THIS POLICY COMPLIES WITH SECTION 89 OF THE EDUCATION AND INSPECTIONS ACT 2006.

1.1 This policy complements, supports and cross referenced with:

- Safeguarding policy
- Intimate care policy
- Anti Bullying Policy
- CIT Suspensions and Exclusion Policy

1.2 Children's Act 1989

Every child has a right:

- To an education
- To life
- To be cared for in a way which is best for each child
- To be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.
- To be protected from violence, abuse and neglect, and governments should protect them.
- To be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously
- To think and believe what they want, and to practise their religion

1.2 Rationale

All staff have an essential role to play in providing a good example to our pupils. Positive relationships between adults and pupils will highlight the importance of MUTUAL respect, personal values and the necessity to work hard, listen and be receptive for learning.

The success of our efforts will depend to a large extent on our ability to foster a school community, which promotes self-esteem, encourages self-discipline/self-regulation and hence the personal desire to adhere to the school's high standards of work and behaviour.

- To create an environment that allows our school community to have appropriate, positive and healthy relationships.
- To provide a culture of personal growth and resilience in an emotionally safe environment.
- To empower staff and pupils to be responsible citizens in school and within the community.

- To teach our school community how to have positive interactions and relationships

- To support staff and pupils to understand the impact of actions and choices.
- To support our school community to demonstrate our school values every day

2. CORE PRINCIPLES

2.1 Corporal punishment
After A ruling in the court of European Rights, corporal punishment is banned in all state school in the Education (No 2) Act 1986. Regardless of the legal requirements, corporal punishment is fundamentally inconsistent with the school ethos, which lays emphasis upon the care and respect due to any child particularly those with special educational needs.

2.2 Behaviour is communication:
It is our belief that children and young people behave in response to a need not being met. In addition, when pupils struggle to communicate their wants and needs this can also present with unexpected behaviours.

2.3. Consistent use of language:
When discussing behaviours, we aim to avoid shameful and judgemental language such as naughty, difficult or conscious choice etc. Instead, we use language that recognises that the behaviour is difficult for the people and environment around the behaviour. As a result, we aim to use language such as behaviours that challenge/unexpected behaviours.

In addition, we know that pupils can often present with behaviours that may be described as 'attention seeking' however our belief is that pupils are demonstrating care seeking or attachment seeking behaviours which more clearly identifies the root cause of a behaviour.

2.4 Adult behaviours:
We expect all staff to adhere to the staff code of conduct policy.
We ensure all our staff use relational practice to best support all pupils. We understand that relationships are powerful, and they are central to the learning process creating optimal conditions for learning. Trusting relationships encourage health attachments which are built in safe environment. When trusting relationships are built, they provide a safe environment were risk taking learning can be fostered as well as exploration to drive learning. Research states that when pupils feel safe and supported thy are more likely to perform better socially, emotionally and academically. To ensure a relational approach in line with our school values we ensure all staff listen with purpose, understand and respond to behaviour in a developmentally friendly and holistic way, show unconditional positive regard, embrace kindness, open-mindedness, perseverance and empathy. As staff we model the behaviour we wish to see from others as well as ensuring we are emotionally available as adults to best support the pupils.

2.4 Emotion Coaching:
In our school, we ensure staff use emotion coaching when supporting pupils (Appendix 4). Childhood is a time when we learn about what emotions are, how they make us and others feel, how to express them and what to do when emotions/feeling are overwhelming or unpleasant.

We are committed to using educational practices to best support relationships with all which we refer to as the C.A.R.E.

C – Connect
A – Accept

R – Reflect and limit set
E – End and problem solve

2.5 The Six Principles of Nurture

Research practices showed that a nurturing approach helps pupils develop vital social skills, confidence and self-esteem, ensuring they can learn. It encourages pupils to take pride in achieving – addressing the social and emotional needs that can hamper learning (www.nurtureuk.org).

The six principles of nurture support all children to be able to learn and enable staff to identify, understand and address pupils' social, emotional and mental health needs. A nurturing approach helps to develop behaviour as well as ensuing regulated classroom and school environments to best meet the pupil's needs. We ensure we use the six principles of nurture to best support our pupils to make effective progress both socially, emotionally as well and academically to ensure all are prepared for life after school.

Safety: The classroom offers a safe base
Wellbeing: The importance of nurture for the development of wellbeing
Language: Language is a vital means of communication

Transitions: The importance of transitions in children's lives
Learning: Children's learning is understood developmentally
Behaviour: All behaviour is communication

3. LEARNING ENVIRONMENT

3.1 As a school we truly believe how impactful learning environments can be to ensure the best possible learning opportunities for all pupils. As a school team we ensure that environments are fit for purpose and reflect a calm and regulated space to meet all our pupils needs. A safe and purposeful learning environment supports the progress that our pupils make as well as given them an immersive learning opportunity.

4. INTRINSIC AND EXTRINSIC MOTIVATION

As a school we are committed to personalising the experience for each child therefore consciously choose to not have a standard rewards policy as the pupils in our school all respond to motivators in different ways. For us the focus is on teaching positive responses, and this can only be done on an individual basis.

4.1 Each class teacher takes ownership of their class reward system, and this varies class to class. As a school we offer daily reward systems such as coin systems, individual reward charts, dojo points, golden time using facilities and resources within school and star of the day. In addition to this, we encourage a weekly reward system to celebrate success, we use star of the week which is presented in classes (where appropriate) during the weekly assembly.

