



Northumberland Heath Primary School
Behaviour and Restrictive Physical Intervention Policy

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Woodland Academy Trust is committed to inclusion, diversity and promoting equal opportunity for all. All schools within the Trust share this commitment, providing an inclusive environment.

This objective applies to all policies and procedures and the Trust will at all times adhere to the requirements of the Equalities Act 2010 and any other associated guidance.

Introduction

This policy incorporates the Royal College of Nursing Guidance (2014): Positive and Proactive Care; and the DFE policy 'Use of Reasonable Force' (July 2013). It supports the school statement of intent that we ensure each child achieves their potential and feels happy and safe in school, with differences celebrated. The policy is supported by the aims and methodology of approaches described as 'Team Teach' and 'Approach Training'.

Rationale

The school acknowledges that our pupils may from time to time exhibit challenging behaviours that vary both in intensity and duration. Challenging behaviour is defined as '*Behaviour of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy or behaviour which is likely to seriously limit or deny access to the use of common facilities*' (Emerson, 1987)

In developing appropriate behaviour in our pupils, the school promotes the use of a range of techniques. It also acknowledges that some pupils' behaviour may be so severe as to require the use of reasonable force, in exceptional circumstances, (see Section 550A of the Education Act 1996 and July 2002 Guidance on the Use of Restrictive Physical Interventions) to ensure both his/hers and others' physical wellbeing. It is crucial to the successful management of these behaviours that staff work closely with parents /carers, other interested parties and the pupils themselves to ensure a consistent approach to behaviour management is implemented which actively develops each pupil's own ability to take responsibility for and control of his/her own behaviour. It is also best read in conjunction with the school's policies related to Health and PSHE. It also follows principles and practices of Team-Teach and Approach Training and the Department for Education 'Use of Reasonable Force' guidance July 2013.

Team-Teach and Approach Training are a structured, non-violent, staff development programme that promotes techniques that are effective in the de-escalation and the management of anger and aggression, utilising therapeutic, educational, awareness and communication handling strategies. It puts an emphasis on whole teams of people working together to teach and help facilitate change, using restrictive physical interventions as a last resort.

1. Aims

At Northumberland Heath Primary School we strive to create a safe and happy culture where everybody feels valued, included and welcome. Everyone in our school community is expected to always model the highest

standards of behaviour, using an agreed consistent approach, which includes language and actions. The whole school community are expected to follow three simple rules: *respect, listen, ready* and these are lived and breathed by everyone.

Meeting the needs of all

We recognise that each child is an individual and are in different stages of their behavioural development. Our commitment to a consistent approach will ensure that all children are supported. This includes allowing for reasonable adjustment to meet those needs.

Our four behaviour principles are:

Routines	Recognition	Kindness & Consistency	Relationships
Scripted conversations Fantastic Walking Three Rules 6 legs on the floor Transitions in class	Recognition boards Positive postcards Home Contact	Restorative approaches Positive praise Recognition for all Listening Positive body language	Daily Meet & Greets Home Contact Non-confrontational

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

This policy complies with our funding agreement and articles of association.

3. Objectives

The objectives of the policy are to:-

- promote a shared understanding of what constitutes good practice in responding to behaviour;
- define and promote the highest possible standard of pupil behaviour;
- ensure staff use **consistent, scripted and restorative** approaches which encourage pupils to develop their ability to manage their own behaviour;
- ensure that reinforcement of appropriate behaviour supports learning;
- provide a clear overview of the school's approach to the physical management of pupils;
- encourage the involvement of both home and school on the implementation of the policy
- promote self-esteem, self-discipline and positive relationships
- encourage consistency of response to both positive and negative behaviour.
- ensure that every member of the school behaves with consideration and concern for others.
- promote the positive encouragement of individual pupils by all relevant parties.
- reassure young people and their families that the school is well informed regarding good practice with regard to the use of restrictive physical intervention
- ensure that when, as a demonstrable last resort, such interventions are required, that they are used and recorded in a transparent, legally valid and ethically stringent manner
- continuously assess and review all risks associated with the use of restrictive physical interventions
- highlight the training needs of staff in the use of restrictive physical intervention
- ensure that school has a clear protocol in place in an emergency where the police are called to support the handling of any crisis and are mindful that this should only be done as a last resort.

4. Philosophy

In seeking to achieve these objectives the school recognises the importance of a commitment to promoting the spiritual, cultural, moral, academic, social and emotional development of the pupils in an atmosphere of mutual trust and respect. School is committed to supporting the young people to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic wellbeing (Every Child Matters 2003).

