

Woodland Academy Trust

WBP 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 sits well with the school's approach to developing Spiritual, Moral, Social and Cultural awareness and the 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 Willow Bank Primary School we aim to provide a happy, stable and caring environment where each child can develop to his/her full potential- intellectually, spiritually, socially and physically.

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Support children to gain skills in self-regulation of their emotions through use of zones of regulation and the use of the colour monsters

## **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 difficulties
- Define and promote the highest possible standard of pupil behaviour
- Ensure staff use consistent approaches which encourage pupils to develop their ability to manage their own behaviour, using Individual Learning Plans that are regularly reviewed
- 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 through use of zones of regulation and the colour monsters
- 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 whilst supporting them to gain skills in self-regulation of their emotions.

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 governing board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **5.2 The Head**

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

### **5.3 Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Signposting children to use the zones of regulation and the use of the colour monsters

The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents/Carers**

- Parents 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

## **6. Pupil code of conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Use the colour monsters or zones of regulation to self-regulate their emotions
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **7. Strategies used to promote positive behaviour at Willow Bank Primary School:**

### **Shared Expectations**

Class teachers share reminders of expected behaviour at the beginning of every lesson. Zones of Regulation displays are to be easily accessible to KS2 children in each classroom and around the school. Colour monster displays will be used within EYFS and KS1 to help with identification of emotions and self-regulation.

### **House Points**

House points are given out for excellent behaviour or work, and are displayed in the hall and on individual charts in the classroom. The houses are based on inspirational people.

House points are given in the following way:

- 1 house point: One house point can be given for many reasons including: showing the schools values, handing in homework, completing reading records
- 3 house points: awarded star of the week, reader of the week, writer of the week and maths super star.
- Head Teacher Awards and Stickers
- A variety of stickers can be given to the children by any member of staff, for any number of reasons, and the children can be sent to the Deputy Head teacher or Head teacher for a special sticker. If a child has completed a task to an exceptional degree- the Deputy Head or Head Teacher may award them with a Head Teachers sticker and place their name in the Golden Book- to be shared with the whole school in celebration assembly.
- Verbal Praise. Easy to give out to any child for behaviour or work

## Certificates and rewards

- Pupils' are rewarded with certificates and rewards in Friday's assembly.
- Certificate for reading champion of the week in each class
- Certificate for writing champion of the week in each class
- Certificate for maths champion of the week in each class
- Certificate for star of the week in each class

## **Agreed negative consequences:**

We make every effort to ensure that sanctions are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive. Sanctions should not include humiliation, sarcasm or being forced physically to comply.

Important features of consequences include:

\*a focus upon the misbehaviour rather than the child. e.g. "that was an unkind thing to do" rather than "you are a very unkind girl"

\*a message about what the child should do in future

\*timing immediately after the misbehaviour

\*sanctions appropriate to the misbehaviour

\*using the language of choices

\*looking for the possibility of praise after the punishment, to encourage more positive behaviour.

\*Zones of Regulation or Colour Monster discussion to support children in reflection

The sanctions in place at Willow Bank Primary School are Steps 1 – 3 and are attached to the policy (Appendix 1). They are on display in each classroom and workspace and the child's action and the consequence of this are discussed with them using the chart and zones of regulation/colour monsters.

## **Assemblies**

- Children must walk sensibly to and from assembly
- Class teachers should accompany them to and from assembly
- If a child talks during assembly, they start the 3-step process

## Playground Behaviour

The steps are followed at playtime/lunch time.

## **8. Severe Clause**

This is used when extreme behaviour is shown. If a child reaches Step 3, they are sent to Inclusion Lead/Wellbeing Coach who will investigate the incident and will then refer it to the HT or DHT if necessary. This could result in an immediate fixed-term exclusion. The behaviours include:

- Overt disobedience
- Wilfully hurting another child or adult severely
- Continuous bullying or intimidation
- Destruction or defacing of property
- Verbal abuse or swearing
- Running out of school

Other behaviours are listed in the 3-step behaviour chart (see Appendix 1). Permanent exclusion will be considered in the following cases:

- In response to persistent breaches of the school's behaviour policy.
- Allowing the child to remain in school would seriously harm the education and welfare of the pupil, other children and staff.
- A one off extremely serious incident, such as assaulting a member of staff or incidents involving offensive weapons.

## **9. 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 basic 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. In addition, the zones of regulation/colour monster strategy is applied to support children in articulating their thoughts and feelings about which zone/monster they are experiencing at a given time.

Behaviour improves best where there is a shared agreement between pupils, parents, 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 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 may 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.

## **10. Bullying**

Please read the separate anti-bullying policy.

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

Risk Assessments 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 and making reference to the zones of regulation/colour monsters
- '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 as 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.

### **Zones of Regulation**

For school staff: Further information, resources and training can be found in Shared Drives: WAT Resources – Inclusion – Behaviour Resources – Zones of Regulation – Zones training  
Colour Monsters resources and information can be found in Shared Drives: WAT Resources – Inclusion – Pastoral - Wellbeing Resources – Colour Monsters

For Parents/Carers: Further information can be requested from a member of the school Inclusion team.

### **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 their 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 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 Head will follow the DfE's set procedures in any instance of exclusion. The governors will be kept fully informed of any fixed-term exclusions.

### **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	
	2 Person to Chairs Friendly Hold Single Elbow Figure of Four Double Elbow		



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.

#### **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 Head teacher 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 challenging 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 head teacher 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. 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 all 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 Head Teacher's office. A named Governor will also support this process by undertaking regular audits of incidents and feeding back findings to the Head teacher and Governing Body.