5. SETTING EXPECTATIONS AND BOUNDARIES

The staff work within a framework of gradual and graded responses to reduce the probability of challenging behaviour escalating. We work on the premise of preventative measures, diffusion and de-escalation (which should make up more than 95% of our responses). "Good order is unlikely to be achieved unless there is an established framework of general routines and individual boundaries of behaviour are well defined. Children need to be aware of what is expected of them." (Children's Act)

Each phase may also be organised in order to promote and encourage positive behaviour dependent on individuals or groups of pupils. For example, utilising the TEACCH method of 'first, then'.

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As a school we recognise that every child is unique and therefore although we have a shared ethos, beliefs and values each pupil will be rewarded according to the age, stage and need which is reflected in their EHCP and pupil support plans.

We are clear on our expectations around school and in each class, there is visual representation as to what is expected, this can be in the form of a collective set of class expectations or in the form of visual symbols depending on the needs of the pupils. Staff encourage and role model positive interactions at all times.

6. PLANNING FOR BEHAVIOUR

All of our pupils whom present behaviours that challenge have individual support plans, risk assessments and behaviour support plans.

7. RESPONDING TO BEHAVIOURS THAT CHALLENGE

7.1 Graduated approach

Our principles regarding responding to behaviours that challenge is to provide consequences that link directly to the behaviour and the time of the incident rather than punitive sanctions

We have a graduated approach to behaviours that challenge to ensure that staff who work directly with pupils are empowered to be best placed to respond to specific behaviours.

Level 1. Low level disruption and disengagement

Examples include but not limited to: Refusal to follow staff instructions, disruption to others learning, misusing equipment, absenting

Level 1 behaviours that are presented in school are supported by the class team. These adults are emotionally available and are adults that are key adults to the children in their class. Adults ensure that they use de-escalation techniques to best support the child. This could be through calm talking, emotion coaching, distraction techniques or a change in environment to best support them to be in the window of tolerance to ensure they can refocus and engage back in learning.

Level 2: Destructive behaviours (human and environmental)

Examples include but not limited to: Causing significant disruption to learning, screaming/shouting, child on child abuse (bullying), trying to cause damage to property/equipment, verbally targeting peers or staff.

Level 2 behaviours that are presented in school can be a form of communicating defensive behaviours to the challenge or expectations given by adults. Staff teams will ensure to use a variety of de-escalation techniques to best support the child this could be offering a change in environment or workspace, supportive touch, emotion coaching, change in adult (from their class or other neighbouring classes) or distraction techniques. This gives the child opportunities to self or co-regulate with a trusted adult to ensure they are regulated to return to learning.

Level 3: Dangerous behaviour

Examples include but not limited to: Intent to physically assault adults, intent to physically assault pupils, damage to property, self-Harming, severe disruption to behaviour which may escalate other pupils.

Level 3 dangerous behaviours that are presented in school may require the need for additional adults to provide support. Available staff as well as available leaders will respond to Level 3 behaviours to ensure the risk to other pupils, the pupil and staff is minimised. This could be through providing advice for the adults that are supporting the child, as a change of face to the situation to best support the pupil to co-regulate.

Examples of this could be a directed change to environment, change of face, distraction techniques, emotion coaching, or the use of friendly guides, Caring Cs in line with Team Teach processes.

Level 4: Crisis behaviour

Examples include but not limited to: Severe damage to property that poses risk on others, severe and immediate risk of harm to themselves (hitting, biting and hair pulling, headbutting), severe and immediate risk of harm to others (hitting, kicking headbutting, spitting, biting, pinching).

When Level 4 Crisis Behaviours are presented in a school a member (or members) of the leadership team will ensure they respond as soon as possible to best support the pupil, other pupils and staff. The priority when dealing with a child in crisis is to get them into an emotionally safe place so that they are able to understand the consequence of the behaviour exhibited. In some cases, pupils will have an unfulfilled sensory need, and a consequence may be to provide sensory input. Staff supporting crisis behaviours will always ensure they have exhausted all de-escalation techniques prior to using physical intervention. Physical intervention should only be used when there is no realistic alternative and for the shortest amount of time possible. Staff are to think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk.

Any response to crisis behaviour should be **reasonable, proportionate and necessary**.

7.2 On call support:

We have a radio on call system which allows a member of the leadership team to be available for urgent support. The role of urgent support is to defuse and de-escalate the situation and to allow the rest of the class to continue to be taught without disruption, in some cases this may mean supporting the pupil to leave the space to help them to regulate using strategies that work for them. In extreme situations a decision may be made in the best interest of all pupils to evacuate the pupils within the space.

7.3 Root cause analysis:

With any behaviour it is imperative to work to identify the root cause of a behaviour. Using a range of root cause analysis tools to hypothesis and rule out triggers is essential to address long lasting progress. It is important to check the following possible root causes:

- Unmet physical need e.g. hungry, thirsty, in pain, tired etc
- Potential risk of harm/abuse.
- Unmet sensory need
- Lack of functional form of communication leading to frustration
- Hormonal/chemical imbalance e.g. puberty or incorrect dosage of medication.
- Mental health need
- Trauma response

7.4 Consequences:

Our principles regarding responding to behaviours that challenge is to provide consequences that link directly to the behaviour and the time of the incident rather than punitive sanctions. We have a graduated approach to behaviours that challenge to ensure that staff who work directly with pupils are empowered to be best

placed to respond to specific behaviours. All behaviours and intervention should be logged accurately on CPOMS system.