The philosophy and ethos of the school reflects respect for all pupils irrespective of their age, sex, religion or ethnicity and includes a clear set of values that are seen as important both within the school and the wider community. These include respect of all, for property and for honesty, trust and fairness. The school recognises that pupils are entitled to feel safe, cared for and free to learn and to know that they will receive appropriate praise, reward and encouragement to achieve their potential. However, if they or other pupils impinge upon this process, they need to be made aware that sanctions will be imposed. Within such an environment the school aims to ensure the growth of each pupil's self-respect and self-discipline.

It is crucial to the maintenance of this ethos that all the staff recognise the importance of their leadership role and present positive models to pupils. They should not act in any way that is likely to destroy trust and/or respect. Therefore, staff should never act or comment in a way that lessens a child. Rather, they should set clear, appropriate and attainable goals for which pupils can be rewarded when they are achieved. Pupils should be helped to work with the knowledge of their rights and be encouraged to recognise and respond to their responsibilities. They should be assisted to show tolerance, empathy and understanding and to demonstrate, through their daily actions, a clear understanding of what is right and wrong.

In all of the above staff must look to parents / carers for support and daily dialogue, when required, to ensure consistent approaches and management methods are employed for the benefit of the pupils.

5. Roles and responsibilities

5.1 The local academy committee

The local academy committee is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with dysregulated behaviour and will monitor how staff implement this policy to ensure positive praise, rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Reinforcing the three school rules and agreed expectations
- Use restorative conversations to support children in defining and moving on from behaviour episodes
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMs as defined in the classroom support plan

The senior leadership team will support staff in responding to behaviour incidents through the use of RESPOND (see classroom support plan).

- Demonstrate consistent behaviours* throughout

Consistent Adult Behaviours*

At Northumberland Heath Primary all adults are focused on displaying consistent behaviours:

- Listening, smiling
- Recognising emotions

- Calm, consistent, neutral

We do not shout	There is never a valid reason for shouting at a child. The only exception might be if a child was in danger, for example shouting "Stop!" across a busy playground if a child was seen to be doing something which was going to put themselves or other children in harm's way.
We always refer to the behaviour and not the child	When we are speaking to children about negative behaviour, we always talk about the behaviour so that they understand they have a choice in how they behave.
One team being responsible for all	Beyond the school gates, we encourage children to continue their positive behaviour outside of school in a number of ways. We model good behaviour when out and about in the local community.
Non-Confrontational Approach	We use a non-confrontational approach when speaking to the children and the rest of the school community. We strive to ensure that all conversations between adult and child is done privately.

5.4 Parents/Carers

Parents/carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the behaviour policy

6. Pupil code of conduct

Pupils are expected to show the three school rules in all aspects of school life: Respect, Listen, Ready:

Respect	Listen	Ready
Listen to others and expect to be listened to. Appropriate language and tone. Look after the building, displays and equipment. Demonstrate positive body language. Represent Northumberland Heath Primary at its best, both in and out of school.	Listen to expectations and instructions; clarify if unsure Show good listening; stop, put down equipment/pencils, sitting still and show adults/peers that you are looking at them	Listening to adults and peers Come to school every day and on time Demonstrate that you have understood and follow the instructions/expectations given

7. The way we recognise children at our school

We believe in giving recognition to children when they demonstrate the behaviours expected of them. The way that we recognise these positive behaviours are through quiet acknowledgement, non-verbal cues and positive praise as well as:

Recognition Board

Each classroom has its own recognition board which is used to record every time a child demonstrates excellence in behaviour. Each class has an agreed follow up to the number of recognition 'points' awarded each day. No recognition 'point' is ever removed from a child.

House Points

House points are awarded for recognising excellence in behaviours outside of the classroom; corridors in the school, lunch hall, forest school and the playground. We only award 1 house point at a time and award this point for

children demonstrating behaviour(s) that are over and above for *them*, recognising all children will demonstrate this in their own way.

Positive Postcards

Each member of staff can award a child a positive postcard which reinforces the positive praise and recognition for their behaviour(s).

Star of the Week

Class Teachers recognise the children’s efforts each week when they nominate a child to be recognised during achievement assembly. The children are also recognised in the schools’ weekly newsletter.

Headteacher Awards / Golden Book

The Headship Team nominate a child for their efforts each week also, again with children being recognised during achievement assembly. The children, again, are recognised in the schools’ weekly newsletter. A postcard is also sent home.

Sharing excellence

We recognise the achievements of children’s learning through various displays across the school and in classrooms as well as sharing excellence through the school Facebook, Twitter pages and our school website.

