

STANNARD SCHOOL

Home–School Agreement

At Stannard School, we believe that children learn best when school and home work closely together. This Home–School Agreement reflects our shared commitment to creating a safe, nurturing and inspiring environment where every child can flourish academically, socially and emotionally. It reflects our trauma-informed and relational approach through the COSMIC model – celebrating connection, ownership, safety, motivation, independence and curiosity.

The School will:

- Provide a safe, happy and inclusive environment through nurturing relationships and promoting a sense of belonging.
- Deliver a bespoke, engaging and trauma-informed curriculum that meets the needs of every learner.
- Support each child to develop positive relationships, resilience, self-esteem and emotional regulation.
- Encourage all pupils to do their best in learning, behaviour and personal development.
- Keep parents and carers informed through regular communication, termly reports and review meetings.
- Work in partnership with families and external professionals to ensure the best outcomes for every child.
- Be open, welcoming and committed to working collaboratively with parents and carers.

Parents and Carers will:

- Ensure that my child attends school regularly and on time, notifying school of any absence each day.
- Inform the school of any concerns, changes or challenges that may affect my child’s wellbeing, learning or behaviour.
- Ensure that my child wears the correct school uniform – sensory dependent - and is ready to learn each day.
- Support my child’s learning by engaging with home learning, reading and enrichment opportunities.
- Attend meetings, reviews and celebrations of achievement to support my child’s progress.
- Model positive behaviour, kindness and respect in line with the school’s values and expectations.
- Support the school’s trauma-informed behaviour approach and restorative principles.

The Pupil will:

- Wear my school uniform – sensory dependent -with pride and take care of my belongings.
- Show kindness and respect to myself and others, including my school environment.
- Try my best in lessons and activities, even when things feel difficult.
- Tell a trusted adult if I feel unsafe, worried or unhappy.
- Attend school every day and arrive on time.
- Look after our school, belongings and the wider community.
- Follow the class agreements that help everyone feel safe and ready to learn.

Together we will:

- Work in partnership to support each child's needs, safety and wellbeing.
- Encourage positive behaviour and celebrate progress and success.
- Promote healthy lifestyles, inclusion and respect for everyone in our school community.
- Communicate openly and honestly to resolve concerns quickly and supportively.

Signed: _____ Pupil

Signed: _____ Parent/Carer

Date: _____

Signed: _____ Steve Lloyd, Headteacher

'Nurturing potential through connection, curiosity and courage.'

Positive Handling Support Plan (PHSP)

(Aligned with PRICE Training and Trauma-Informed Practice)

1. Pupil Information

Pupil Name: _____

Class/Key Stage: _____

Date of Plan: _____

Plan Review Date: _____

Key Staff Involved: _____

2. Purpose of this Plan

This Positive Handling Support Plan outlines the agreed proactive, preventative and reactive strategies to support the emotional and physical safety of the pupil, peers, and staff at Stannard School. It forms part of the pupil's wider trauma-informed behaviour support framework, ensuring that all interventions are grounded in care, dignity, and respect.

The plan aligns with the PRICE (Protecting Rights in a Caring Environment) model, which underpins all physical intervention training at Stannard School. PRICE is based on the principles of de-escalation, least restrictive practice, and relational safety.

3. Key Principles of the PRICE Approach

- **Prevention first:** Physical intervention is a last resort. The emphasis is on early recognition, proactive regulation strategies, and supportive communication.
- **Safety for all:** All actions prioritise the safety of the pupil, peers, and staff.
- **Dignity and respect:** Interventions are carried out in a calm, non-punitive and compassionate manner.
- **Least restrictive:** Any physical intervention is the minimum necessary, for the shortest duration, to prevent harm.
- **Reflect and repair:** Every incident is followed by reflection, debrief and restorative practice to rebuild trust.

4. Understanding the Pupil

Known triggers or vulnerabilities:

feeling misunderstood, sensory overload, changes to routine, perceived injustice, peer conflict

Protective factors and de-escalation cues:

time in a quiet space, use of humour, trusted adult, access to regulation resources, sensory items, visual timetables

Preferred communication strategies:

short clear language, use of visuals, calm tone, offer choices, active listening

5. Proactive and Preventative Strategies

- Build and maintain positive, consistent relationships with key staff.
- Create predictable routines with clear visual structure and advance warnings for change.
- Provide frequent emotional check-ins and opportunities for regulation.
- Reinforce positive choices and effort through relational praise and reward.
- Use trauma-informed approaches – recognise behaviour as communication, avoid power struggles, prioritise emotional safety.
- Provide safe, regulated spaces where the pupil can calm with support.
- Apply differentiated and engaging learning to reduce frustration and disengagement.

6. Risk Behaviours Identified

Behaviour	Potential Risk	Preventative Response	PRICE/Reactive Response
Attempting to leave supervised areas	Risk of absconding or harm	Maintain proximity, calm communication, remind of safe spaces	If immediate danger: guide using low-level physical escort as trained
Aggression towards peers or staff	Physical injury	Maintain space, use verbal de-escalation and support to regulate	Apply trained PRICE hold if there is imminent risk of harm
Throwing or breaking objects, damaging property	Risk of harm from flying objects, risk of escalation	Clear environment, reduce audience, use calm directive language	If necessary to prevent injury or serious damage, PRICE holds may be used to safely contain or guide pupil
Self-injury or unsafe behaviour	Risk to own wellbeing	Use soothing tone, grounding, safe space	Supportive hold may be applied to prevent further harm
Escalation with loss of control	Risk to self and others	Reduce stimuli, use minimal speech, maintain staff safety	Implement safe PRICE physical intervention as last resort

7. When Physical Intervention May Be Used

Physical intervention will only be used:

- When there is an immediate risk of injury to the pupil, peers or staff.
- When there is serious risk of significant damage to school property that may endanger others.
- When all de-escalation attempts have been exhausted or are judged ineffective in the moment.
- To prevent the pupil from leaving a safe area and placing themselves at risk.

All PRICE techniques used are designed to prevent harm without pain, restriction of breathing or humiliation.

8. Recording, Reporting and Debrief


- All incidents of restrictive physical intervention must be recorded on the school's Incident/Physical Intervention Log within 24 hours.
- The Designated Safeguarding Lead (DSL) or Deputy Head will review each incident.
- A post-incident debrief will take place with staff and the pupil once regulation has been restored.
- The pupil's voice will be captured to understand the experience, feelings, and what could help next time.
- Parents/carers will be informed on the same day where possible.

9. Reducing the Need for Physical Intervention

Stannard School is committed to continuous review and reduction of any restrictive practice. This includes:

- Ongoing staff training and refreshers in PRICE and trauma-informed care.
- Weekly team reflection and supervision to review patterns and triggers.
- Updating the PHSP whenever there is new information, changes to behaviour, or after significant incidents.

10. Review and Agreement

Name	Role	Signature	Date
Steve Lloyd	Head Teacher		12.01.2026

11. Additional Notes and References

This plan is to be implemented alongside:

- The Trauma-Informed Behaviour Management Policy (2025)
- Keeping Children Safe in Education (2025)
- DfE “Use of Reasonable Force” Guidance (2013, updated 2024)

All staff must remain mindful that positive handling is not a behaviour management tool, but a safeguarding response designed to prevent harm and preserve dignity.