	Description	Significant developmental delay	Moderate development delay	Pre-verbal pupils
Absconding	Intentionally leaving a supervised area or school premises without permission, posing a risk to their safety and well-being.	Implement clear physical boundaries (e.g., gates, barriers), structured routines and consistent supervision. Use visual schedules and a familiar staff member to support transitions.	Use calm redirection, visual cues, and structured transitions to reduce anxiety. Establish clear boundaries and a safe space the pupil can go to when overwhelmed. Ensure all key fob doors are secured at all times.	Use PECS, Makaton, or gestures to reinforce "Stay here" or "Come back." Provide structured physical boundaries (e.g., gates, safe play areas), with staff supervision.
Absenting	Not present in their expected location within the school but remains on-site.	Use gentle guidance and hand-over-hand support if needed. Offer a preferred activity or safe space as a stepping stone to re-engagement.	Use gentle encouragement, visual timetables, and a key adult to help the pupil re-engage with their routine. Reminders of incentives for returning to class.	Use simple visual prompts (e.g., "Time for class" symbol). A transition buddy or preferred object can encourage return.
Biting	Use teeth to latch on to others and potentially breaking the skin	'Stop!', 'No biting'. Don't pull away, gently push the teeth into the skin and then encourage release verbally or physically. Provide social stories		
Child on child abuse	Any form of physical, emotional, sexual, or online harm inflicted by one pupil onto another over a sustained period of time.	Focus on teaching appropriate interactions through simple, repetitive modelling and structured social practice (e.g. turn-taking games, hand-over-hand prompts).	Educate the pupil on appropriate social interactions through role-play and social stories. Provide clear but compassionate consequences and restorative conversations.	Use visual modelling to teach appropriate interactions. Introduce emotion cards or communication devices for expressing frustration.
Damage to property	Intentionally or recklessly causes harm to school property, belongings, or the environment, affecting the learning space.	Provide sensory alternatives (e.g., soft play, stress balls) to redirect destructive behaviours. Use clear, simple instructions and reinforce calm behaviour with positive reinforcement.	Where appropriate, the pupil will contribute to the reparation of the damage or complete another task to nullify the extra workload placed on the site team.	Use visual emotion cards and alternative communication (e.g., "I need a break" button) to express frustration safely.

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Discriminatory behaviour	Actions, language, or attitudes that target an individual based on protected characteristics (outlined in the school behaviour policy)	Simplify expectations using visuals and modelling appropriate behaviour. Teach key phrases such as "kind words" and use consistent reinforcement.	Pupils will complete a discrimination-based reflection, allowing staff to coach pupils through the impact of their behaviour and understanding of what to do next time.	Use symbol cards or Makaton to reinforce positive interactions (e.g., "Kind hands, kind words"). Model inclusive behaviour.
Extremist ideas	Rigid, intolerant beliefs that reject diversity and may promote discrimination, exclusion or violence against others based on race, religion, gender, politics, or ideology.	Use clear visual supports and structured social learning to reinforce appropriate interactions, alongside simple, concrete explanations. Redirect through positive reinforcement and close collaboration with parents ensures consistent messaging and prevents misunderstandings.	Discussion will teach fairness and respect, while gently challenging inappropriate language using real-world examples relational to the pupil. Encouraging empathy to help pupils understand the importance of inclusion; while monitoring external influences ensures they receive positive guidance. Ensure that safeguarding procedures are followed in line with Prevent risk assessment.	Visual symbols, Makaton and peer modelling can demonstrate inclusive behaviour, while structured social play encourages non-verbal communication of kindness. Sensory-based learning, such as picture books and tactile objects introduces different cultures and ideas in a positive way, while careful monitoring of external influences, ensures they are not exposed to harmful messages they cannot yet process.
Friendship relationship issues	Conflicts/break down in peer relationships that impact a pupil's emotional well-being and social development.	Support through structured play with adult facilitation. Use consistent peer groupings and visual prompts to reinforce positive interactions.	Facilitate a restorative opportunity when all parties involved are regulated and prepared to engage. Reinforce positive behaviours through praise and incentives.	Use PECS or emotion symbols to express feelings about friendships. Model social engagement using guided play.
Low level in class	Displaying minimal engagement, effort, or disruptive behaviour that affects their own and others' learning in the classroom.	Adapt tasks with short, engaging activities, tactile materials, and frequent breaks. Use one-step instructions and consistent routines.	Provide clear, simple instructions and break tasks into smaller steps. Use visual supports and movement breaks to maintain engagement. Tailor learning to the interests of the pupil whenever possible.	Use symbol-supported instruction. Incorporate interactive, hands-on learning (e.g., matching, pointing, hands-on tasks).
Low level in school	Misbehaviour that disrupts the calm running of the school but does not pose risk.	Maintain predictable routines and use visual reminders for expectations. Offer calming strategies like	Address behaviour with gentle redirection and clear expectations. Provide structured routines and offer	Use visual reinforcement (e.g., First-Then boards, emotion cards) and offer motivating, hands-on activities.