We will also be introducing –

Positive Phone calls

As we develop our recognition processes; we will be launching positive phone calls whereby staff members will call parents/carers to acknowledge the positive behaviour(s) displayed by children. The phone calls are integral as they are an important part of our communication acknowledging and sharing the excellence being demonstrated.

Cookies and Hot Chocolate/Milkshake

Each half term we celebrate children who have XXX % attendance or have demonstrated significant progress in their attendance by inviting them to have cookies and hot chocolate/milkshake with the Headteacher and Community Liaison Officer.

8. A Nurturing Push – Consequences

The Classroom Support Plan

The support plan is designed to follow through the steps without any skipping steps or jumping to a different step at a time. Every behaviour intervention whether positive or corrective is punctuated with the three school rules of Respect, Listen, Ready.

REMINDER	Take up time	Completed between adult and child, where possible this is a discrete conversation.
WARNING & A MINUTE	Take up time	Adult gives a warning to the child to remind them of behaviour expectation, to reinforce child should stop engaging in the behaviour. This is an immediate intervention.
LAST CHANCE & 2 MINUTES	Lots of take up time	All adults follow a scripted response to ensure that every child is given a consistent approach and know what to expect from an adult who is there to support them. *scripted response
RESPOND Recorded on CPOMs	Referral to designated adults e.g. wellbeing team/SLT	If the behaviour warrants an intervention from an adult – this may result in removing the child from the classroom or for the child to be taken aside in the classroom for a private conversation. If a child is removed from the classroom, they are removed to the ‘Ready room’ to allow time for a child to be supported. During RESPOND the structure is as follows: <ul style="list-style-type: none"> • Repair • Restore

		<ul style="list-style-type: none"> • Ready to Learn <p>The focus for conversation is around learning. The behaviour is not discussed at this step as this will be conducted by the adult in the next step.</p> <p>If a child attends RESPOND more than once in a school day this is recorded so the school can monitor the needs of the child and consider if additional intervention/provision is required.</p>
TEACHER CHOICE	Quick catch up, restorative repair, catch up to missed learning, detention or natural consequence	If a child has been removed from a classroom, they are returned after no more than 20 minutes, to engage in a restorative conversation with the adult. It is the adults' responsibility to consider the sanction that is required. We recognise that if learning has been missed, this in itself, is a sanction. We give the least amount of consequence that will be the most effective.

Our 30 second 'script'

Everyone in the school follows the same script when speaking with children so as to ensure consistency in approach and response so children always know what to expect from us as adults being there to support them:

I noticed you are... (having trouble getting started/struggling to get going/wandering around the classroom). You know our three rules of: Respect, Listen, Ready.

It was the rule about ... (lining up/staying on task/fantastic walking/disrupting...).

You have chosen to.... (move to the back of the class/catch up with your learning during break...).

Do you remember last week/yesterday when you.... (arrived on time/got that positive note/listened well).

That is who I need to see today...

Thank you for listening. (Then give the child some 'take up' time).

Adult moves away immediately and praises children who are demonstrating the school rules.

9. Serious Breaches

If a child engages in a serious breach – this includes behaviours such as; bullying, racist, homophobic or physically/mentally harming behaviours, then the child will move straight to **RESPOND**. All behaviours that result in immediate 'respond' will be recorded on CPOMs.

What constitutes a serious breach?

- Racist, homophobic and disablist incidents
- Dangerous behaviours such as: physical assault on another child or an adult
- Offensive verbal language/abuse towards another child or an adult
- Bullying

What happens in Respond? Repair, Restore, Ready to Learn

Respond is managed in our Ready room and is mostly managed by support staff and the Inclusion Team. This is a no blame environment.

Repair – This is a self-regulating and quiet space that a child can access until they are ready to talk and access support to help regulate their emotions. Children have access to sensory aids, calm down tents, headphones and/or happiness and feelings boxes, as appropriate to them.

Restore – This is a space and time to talk, access support and reset for a child. We aim to ensure this conversation happens straight away

Ready to Learn – This is an area where children complete the work that they are missing due to being removed from class. We always expect children to make up work that they have missed and recognise this as a sanction. No consequence is ever designed to humiliate or make an example of a child. For some children, they may be ready to move back to class for their learning earlier than others; having had time to be calm and self-regulated. Focus must be on learning rather than on behaviour.

How we support children who have been removed to RESPOND

The class teacher always 'picks up the tab' by following up behaviour with each individual child:

1. Catch Up

- Behaviour that has resulted in a child being referred to RESPOND may need no more consequences. However, adults ensure and acknowledge that it is paramount that they catch up with the child before the next lesson or stage of learning in order to establish that the previous learning/lesson was not good for anybody in the classroom.

