Communication with Parents**

At Bounce Back everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour and encourage others to do the same. This is a summary of our behaviour policy. It will help you to understand how we will respond to your child's behaviour. We will always try to deal with behaviour in school. Each week we focus on a particular behaviour and reward learners for meeting our expectations. We will try at all times to only contact you at home regarding the positive progress of your child. We see the parent / Carer as a positive link between the setting and the child and need your support to help us achieve the best for your child. You can be sure that if we contact you at home with a negative issue it is because our efforts to engage your child have failed and their behaviour has remained challenging and posed risk to the learning, health, safety or wellbeing of others attending Bounce Back AP.

#### **19. Record Keeping**

At Bounce Back behaviour deemed by staff to warrant an official response is formally recorded. The recording will consist of:

- A – Antecedents (what happened immediately beforehand)
- B – Behaviour (or description of incident or event)
- C – Consequence (for all concerned, both long and short term if applicable)

##### **Creating a record of the incident**

If the incident has been recorded by the member of staff, the learner may wish to record their version of events before both records are reviewed to establish learner and staff perspectives. Completing and reviewing the record will enable those involved to consider any expectations not upheld or behaviour deemed to be challenging or present risk and the consequences of the behaviour.



## **20. Complaints and Allegations**

Should there be any complaint or allegation following an incident, then Bounce Back AP arrangements for dealing with complaints and allegations of misconduct will be followed. However, suspension will not be an automatic response when a member of staff has been accused of using excessive force.

## **21. Monitoring and Evaluation**

The proprietor will make an annual report to the Governing Board of the recordable incidents, after which the impact of the policy will be considered. Feedback from this review should, where appropriate be considered and recommendations adopted.