		fidget toys or sensory rooms.	choices to increase engagement.	
Low level in community	Pupil's behaviour outside of school does not align with expected conduct, potentially impacting their safety or reputation.	Provide high supervision and structured activities with clear visual cues. Use social stories and incentives for positive behaviour.	Prepare the pupil for outings in advance, using visual timetables, social stories, and clear behaviour expectations. Allow processing time and then support reflection.	Use portable communication aids (e.g., simple PECs book, key Makaton signs) to help navigate situations.
Physical aggression	Any unwanted threat of, or actual physical contact (e.g., hitting, pushing) directed at peers or staff.	Ensure safety of the pupil, other pupils and staff members. Provide sensory regulation strategies. Identify root cause and put preventative measure in place.	Ensure the safety of the pupil, other pupils and staff members. Identify triggers and use de-escalation techniques. Model appropriate responses.	Use alternative communication strategies (e.g., "I need a break" cards, AAC devices) to prevent frustration-based aggression.
Prohibited items	Objects not allowed in school (e.g., vapes, sharp items) that pose a safety risk.	Offer alternative items (e.g. sensory chew toys). Use consistent reinforcement of rules with visuals. Where necessary, staff complete possessions check in line with the screening and searching policy.	Remove item. Reinforce school rules, using understandable language. Where necessary, staff complete possessions check in line with the screening and searching policy.	Use visual symbols to show "Not allowed" and offer structured choices for acceptable alternatives. Where necessary, staff are able to complete possessions check in line with the screening and searching policy.
Spitting	When a pupil ejects saliva forcibly from one's mouth.	'Stop!', 'No Spitting'. Spit guards may be used if needed and appropriate to use. Offer change of face, additional supports from other adults, additional break away for hygiene purposes.		
Sexualised behaviour (self-soothing, self-stimulating, masturbating)	When a pupil is displaying inappropriate touching (with or without intent) or grabbing of genitals including exposure or nudity.	Support alternative communication methods like symbols, Makaton or gesture-based cues. Offer alternative space to provide dignity for all.	Acknowledge behaviour being presented. Use de-escalation techniques and re-enforce clear expectations and provide alternative space.	Support alternative communication methods like symbols, Makaton or gesture-based cues. Offer alternative space to provide dignity for all.
Verbal threat	When a pupil makes intimidating or harmful statements towards others, causing distress or concern for safety.	Support alternative communication methods like symbols, Makaton, or gesture-based cues. Model calm responses and redirect emotions through sensory or communication tools.	Acknowledge feelings and teach appropriate ways to express frustration and other similar emotions. Offer the pupil alternative phrases and model respectful communication.	Use emotion visuals or AAC devices to help express feelings in a safe, structured way.

8. DUTY OF CARE

8.1 Power to search pupils without consent
In addition to the general power to use reasonable force, Headteachers and authorised staff can use such force as is reasonable to the given circumstances to conduct a search for the following 'prohibited items':
- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and vaping products
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

9. RESTRICTIVE INTERVENTIONS

9.1 Definition: Planned or reactive acts on the part of other person(s) that restrict an individual's movement, liberty and/or freedom to act independently in order to: take immediate control of a dangerous situation where there is a real possibility of harm to the person or others if no action is undertaken, end or reduce significantly the danger to the person or others, contain or limit the person's freedom.

There are 5 categories of restrictive intervention:

- Mechanical
- Chemical
- Physical
- Seclusion
- Segregation

9.2 Mechanical: is the enforced use of mechanical aids. This would be advised by Occupational therapists, physiotherapist or Educational Psychologists. If the person is over 16 years old, any decision to use protective items will need to be made in accordance with the Mental Capacity Act and a DOLs (Deprivation of Liberty) assessment complete.

Examples of mechanical aids include:
- Specialist equipment: e.g. Hard rock chairs, wheelchairs, corner chairs, standing and walking frames).
- Harnesses: A chest harness uses straps around the chest, and sometimes shoulders, to stabilise the upper torso. A full harness still supports the upper torso but has additional straps around the hips/groin to help stabilise the pelvis too. In addition, foot straps maybe required to support pupils to keep their feet in a stable position.
- Wrist straps.
- Lap belts: 2-point (attaches to the chair in two locations) or a 4-point belt (attaches in four locations)
- Medical hand Mit's.

Any incident recorded as mechanical restraint must meet all the criteria for a restrictive intervention.

9.3 Chemical:

Definition: the use of medication which is prescribed and administered for the purpose of controlling or subduing violent behaviour, where it is not prescribed for the treatment of a formally identified physical or mental illness.

Psychoactive or psychotropic substance, is a chemical substance that alters brain function, resulting in temporary changes in perception, mood, consciousness and behaviour. School will not administer any of these substances without written guidance from a health professional. Should written guidance be provided this will be administered in line with school administration of medication procedures.

Examples of substances that are more typically administered within schools include but are not limited to Methlphenedate (ADHD medication) Risperidone (treats mental health conditions schizophrenia, bipolar disorder and some symptoms of autism).

9.4 Seclusion:

Definition: Where a person is forced to spend time alone against their will.

Individuals requiring seclusion should be cared for in services who have legal statutory powers to use the technique such as secure accommodation, prisons or health care settings with the power to detain people under the Mental Health Act (1983), subject to a Deprivation of Liberty authorisation or Court of Protection order under the Mental Capacity Act (2005). Any use of seclusion is likely to contravene Article 5 of the Human Rights Act: The right to liberty and security and its use in any setting should be questioned.

There are two-man types of seclusion:

➢ Containment – placing a person in a room alone preventing them from harming others in a time of crisis. As above, this approach also sees seclusion as leading to a beneficial therapeutic change in the individual.
➢ Punishment – seclusion is an intentional aversive intervention; the intention is to withdraw the individual from all positive experiences

As a school, we believe that secluding a child in a room so that they are unable to get out, goes against the child's human rights. In situations where a child is in crisis a pupil should be safely supported using physical restraint to keep the child and others safe if all other de-escalation techniques have been tried.

Staff should not lock a door to prevent a child leaving a space or hold a door shut preventing a child to leave. In the event that all other behaviour strategies have been exhausted a professionals meeting lead by the Head teacher should be held to discuss what options are available and if seclusion were to be considered as an option, legal advice would be needed prior to exploring this option.

If a member of staff attempts to do this, colleagues should professionally challenge this and ensure that this is reported to the Head teacher as laid out in the safeguarding policy under the allegations against staff section of the policy.

9.4.1 Regulation rooms:
When a pupil requires a different space to regulate, adults will support and direct pupils to a regulation room where pupils can self-regulate with their specific regulation strategies. Within our school expectations, pupils are encouraged to use the regulation room independently as part of their own self-regulation strategies however, this needs to be monitored to ensure that it is being used for the correct reasons and is not overused. In certain cases, adults will support the pupil through co regulation which may include (but is not limited to) help hug, sensory integration, personalise the space, distract and re-engage with positive behaviours.