2. Restorative Conversation

- Adults follow the restorative five process; this is best conducted whilst engaging in an activity such as tidying a part of the classroom for example, rather than sitting face to face and potentially making the child (and adult) feel uncomfortable.

1. What happened?	Listen carefully without interruption or disagreement to the child. This applies to both adult and child. Adults give their account without judgement also.
2. What were you thinking at the time?	This reflection helps children to reconsider their actions and replay thought processes.
3. Who has been affected?	This question may allow a change of attitude or shift in explanation...adults may need to help the child further by teasing more information out.
4. What should we do to put things right?	Children may be unaware of how others have reacted to their behaviour. This question ensures that children have the opportunity to consider others and think about the impact of their behaviour on others.
5. How can we do things differently in the future?	Some forward thinking may be required. A child may meet similar situations again. Some pre-planning can help children to recognise when their behaviour pattern begins.

We recognise that the restorative five may be too much for our younger children; particularly in EYFS, so these questions have been reduced focusing on:

1. Who else has been affected?	Ensuring that the child has an awareness of how their behaviour has impacted on others.
2. What can we do to make things right?	Supporting the child to identify what changes they can do to ensure their behaviour does not affect others again.

3. Imposition

Work that has not been completed in the lesson is sent home to be completed and signed by a parent/carer and then returned by the next day. Impositions are ideal for children who have not completed learning due to their poor behaviour. We will set this work and send by paper or by adding to Google Classroom.

4. Detention

5 or 10 minutes at break or lunchtime to think about what has happened can often be enough. Detentions that are served a day or more after an incident do not make the point or teach anyone better future behaviour. Any detentions are given as soon after the event as possible. They are short, focused and designed not just to deter but to agree future behaviours and reinforce expectations.

5. Natural Consequence

This may be cleaning a mess that a child has made, repairing displays or reorganising the classroom/seating and making up with peers. We aim to find a consequence that repairs any damage rather than just punishing the behaviour.

Removal from a lesson is a sanction in itself. Adults use phrases such as: 'I would like you to come back for 10 minutes at lunchtime to complete the missed learning' rather than 'You have a detention'. Adults can also refer to the restorative five as part of this process.

10. Approaches to behaviour management

Some pupils may seek confrontation. Such confrontation will need to be de-escalated skilfully by staff. They should ensure they do not model aggressive behaviour. Rather such behaviour should be discouraged in a calm and well-measured style. The three school rules and generic behaviour system should reduce the possibility of major issues occurring. The use of an individual learning plan for some children should also help with this. The restrictive physical management of pupils should only be used in **extreme** situations – **a last resort** rather than a first response.

The concept of behaviour management understood and used in our school is based around the positive philosophy, aims and ethos of the school in conjunction with current legislation. **Central to this is the positive encouragement of individual pupils by all relevant parties using specifically designed and agreed individual programmes of learning and behaviour.**

Behaviour improves best where there is a shared agreement between pupils, parents/carers, the local children’s services and the school as to the best approaches to be used. Each party involved must accept their responsibility and work together to achieve the desired outcome for the individual pupil’s welfare, education and development.

When a pupil is regularly displaying dysregulated behaviours which are inappropriate or challenging and which require strategies which are above and beyond those which are part of everyday classroom management and organisation, the pupil will need an Individual Learning Plan. It is expected that such behaviour will fall into one or more of the following categories:

- Danger to self or others, either intentional or unintentional.
- Behaviour preventing access to learning.
- Disruptive behaviours in particular settings, making it unsafe for others.
- High frequency of unsafe behaviours.
- Refusal to work / disruptive behaviour, but not a danger to others or self.

11. 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, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Transphobic bullying	Behaviour or language that makes a child or young person feel unwelcome or marginalised because of their perceived or actual gender identity. Not all transgender (trans) young people experience transphobic bullying and not all transphobic bullying is directed at trans young people. The behaviour or language that makes a child or young person feel unwelcome or marginalised

	because of their perceived or actual gender identity. Not all transgender (trans) young people experience transphobic bullying and not all transphobic bullying is directed at trans young people
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Reporting and Recording Bullying

Pupils

Pupils should feel safe in reporting any incidents to any adult in the school. They should be taken seriously and investigated fully and shared with the class teacher in the first instance. It is essential that pupils feel that they have been listened to and that they see actions taking place as a result of their disclosure. For children who are being bullied their self-esteem may be damaged and it could have taken a lot of courage to share their fears. The interactions they have with any adults need to be handled sensitively.