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 Head 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 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 Head 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 Head 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, 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):

- Inclusion Policy
- Online Safety Policy
- Anti-bullying Policy
- Child Protection & Safeguarding Policy and Procedures




# Step 1

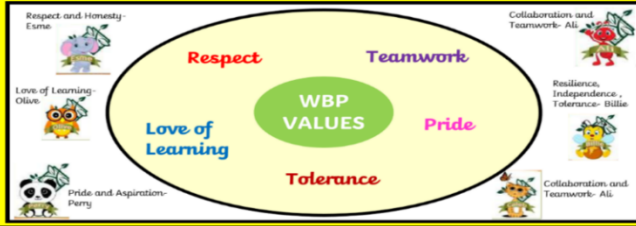



## This is a warning!

**Possible behaviours include:**


- Not showing our school values
- Shouting
- Talking at inappropriate times such as :
  - \* whilst lining up- entering & leaving assembly
  - \* during lesson when asked to listen- to teachers or peers
  - \* walking through school during learning time








# Step 3



## This is a seclusion.

**Possible behaviours include:**

- More than one detention in a week
- Misbehaving in detention
- Persistent bullying of any type (as per step 2)
- Exiting the school premises
- Stealing
- Threatening peers/adults with a weapon
- Physically assaulting any person- with an intention to harm the other person- including:
  - \* Punching
  - \* Biting
  - \* Slapping
  - \* Kicking
  - \* Tripping



**WBP Behaviour for Learning**

**Reach for the Stars!**  
Be the best that you can be every day in every way.

Daily house point for each pupil on this level. Work towards weekly and termly rewards.



**Step 1**  
**This is a warning!**

Possible behaviours include:

- Not observing our school values
- Shouting
- Talking at inappropriate times such as:
  - while lining up
  - entering & leaving assembly
  - during lessons when asked to listen to teachers or peers
  - walking through school during learning time

This is a warning- get back to reaching for the stars!

**Step 2**  
**This is a detention.**

Possible behaviours include:

- Any repeated behaviours from Step 1
- Swearing
- Misuse or destruction of school property including all resources within the classroom and corridors, forest school area, toilets, CAGS Cabin and outdoor learning area
- Bullying of any type- including racism and any type of homophobic language, and unacceptable comments based on gender, race, religion/religious beliefs, or personal appearance
- Self-harm or harming others without gaining permission from the adult leading the learning

You will complete your work in the next detention.

You can still earn house points and attend the House Point Celebration at the end of term

**Step 3**  
**This is a seclusion.**

Possible behaviours include:

- More than one detention in a week
- Misbehaving in detention
- Persistent bullying of any type (as per step 2)
- Exiting the school premises
- Stalking
- Threatening individuals with a weapon
- Physically assaulting any person- with an intention to harm the other person- including:
  - Punching
  - Slapping
  - Kicking
  - Tripping

You will complete your work in seclusion- no break time and no lunch time play.

Your parents will be informed. If you earn more than one seclusion, a meeting will be arranged for your parents and teachers to discuss next steps

## Covid

Due to the closure of school during the 2020 pandemic, the school have revised the behaviour policy to reflect the importance for pupils to spend time outdoors within their allocated times in their bubbles. As this time is restricted to 30 minutes each lunchtime, the school has reviewed the timings set out within our policy.

From September 2020, the behaviour system and the expectations of behaviour within the school will remain the same, however the length of the sanction period will be altered. Children that find themselves on Step 2 will be given a sanction reflecting the Covid restrictions on playtimes and lunchtimes.

Reception children will be introduced to three visual images that represents mirrors the behaviour policy of reaching for the stars, steps one and two. The image of reaching for the stars reflects the house point earned by the child for making all the right decisions and showing a positive attitude towards their learning and the school values.

- The rainbow reflect that pupils are making good choices and the cloud is the equivalent to step 1 and a warning that the child is moving away from the rainbow.
- The rain clouds represent step 2 and at this point the child will be completing a five minute time out at the point that they have been moved to a step 2. The adult will then discuss the reasons why the step 2 was given and this will correlate with some images to help the child understand their actions and consequences.

In Years 1, 2 and 3 children will be completing a ten minute detention that will take place within their bubble and lead by one of the teachers. Teachers will use this time to help the child/children reflect on the decisions that they have made leading to the detention.

In Years 4, 5 and 6 children will be completing a fifteen minute detention that will take place within their bubble and as in Years 1, 2 and 3, the focus will be on reflecting how the child reached the step 2 and how they can prevent this from reoccurring.

This reduction in time will be reviewed when the restrictions are lifted and children are allowed to have the full hour of play at lunchtimes.

**All children across the school will have the 30 minute Golden Time activity.**

Images used in Reception Class

**Step 1**

**This is a warning!**

**Possible behaviours include:**

- Not showing our school values
- Shouting
- Talking at inappropriate times such as :
  - \* whilst lining up- entering & leaving assembly
  - \* during lesson when asked to listen- to teachers or peers
  - \* walking through school during learning time

**WBP VALUES**

Respect, Teamwork, Love of Learning, Pride, Tolerance

Respect and Honesty- Esme, Collaboration and Teamwork- Ali, Love of Learning- Olive, Resilience, Independence, Tolerance- Billie, Pride and Aspiration- Perry, Collaboration and Teamwork- Ali



## Step 2



### This is a detention.

#### Possible behaviours include:

- Any repeated behaviours from Step 1
- Swearing
- Misuse or destruction of school property- including all resources within the classroom and corridors, forest school areas, toilets, CAIRS Cabin and outdoor learning areas
- Bullying of any type- including racism and any type of homophobic language, and unacceptable comments based on gender, race, religion/religious beliefs or personal appearance
- Self-exiting a learning area without gaining permission from the adult leading the learning