9.5 Physical

Definition: any direct physical contact where the intention of the person intervening is to prevent, restrict, or subdue movement of the body, or part of the body of another person.

The term 'positive handling' includes a wide range of supportive strategies for managing challenging behaviour. A clear and consistent positive handling policy supports all pupils with an ethos of mutual respect, care and safety.

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Staff have a duty to intervene in order to prevent pupils from hurting themselves or others, damaging property, or in order to maintain good order. Furthermore, the school takes seriously its duty of care to pupils, employees and visitors to the school.

We pride ourselves on providing a safe learning environment for our pupils. In order to achieve this, there may be times when pupils need additional support to regulate their behaviour – including the use of a positive physical intervention to promote the safety of the child and the school environment.

9.5.1 Team Teach
The vast majority of staff are trained in Team Teach. The Team Teach approach is 95% de-escalation and 5% positive physical intervention. Team Teach is an approach to positive handling, which is accredited nationally by BILD (The British Institute of Learning Disabilities) in conjunction with ICM (Institute for Conflict Management). Staff are trained by qualified instructors over a 2-day (12 hour) course.

9.5.2 Physical Intervention
The use of physical intervention is clearly sanctioned in certain circumstances by Section 550A of the Education Act 1996: The use of force to Control and Restrain Pupils. Circular 10/98 also provides guidance.

All parents/carers of prospective pupils will be made aware of this policy before their children are admitted to the school and are required to sign the Home-School agreement which includes a reference to the use of positive handling.

Physical intervention should only be used when there is no realistic alternative and for the shortest amount of time possible. Staff are to think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. Any response to challenging behaviour should be reasonable, proportionate and necessary. Physical intervention must only be in accordance with the following:

- The member of staff should have good grounds for believing the child is in immediate danger of harming themselves or another person, in danger of seriously damaging property or not maintaining good order or discipline.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure a minimum of two Team Teach trained members of staff present before applying the intervention. Other staff can act as assistants or witnesses.
- Once safe, the intervention should be relaxed to allow the child to regain self-control.
- Intervention should be an act of care and control, NOT punishment.
- Physical intervention should not be used purely to force compliance with staff instructions when there is no immediate danger to people and property.
- After the event, the intervention should be discussed with the child (where appropriate),
- Parents/carers should be informed at the earliest opportunity.

The following situations or the prevention of the following situations occurring are the only occasions when a positive physical intervention is permitted.

- Immediate danger to self
- Disruption to the environment
- Fighting
- Assault/Attempted Assault
- Disruption to class
- Potential damage to property
- Threat of absconding
- Immediate danger to peers/staff
- Threats verbal/physical

Members of staff must always carry out their own personal dynamic risk assessment before embarking on a physical intervention and should always seek the assistance of another Team Teach trained member of staff to support/assist them where possible.

9.5.3 Use of Reasonable Force

The DfE's non-statutory guidance document 'Use of Reasonable Force' (July 2013) includes advice for Headteachers, staff and governing bodies.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Every effort will be made to use the Team Teach approach towards Physical Management.
In the event that Team Teach strategies are not effective at promoting and ensuring safety, reasonable and proportionate approaches may be taken in line with the above DfE guidance.

Staff must:
- Be 'reasonable in the circumstances' – this means using no more force than is needed.
- Never use force as a punishment – it is always unlawful to use force as a punishment.

9.5.4 Recording/Reporting restrictive physical intervention (RPI)

Every incident of positive handling will be recorded by the staff involved using the designated handling form on CPOMs as soon as possible after the incident.

All staff involved, including those who did not positively handle the child, but may have witnessed the positive handling, must read and sign the report before leaving the school premises on that day. If staff leave school without signing the form, they will be expected to return to school to read and sign. Failure to complete a form/sign a form will be managed in line with our Disciplinary Policy.

Parents/carers must be notified on the same day, as soon as practicably possible. A record of this conversation is to be recorded on the form and signed by the staff member. Where a child has an allocated social worker, they are to be informed.

9.5.5 Post Incident

After any significant incident, a full debrief should take place so that learning can inform practice. Following an incident, it is the policy of the school to offer support to all involved. This is an opportunity for learning, and time needs to be given for following up incidents so that pupils and staff have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate another person's perspective.

9.5.6 Recovery:

Only when and if they are able to understand the consequence should this be instigated. Pupils should be provided with opportunities to express their feelings and have resources that support emotional literacy, this can be in the form zones of regulation or other communication methods.

9.5.7 Restorative Practice

Effective Restorative Practices foster awareness of how others have been affected by different types and levels of behaviour. Where appropriate, this is done by actively engaging pupils in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Restorative practice will be used to help pupils to understand how their actions may have made others feel. This is used daily by all staff to support post incident learning and at the heart of how we support and encourage positive behaviour.

Wherever possible we should try to work in the 'with box', offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations. Staff should always, within their professional conduct, be positive and respectful role models to our pupils.

When using the restorative approach in school, staff will use restorative questions such as:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen to make thing rights?

9.5.8 Monitoring
The behaviour lead will report weekly data and analysis to the SLT and the SLT will review incidents and implement further actions where appropriate. Handling data will also be shared with the Local School Board via the Headteacher as well as the Trust Board via the Director of Education.

10. FORMALISED CONSEQUENCES

10.1 Post incident learning: Where possible any post incident learning will take place as soon after the unexpected behaviour to ensure that learning is swift and relevant. In most cases this can take place in the school day, on individual occasions parents may be asked if pupils are able to remain at school after school hours to provide the post incident learning so that the next day the pupils is more likely to make more appropriate choices.