Parents/Carers

Bullying can be a very emotional situation for a parent/carer and they will be understandably concerned. It is important that parents can then share their concerns with adults in school. In the first instance they should report to the class teacher but where they are not able to do this, they should report to either a Wellbeing Coach, a member of the Senior Leadership Team or directly to the Headteacher. They can do this either in person by requesting an appointment via the front office.

Staff

If staff observe any incidents occurring they need to report this on CPOMs. **If they suspect bullying is taking place they must take the appropriate action immediately.**

Any racist incident must be recorded to a senior member of staff as well as being recorded on the school's incident form. The senior member of staff must then complete the additional reporting form which is then sent to the Local Authority.

If a member of staff feels that they are being bullied by either a pupil, another member of staff or a parent it is essential that they share it with their line manager. If that is not possible, then they should move up to the next senior position. They should put their concerns in writing with dates and details of the incidents. The allegations can then be investigated and the appropriate actions taken.

Responding to Bullying

If bullying is suspected, it is important to investigate it fully. Parents and carers will often respond very emotionally when their child has been hurt in any way, but it is important to clarify if it is bullying or a 'one off incident'. Similarly, parents and carers will only have their child's point of view so it is essential that when speaking to parents/carers you reassure them that if it is bullying, we will deal with it appropriately. We do not condone any incidents where children are hurt in any way, but the term bullying is very emotive and sometimes not justified when the incidents have been fully investigated. It is important to respond as early as possible if a parent or carer has raised concerns but also to respond immediately if a child has shared their concerns.

Investigate it fully, recording all information, taking the accounts of 'witnesses' where possible. Then ask the alleged bully for their account of the events.

Even if you do not agree that it is bullying any outcomes need to be shared with the 'victim's' parents/carers as quickly as possible. If it is not bullying the appropriate actions need to be taken as per the school's behaviour policy.

If you agree that it is bullying, then it needs to be shared with the Inclusion Team and Headteacher.

Meetings will then be organised with the parents/carers of the 'victim' and the bully or bullies. Within the meeting the evidence needs to be shared along with the school's response. They will also be put in writing in the form of a letter which will remain in the child's file.

Meetings will also be set up with the bully and the victim if appropriate. The schools in the Trust adopt a 'restorative justice' approach and this is incredibly empowering for the victim. They will be able to share their thoughts in a controlled environment and hear the other side as well as having a say in the sanctions that should be imposed. It is important to remember that bullying can be very destructive to a person's self-esteem so careful consideration has to be given to how these meetings are structured.

It is essential that all staff monitor and support the bully so that they do not repeat this behaviour. It may be necessary for the Wellbeing Coach to do some individual or group work with the child to help support them. Parental/carer involvement will be highly important in this process. If the child does choose to continue with bullying behaviour it may be necessary to instigate a Pastoral Support Plan which takes the form of targets linked to the three school rules. In the most extreme cases where pupils persistently carry out bullying behaviour despite all the above then the school will exclude either on a fixed term or permanent basis.

The 'victim' of the bullying will also need careful monitoring by staff. It may be that the class teacher and teaching assistants will be able to provide the reassurance and support the child needs but if necessary, the Wellbeing Coach may need to provide additional support. This could take the form of small group or individual work.

11. Risk assessments show a graduated approach to managing challenging behaviour.

Risk Assessments (Appendix 3) contain information about **proactive strategies** which are those strategies used within class as part of the daily routine and organisation, such as:

- Talking to a pupil in a calm and controlled manner, using his name first and a brief instruction.
- 'First....then.' (using symbols).
- Having favoured choice activities available in class.
- If a pupil appears upset, talking calmly to him/her, repeating what is happening now and what he/she will be able to do next.
- Having a member of staff assigned to the pupil.
- Organisation of the classroom, e.g. distracting toys not accessible, positioning of pupils in class.
- Advance warning of change of activity, e.g. count down; use of timer / music.
- Staff modelling appropriate behaviour.
- Praise for appropriate behaviour.
- Use of pupil's strengths and interests.
- Any person who comes into contact with a pupil, e.g. supply staff, is informed of what can happen and what strategies are in place to de-escalate situations to may occur.

Active Strategies are those which are used when a pupil is displaying signs of challenging behaviour and consists of strategies used to defuse or de-escalate situations:

- Be aware of any warning signs that inappropriate behaviour may occur.
- Divert and distract by adding another activity or topic.
- Display calm body language.
- Talk low, slow and quietly.
- Use appropriate humour.
- Continue to remind of appropriate behaviour.
- Offer alternatives and options.
- Offer clear choices.
- Give clear directions for pupils to stop.
- Remind pupils about rules and likely outcomes.
- Set clear enforcement limits.
- Catch pupils being good and praise.