10.2 Suspensions:
In very extreme circumstances, where all other measures have failed, suspension from school may apply. The below information, which is highlighted, is taken directly from the DFE Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017.

Only the Head teacher can suspend a pupil, and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the head teacher's duty to notify parents, apply in all cases. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

The behaviour of a pupil outside school can be considered grounds for an exclusion.

The head teacher may withdraw an exclusion that has not been reviewed by the governing board.

Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

Where the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve

assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, St Christopher's school should consider requesting an early annual review or interim/emergency review.

'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

During the first five days of an exclusion, the child must not be in a public place during school hours without good reason. Parents could be liable for a Fixed Penalty Notice.

Whenever a head teacher suspends a pupil, they must, without delay, notify parents of the period of the exclusion and the reason(s) for it.

They must also, without delay, provide parents with the following information in writing:
The reason(s) for the exclusion (this should fall under the following categories:
  ➢ Physical assault against a pupil
  ➢ Physical assault against an adult
  ➢ Verbal abuse/threatening behaviour against a pupil
  ➢ Verbal abuse/threatening behaviour against an adult
  ➢ Racist Abuse
  ➢ Sexual Misconduct
  ➢ Drug/Alcohol related
  ➢ Damage
  ➢ Alcohol
  ➢ Theft

  ➢ Persistent Disruptive Behaviour
  ➢ Bullying

The period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent.

Parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this.

How any representations should be made; and where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

10.3 Permanent exclusion:
A decision to exclude a pupil permanently should only be taken:
  ➢ In response to a serious breach or persistent breaches of the school's behaviour policy; and
  ➢ Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

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Appendix 1: Sexualised behaviour provision map

The below provision map is used when a child is presenting with behaviours that put themselves or other at harm.

- **If at any point there is a safeguarding concern due to potential risk of sexual abuse then the usual safeguarding procedures will take place.**

- If it is believed that sexualised behaviours are due to an unmet sensory need then a sensory profile will be carried out.

- This provision map also recognises that intervention strategies need to consider the age and mental capacity of the pupil

- In some physical aggression is due to physical discomfort or frustration due to inability to communicate. SALT and health should be considered.

	Behaviour	Level of risk	Intervention strategies
5 Multi – professional intervention	- Sexually active and engaging in illegal and/or dangerous activities. - Inappropriate touch. - Inappropriate interactions with others. - Displaying adult themes or sexualised acts.	- Risk of pregnancy/STI's. - Risk of criminal prosecution. - Risk of sexual exploitation of self or others. - Risk of being groomed. - Risk of social exclusion.	- MACE - Operation insignia - Safety plan
4 Professional intervention	- Unhealthy relationships - Inappropriate use online - Sexualised language - Sexual fetishes - Sexualised ideology	- Risk of sexual exploitation/grooming. - Risk of criminal activity. - Risk of isolating self or others.	- CAMHs - Safety plan - Multi agency plan e.g. TAC/CIN - Parent learning -paceuk.info/for-parents/
3 Out of class intervention	- Unhealthy views of sex - Inappropriate access online - Not age-appropriate understanding.	- Risk of developing unrealistic expectations about relationships. - May try to mimic what they are seeing or hearing.	- Relationship and sex education groups - Eco mapping - Safety mapping
2 In class intervention	- Misconceptions - Interest in non-platonic relationships. - Inappropriate use of language - Sexually aroused in public places	- Pupils could cause offence or upset to others in words or action. - Could pass on incorrect information to others who may be more vulnerable.	- Parent contact - Social stories - Small group learning - Personal care plan
1 Universal offer	Age/need appropriate curiosity and interest	Pupil could share with others who are not ready to understand.	Age/need appropriate RSE curriculum

				• Parent advice and guidance

Appendix 2: Physical aggression to self and other provision map

Level	Behaviour	Level of risk	Adult response	Intervention strategies
5 lethal harm to self or others	• Using weapons • Absconding into danger. • Using fire with intent to harm	• Serious injury • Death	• Calm but assertive • Clear communication • Use familiar adult.	• Contact emergency services. • Restraint • Remove others. • Limit exit points
4 Harm to others	• Hitting/punching/slapping • Kicking • Biting • Throwing objects with intent to hit • Head butting others. • Pinching • Spitting	• Injury • Infection • Emotional distress • Isolation	• Remain calm and vigilant. • Limited language • Neutral expression • Caring response • Provide safe space. • Provide distraction/motivators	• Provide clear gestures/visuals. • Remove others. • Spit/bite guards • Cushion support • Shoulder guards • Remove objects/furniture. • Restraint
3 Harm to self	• Biting self • Head butting • Picking skin • Hitting self • Self-harm – range of methods • Making self-sick • Choking self	• Injury • Infection • Emotional distress • Isolation	• Remain calm and vigilant. • Limited language • Neutral expression • Caring response • Provide safe space. • Provide distraction/motivators	• Cushion support • Material wrap • Chew buddy or equivalent • Remove objects/furniture. • Provide items to break.
2	• Slamming doors • Setting fire alarm off • Throwing/spilling items • Breaking items	• Breaking property • Sensory overload • Trips/falls • Lack of equipment	• Remain calm and vigilant. • Limited language • Neutral expression	• Protect key locations e.g., fire alarm. • Remove objects/furniture that could be damaged.

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Harm to property and environment	• Damage displays • Damage people's belongings	• Poor environment	• Remind of consequence of action	• Redirect to safer area.
1 Making poor choices	• Not following instruction • Absenting • Disrupt learning. • Unkind behaviours	• Learning and progress • Lower level of supervision • Others wellbeing	• Remain calm and considered. • Identify underlying reason. • Provide processing time.	• Redirect to good choices. • Reminder of expectations • Provide time out. • Distraction techniques

Appendix 3: Sensory seeking behaviours

Category	Definition	Examples
Tactile defensiveness (hypersensitivity)	Tactile input is defined as information that we receive from skin receptors about touch, pressure, temperature, and pain.	• Becomes dysregulated, upset, or anxious with light and unexpected touch • Is bothered by certain textures of clothing, or the tag on clothing • Experiences difficulties walking barefoot on certain textures, like sand, grass, or carpet • Exhibits dysregulation when engaging in "messy play" and may demonstrate a need to always keep hands clean • Demonstrates difficulties with wet tactile mediums, such as soap, lotion, shampoo, etc.
Tactile Sensory Seeking	Tactile sensory seeking behaviors may occur for a child who is under responsive to touch and may exhibit a high threshold for registering a tactile sensation. These pupils may exhibit tactile seeking behaviours in order to register the tactile sense	• Demonstrates a need to touch and feel everything within their environment • Touches people or objects to the point of annoying others • Demonstrates a lack of awareness when their face is messy from food • Shows little to no reaction to stimuli that should be painful • Demonstrates a need to engage in messy or wet tactile play • Related Reading: How to Tame Your Sensory Seeker
Proprioception Seeking	Proprioceptive seeking behaviours consist of actions that a child may do in order to self-regulate or gain more information about their body position and can be related to a high threshold for proprioceptive input to register	• Pursues movement to the point where it interferes with function or their daily routine (fidgeting, rocking, not being able to sit still) • Becomes overly excited during movement tasks to the point that it interferes with function • Takes frequent movement or climbing risks that are unsafe • Falls down on purpose frequently for enjoyment or play • Seeks to crash into pillows, or roll on the floor • Prefers that their clothing is as tight as possible

		• Frequently hits, pushes, or bites other children
Proprioceptive Difficulties	Proprioceptive difficulties with grading movements is indicative of a child who has trouble with body awareness in being able to recruit the appropriate amount of force to accomplish a functional task.	• Demonstrates difficulty with being able to produce the appropriate amount of force for Legos, or connective toys • Demonstrates difficulties with being able to grade the appropriate amount of force for writing, coloring, and drawing activities (pushes too hard or too softly) • Breaks items frequently • Has difficulty handling delicate items • May have difficulty understanding and discriminating items that are light vs. items that are heavy
Auditory Defensiveness	Auditory defensiveness consists of a hypersensitivity to sound, and the child may demonstrate a low threshold for auditory input in order for the sensation to register	• Reacts strongly to unexpected or loud noises • May hold hands over ears to protect them from sounds • May have difficulties being productive with background noise present • May demonstrate difficulties with certain frequencies of sound (a person's voice, car sirens, certain musical pitches) • May avoid situations where there is an influx of loud sounds, such as a movie theatre, large crowds, fireworks, etc.
Auditory Hyposensitivity	Auditory hyposensitivity may be indicative of a child who may demonstrates a high threshold for sound in order for auditory input to register	• Does not respond to their name being called • Enjoys making sounds themselves • Needs verbal directions repeated frequently • Can be confused when localizing a sound • Turns up music, TV, or sound settings on a screen device to their max capacity
Olfactory Hypersensitivity	Olfactory hypersensitivity is indicative of a child who demonstrates a low threshold for smells and may demonstrate an over-responsiveness	• Refuses to eat certain foods because of their smell • May register a smell that is faint, or hard for others to pick up • Reacts negatively to smells that otherwise would not bother anyone else • May avoid going to a place, such as the Dentist, classroom, or a friend's house because of a smell
Olfactory Hyposensitivity	Olfactory hyposensitivity is indicative of a child who demonstrates a high threshold for smells and may demonstrate an under-responsiveness.	• Craves foods that have very strong smells • Does not register odors that would typically be considered unpleasant • Smells objects or people as a means of interacting with them • May have difficulty discriminating between different smells
Visual Hypersensitivity	Hypersensitivity to visual input is indicative of a child who demonstrates an over-responsiveness to visual input or may demonstrate a low threshold for visual input	• Sensitivity to bright lights • May retreat to darker settings in order to enjoy play • Avoids eye contact • Can be distracted by subtle visual details in a room (people moving, a clock ticking, certain colors within a room, events occurring outside a window, etc.)

Visual Hyposensitivity	Hyposensitivity to visual input is indicative of a child who demonstrates an under-responsiveness to visual input or may demonstrate a high threshold for visual input.	• May have difficulty identifying differences in puzzles, pictures, words, or objects • May have trouble locating a specific item amongst other items, such as a food pantry, a desk full of supplies, clothes in a drawer, etc. • Demonstrates difficulty visually tracking items, such as a ball being thrown, a car passing by, a pencil drawing a line, etc. • Has trouble visually attending to some food items on their plate • May have difficulties with depth perception • Can have difficulty visually attending to items with little or no contrast
Vestibular Hypersensitivity	Vestibular hypersensitivity is an over responsiveness to vestibular input and may be indicative of a child who demonstrates a low threshold for vestibular input	• Avoids swings, ladders, toy cars, slides, etc. • Demonstrates a fear of heights, even small thresholds like a stair step • Demonstrates an insecurity about being turned upside down or moving backwards • May lose balance easily and can appear to be clumsy • Demonstrates difficulties with activities that require good balance and postural control • Avoids spinning • May be fearful any time their feet leave the ground
Vestibular Hyposensitivity	Vestibular hyposensitivity is an under responsiveness to vestibular input and may be indicative of a child who demonstrates a high threshold for vestibular input	• Can spin for a prolonged period of time without ever getting dizzy • Can swing intensely for a prolonged period of time with enjoyment • Enjoys rollercoasters or other thrill-seeking activities • Rocks in place wherever they are sitting • May love being tossed in the air, or any position where their feet are suspended • Enjoy objects or toys that move them in a linear or circular manner, such as a toy car, bicycle, scooter or a skateboard • Enjoys rocking or nodding their head back and forth

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Diagnosis that may require additional and different:

We recognise that pupils often have diagnosis that mean that usual strategies may need to be modified or require additional and different approaches, see below examples. We also recognise that some pupils may be diagnosed with multiple conditions (comorbidity) that may impact on how usual strategies may be applied.