- Calmly and quietly repeat instructions.
- 'First....then....' (using symbols) – first do required activity, and then receive favoured activity as reward.
- Remove pupil away from trigger and remove trigger.
- Remove an audience or take vulnerable pupils to a safer place.
- Use safe defensive measures, guiding the pupil away is he is trying to make physical contact.
- Ensure that colleagues know what is happening and get help.

A well-chosen word can sometimes avert an escalating crisis. When pupils are becoming angry, there is no point in getting into an argument. Telling people to calm down can actually cause more anxiety. Pointing out what the pupil has done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

12. Reactive Interventions are the strategies that will be used if a pupil's behaviour escalates into a crisis situation, and could include the following:

- Make the environment safe.
- Move furniture.
- Remove objects that can be used as weapons.
- Guide assertively – hold or restrain if absolutely necessary.
- Change member of staff as needed.
- Planned ignoring.
- In a firm tone, repeat instructions.
- Inform pupils of consequences of his actions.
- Remove pupils to a safe area.
- Offer choices.
- Allow pupil time and space to:-
 - Process information and respond
 - Physically recover
 - Talk about the incident

The physical interventions that may be used with an individual pupil are listed within the Risk Assessments.

Risk Assessments are discussed with parents / carers and some strategies may require parental/carer support, e.g. pupil being told that his/her parents will be called to take him/ her home once his/her behaviour reaches an agreed level. Where a pupil's behaviour is considered to be unduly disruptive to others or causing distress to the pupil themselves, regular withdrawal or time out may be negotiated.

13. School Exclusions

The Headteacher will follow the DfE's set procedures in any instance of exclusion. The local academy committee will be kept fully informed of any fixed-term exclusions.

In response to Covid-19 our school is following the latest Government Guidance on Exclusions as set out in the document:

Changes to the school exclusion process during the Corona Virus(Covid-19):

<https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusion-process-during-the-coronavirus-outbreak>

14. The Restrictive Physical Management of pupils

The school ensures that the appropriate departments within Children's Services, parents/carers and potential pupils are made aware of the school's policy on the restrictive physical management of pupils. This is discussed with parents/carers and potential pupils at interview where the reasons for and the methods used to physically manage behaviour should be demonstrated. This should ensure that all concerned have a clear understanding of the school's

approaches and should the physical management of a pupil be required, or if a child witnesses the restrictive physical management of another pupil, then the method used should not come as a shock to him/her.

The school recognises that despite its philosophy, ethos, expertise and experience, a pupil may on occasions be unable to control his/her own actions to such an extent that his/her behaviour meets the agreed criteria for the set procedures for a restrictive physical intervention to be implemented.

The use of restrictive physical interventions must take account of the pupil's own best interests, sensitivities and sensibilities, his/her own likely perceptions of situations, his/her emotional state and levels of understanding. Restrictive physical intervention should never be used as a punishment and must only be used in line with agreed criteria and procedures.

“Restrictive Physical Intervention” is defined, in accordance with Section 550A of the Education Act 1996 as the application by a member of staff of a school of some degree of reasonable force in relation to a pupil for the purpose of preventing him/her from doing any of the following:

- Committing an offence.
- Causing personal injury to or damage to the property of, any person (including the pupil himself / herself).

The school recognises that the use of force is only lawful if the circumstances of the particular incident warrant it. Further, it recognises that the degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Clearly, it is important that when staff are dealing with potentially dangerous situations involving especially difficult pupils, they should be mindful of their own safety and that of all the pupils for whom they are responsible.

Normally, only those members of staff who have been trained in the use of agreed techniques, i.e. ‘Team Teach’ or ‘Approach Training’ will carry out the restrictive physical management of pupils. The school ensures that it has access to qualified trainers and that regular training sessions are provided. In addition, any techniques used should be in line with information contained in the pupil's Individual Learning Plan. Also, the school endeavours to train identified staff to the appropriate level as soon as it reasonably can. Any member of staff who has not had the updated training is advised not to use restrictive physical intervention unsupported by a trained member of staff. However, there may be the necessity for any untrained member of staff to intervene on their own if there is a serious health and safety risk for the pupil him/herself, another young person or a member of staff involved.

A range of guides, escorts and restraints ranging from least intrusive to most intrusive

These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force. Restrictive physical intervention where 2 people are used will actually be deemed as a more restrictive hold. As the amount of restriction/number of people increases, so does the risk. Staff need to make a mental risk assessment based on the situation as to the level at which they are going to intervene and communicate with colleagues verbally and non-verbally as taught during the Team Teach and Approach Training.

Increase in Level of Intrusion ↓	<u>1 Person Standing / Walking</u> Friendly Hold Single Elbow Figure of Four Wrap Double Elbow		Associated increase in Level of Risk ↓
	<u>2 Person Standing / Walking</u> Friendly Hold Single Elbow Figure of Four Double Elbow	<u>1 Person to Chairs</u> Friendly Hold Single Elbow Figure of Four Wrap Double Elbow	

<u>2 Person to Chairs</u> Friendly Hold Single Elbow Figure of Four Double Elbow
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The training of staff dealing with behaviour management will be in line with the recommendations of Team Teach and Approach Training and include:

- Building and maintaining good relationships
- Managing good behaviour through the interpretation of verbal and nonverbal cues, conflict management techniques.
- The use of physical intervention.

Before using restrictive physical intervention, the following key points should be considered in relation to any given situation:

- It is essential that the use of restrictive physical intervention is not seen as an easy option. Every effort must be made to look for effective ways of working with pupils which do not involve using them. Pupils' Risk Assessments should set out clear strategies which should be followed:
- The circumstances in which the use of force is appropriate can include those where it is imperative that pupils comply with instructions for example to stop hitting another pupil or damaging property, or not leaving the room when repeatedly asked to do so and if there is a risk of injury to the pupil.
- In the overwhelming majority of cases, staff should first give pupils a warning, a clear direction and the opportunity to comply. The issue is not about whether staff can ever enforce compliance but rather in which circumstances it would be reasonable to do so.
- In most cases, force will not be justified in order to obtain compliance because other strategies will work or the issue is not serious enough to demand it.
- In summary, any restrictive physical intervention needs to be reasonable, necessary and proportionate

Whilst the use of restrictive physical intervention is generally deemed to be the last resort, there are circumstances where this will not apply. Records of incidents involving particular pupils will sometimes show that there are set patterns to their behaviour which, if unchecked, will lead to it becoming dangerous to themselves or others. In these circumstances, it could be reasonable to exercise a mild degree of restrictive physical intervention at a relatively early stage. To ensure that this early intervention is only ever used when justified, records of incidents are regularly reviewed and used to inform the management strategies or the pupils concerned. Such a use of force may include staff physically preventing a young or an upset child from running out onto a busy road.

School, in line with the requirements, maintains a register of young people whose individual learning plans indicate that restrictive physical management may be used. This register is available for inspection by any regulatory body and can be scrutinised by governors at any time.

All incidents of restrictive physical intervention are recorded and monitored. The school keeps detailed, written reports of all incidents where any form of physical management is used. The LADO is responsible for investigating any safeguarding concerns relating to the use of restrictive physical intervention.

Restrictive Physical Intervention

Good relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the behaviour management strategies practised by staff. This ensures the wellbeing and safety of all pupils and staff in school. It is also acknowledged that, in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. This policy describes the acceptable physical interaction between staff and pupils on a daily basis.

Based on the principle of moving from least intrusive to more restrictive holding, interaction can be divided into three definable areas.

15. Physical contact

In school, physical interaction occurs frequently in a number of situations. Examples of this may be when a pupil is distressed, when supporting pupils to access the curriculum, or to assist with the personal care of pupils. In addition, staff will also use positive touch to comfort pupils and as part of PSHE curriculum in order to teach them more appropriate ways of seeking attention. Where possible, staff will use 'help hugs' and the 'friendly hold'.

16. Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example, guiding or leading a pupil by the arm or shoulder with little or no force. The techniques implemented here will include 'turn, gather, guide' and the 'friendly' or 'small child hold'. The important factor within these situations is the compliance of the pupil.

Restrictive Physical Intervention

The 'Use of Reasonable Force – Guidance Advice for Head teachers, staff and Governing Bodies (DfE July 2013), stipulates that schools can use reasonable force to:

- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outburst.

This guidance states that all members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Heads of School has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Central to this policy is the understanding that any restrictive physical intervention used by staff must be in accord with the idea of "reasonable force" and used only as a last resort once all other strategies have been exhausted. There is no legal definition of reasonable force. The use of force can be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent. Reasonable force will only be used as a last resort when all other behaviour management strategies have failed, or when pupils, staff or property are at risk. Restrictive physical intervention is not an isolated technique and needs to be set in the context of classroom organisation and behaviour management strategies. Other methods can be used in 95% of situations and there will be no need for restrictive physical intervention.