Diagnosis	Strategies
PDA PDA Society – Pathological Demand Avoidance	• Provide a quiet area which can be accessed whenever your pupil needs it. • Pick your battles – minimise expectations, enable some choice and control, explain reasoning and accept some things cannot be done. • Adaptations – be flexible in approach • Communication – phrase requests indirectly
ODD Oppositional Defiant Disorder (ODD) – Signs, Symptoms & Treatment | Nationwide Children's Hospital	• Strategies in place that are applied consistently is a way to maintain a positive learning environment. • A reward system • Opportunities for the pupil to demonstrate the skills they do well. • When the schedule changes or a different activity has been scheduled, prepare children with ODD individually. • Avoid direct praise
Processing delay Supporting children with processing issues • SEN Magazine	• Awareness of pupils processing time • Allow time for pupils to process instructions – don't rush • Clear concise instructions • Repeat instructions • One question at a time • Encourage repetition • Provide outlines and summaries of lessons
Anxiety The Anxious Child | Mental Health Foundation Supporting A Child With Anxiety | Tips and Advice | YoungMinds	• Anxiety management –reduce uncertainty, • Short breaks • Self-sooth resources • Build positive relationships • Environment - low arousal space, safe and calm environment • Coping strategies – mindfulness, breathing, meditation, visualisation • Encourage physical activity and time in nature • Clear expectations – clear guidelines for behaviours and predictable classroom structure
Collaboration with parents, carers and external professionals aid in the planning, delivery and response to the above.	

Appendix 4: Weighted Vest Agreement (Example letter for parents/carers)

Some individuals can have difficulty processing sensory information and can benefit from the use of weighted equipment such as weighted blankets/vests to provide additional sensory feedback.

The tactile and proprioceptive system provides an unconscious awareness of sensations from our skin, joints, muscles, tendons and ligaments and it provides a "map" of our body and environment and information relating to the position, direction and force of our movement. Proprioception is achieved through exerted pressure and resistance to movement and deep pressure touch can be used to alter arousal levels due to its calming and organising effect on the central nervous system. The therapeutic use of weighted equipment can be one method of providing deep pressure, tactile, proprioceptive input within the individual's day as part of their total sensory programme.

Weighted equipment will only be used for the following purposes:

- To support self-regulation
- To lower heightened state of arousal
- To reduce anxious or agitated behaviour
- To support attention and function during daily activities

By signing this agreement, you give consent for your child to wear a weighted vest in school, following the guidelines set out below:

- The vest will be worn for a maximum for 40 minutes, before your child removes it for the same amount of time – giving them a break from the weight and to ensure they do not overuse the vest.
- The weight in the vest will be a maximum of 10% of your child's body weight.
- Whilst staff may encourage/remind pupils to wear a weighted vest, it will never be forced.
- Staff will monitor the use of the vest at all times.

I, _____, give consent for my child _____, to wear a weighted vest whilst at school, agreeing to all of the information above.

Signed: _____   Date: _____

Appendix 5: Emotion Coaching theory

Emotion Coaching with your child when they are feeling stressed works with the physiology of the social engagement system (pre-frontal cortex) and stress response system (Amygdala…) to help them to calm, problem solve and develop more positive social behaviours. Using empathetic role modelling, co-regulation can help them to feel calm and provides opportunities to learn to self-regulate. Children and young people learn to understand, manage and problem solve the stresses in their lives. Through this process your child will learn the skills of self-regulation.

Connect: Step one of this approach is to recognise and empathise. This gives us the opportunity to be attuned and observe and notice what is going on for the child. Empathy is joining the child in their feeling and feeling it with them. This develops a sense of connectedness and is one of the strongest ways to validate a feeling and soothe. Empathy has a powerful impact on emotional regulation and mental health. We learn how to empathise from experiencing empathy. This approach helps us to empathises with a feeling and is not the same as agreeing with the behaviour.

Accept: Step two of this approach is to validate feelings and label them. Children can often struggle to recognise the emotion they are feeling. We use words to reflect on the child's emotions and help the child to label the emotion. As staff we ensure we observe what we see rather than asking probing questions to which the child might not know the answer. We use specific and a wide range of emotional words to help support he child to name the emotion they are feeling. Naming the emotion helps to soothes and regulate the child and their brain so they can recover quickly from their upsets. We ensure we don't tell them how they should feel, dismiss their emotion, minimise it or try to distract them away from it. Staff will help and support the child to understand that their emotion is real and valid and that we recognise that.

Reflect and limit set: Step three of this approach is to reflect and set limits. We recognise and support children to name and label their own emotions but also support them to understand all emotions are OK, but not all behaviours. While we have validated the emotions in step 1 and 2, in step 3, we are clear that we are not validating the behaviour.

End and problem solve: Step four of this approach is focussed on problem solving. We only move onto this when all feelings have been acknowledged and when regulated. We work together to explore the feelings that gave rise in the incident/behaviour. We ensure we scaffold a conversation about exploring alternative solutions that could lead to more appropriate outcomes. We ensure we empower the child to feel like they can manage their own emotions, however we continue to support them to understand.