Individual members of staff cannot be required or directed to use restrictive physical intervention, but all teaching and non-teaching staff have a 'duty of care' towards the pupils, so the failure to intervene in the above circumstances could be viewed as negligence.

The use of restrictive physical intervention can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for restrictive physical intervention. In most situations, only those members of staff who are Team Teach or Approach trained will carry out restrictive physical interventions, unless there is no trained staff available and immediate intervention is required due to a recognised risk to the pupil, their peers or a member of staff.

17. Emergency Interventions

Emergency interventions will involve staff employing, where necessary, one of a combination of the strategies mentioned above in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response, e.g. a child running onto a road.

18. Planned Intervention

Planned intervention involve staff employing, where necessary, one of a combination of the strategies mentioned above as an agreed response to an identified behaviour. This will be documented in the pupil's Risk Assessment

and will be reviewed regularly. The Risk Assessment will be discussed with parents/carers and they will be asked to sign the Risk Assessment if they are in agreement. The Risk Assessment will list the accepted escorts or holds to be used in addition to the proactive, active and reactive interventions that may be used at first to defuse or de-escalate the situation.

Help Protocols

The expectation at school is that staff should support one another. This means that staff offer help and accept it, as needed. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Help scripts are in place so that there is no confusion when help is offered and accepted.

Offer: "Help is available"

Response: "You can help by"

Offer: "More help is available!"

Response: "What do you suggest?"

19. Staff Training/Authorisation of Staff

Continuous professional development in the pro-active management of dysregulated behaviour is offered to all staff on a continuous basis. School will always work towards a reduction in the use of restrictive physical management, keeping up to date with the newest pedagogical research.

Staff will be authorised to use restrictive physical interventions when they have been fully trained and have valid certification in the Team Teach approach. The school provides training for all authorised staff and the Headteacher retains a list of all those staff trained and authorised. The list is reviewed on an annual basis (or more frequently if the context requires it).

Authorisation is not given to volunteers, students, supply staff or parents/carers. Support services will have their own policies for handling pupils, but they need to be aware of school policy and practice while working within school.

Training in the use of restrictive physical interventions will be made available for staff as part of an on-going programme of Team Teach and Approach Training. This training will include sections on the current legal framework, background, theory and rationale behind the Team Teach and Approach Training philosophy, as well as an understanding of personal space, body language and personal safety, before any physical techniques are taught. Refresher training will be provided for staff as needed.

Team Teach and Approach Training techniques seek to avoid injury to the pupils but it is possible that bruising or scratching may occur accidentally. These are not to be seen necessarily as a failure of professional technique, but as a regrettable and infrequent side effect of ensuring that the pupil remains safe.

20. Post Physical Intervention Procedures

As soon as is reasonably possible after an incident, staff need to complete a record of the incident with the 'Bound Book' held securely and confidentially in the Headteacher office. A named governor will also support this process by undertaking regular audits of incidents and feeding back findings to the Headteacher and Local Academy Committee.

When both the staff member and the pupil are calm, they can discuss the incident and future strategies, where appropriate. It may be decided that the pupil's risk assessment needs to be reviewed to cover additional behaviours or to include alternative strategies.

When a restrictive physical intervention has been used, it must be reported to the pupil's parents/carers. Where possible, parents/carers should be contacted by telephone as soon as possible after the incident.

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of the Risk Assessment.
- Child Protection Procedure.
- Staff or Pupil Disciplinary Procedure.

- Exclusions Procedure.

The member of staff will be kept informed of any action taken. In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association / union.

21. Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

22. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

23. Complaints

The availability of a clear policy about reasonable force and early involvement of parents/carers should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be investigated through the school's complaints policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

24. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Heads of School will discipline the pupil in accordance with this policy. Please refer to our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse. The Heads of School will also consider the pastoral needs of staff accused of misconduct.

25. Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate. Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Note

IF AT ANY TIME A PUPIL COMPLAINS OF AN INJURY, OR THE USE OF UNREASONABLE FORCE AS A RESULT OF PHYSICAL MANAGEMENT BY STAFF, THE SCHOOL CHILD PROTECTION PROCEDURES MUST BE FOLLOWED.

Evaluation

This policy shall be reviewed annually and revised in accordance with changing need and local/national initiatives.

Other Policies

This policy should be used in conjunction with other policies in school, including (but not only):

- Child Protection and Safeguarding policy

- Anti-Bullying Policy
- Online Safety Policy
- SEND Policy and Information Report
- Health and Safety Policy