

Christ Church & Lark Hill and Lewis Street Primary Schools

Relationship and Behaviour Policy, including Restrictive Physical Intervention Policy (RPI)

	Christ Church C.E	Lewis Street	Lark Hill
Date	Spring 2025	Spring 2025	Spring 2025
Review Date	Autumn 2025	Autumn 2025	Autumn 2025
Designated Governor	P. Warding	P. Warding	P. Warding

CONTENTS

Introduction	Page 2
Aims and Objectives	Page 3
Definitions	Page 3
Staff Roles	Page 3
Staff Induction, development and support	Page 4
Our Approach	Page 4
How we promote positive behaviour throughout our school (Universal Offer)	Page 4
How we promote positive behaviour for individual children (Personalised Offer)	Page 5
Our Behaviour System – Class Dojo	Page 5
Agreed consequences	Page 6
Identifying Triggers	Page 7
The use of a Safe Space	Page 7
Approaches to de-escalation and behaviour management of persistent difficulties	Page 7
Racial Behaviours	Page 8
School Suspensions and Permanent Exclusions	Page 8
Managed moves	Page 8
Prohibited items, confiscation and legal requirements of a search	Page 8

Appendices

- Appendix 1: Nurture Principles
- Appendix 2: Behaviour support plans
- Appendix 3: Example behaviour support plan
- Appendix 4: Restrictive physical interventions (RPI)
- Appendix 5: RPI Proforma
- Appendix 6: Creating a working environment

Introduction

Christ Church CE Primary, Lark Hill Community Primary School and Lewis Street Primary School are committed to creating an environment where exemplary behaviour is at the heart of developing the 'whole' child academically, socially and emotionally. We believe that nurture should be at the heart of every child's education. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. We feel it is important to promote positive behaviour and encourage self-discipline, however, there may be times when a child's behaviour infringes on the rights of others or our school rules. Our behaviour policy outlines our response in such instance, which all staff consistently adhere to; at all times remembering that a positive approach will always be made to negative behaviour.

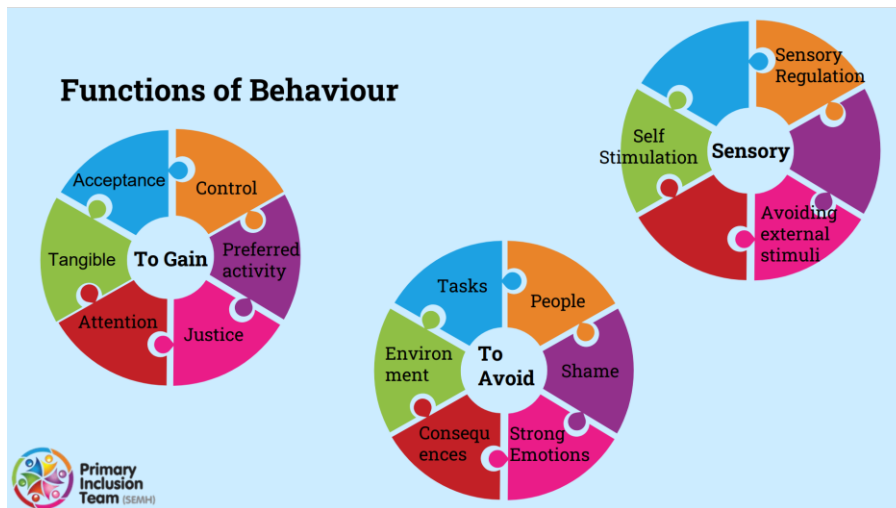
The policy is supported by the aims and methodology of an approach described as "Team Teach" and underpinned by the 6 principles of nurture.



(NurtureUK)

No school will ever be free of children who from time to time have problems with unacceptable behaviour. It is school policy to manage such behaviour in a positive and supportive way, involving parents and, where necessary, the educational psychologist and other support agencies. Reasonable adjustments MUST be made for children with SEMH need when applying the behaviour policy.

As a school we understand that when children display challenging behaviours, they are communicating an unmet need and it is the role of all staff to work together to understand the function of the behaviour and support from that point, instead of seeing this as a negative.



Aims and Objectives

The aim of the policy is to ensure a consistent approach to supporting pupils in maintaining good behaviour patterns.

The objectives of the policy are to promote:

- A consistent approach to supporting pupils in maintaining good behaviour and ensure all members of our school community are treated fairly and shown respect
- A shared understanding of what constitutes good practice in fostering good behaviour
- Consistent approaches which encourage pupils to develop their ability to manage their own behaviour
- A clear overview of the school's approach to the physical management of pupils.
- A safe learning environment by creating a purposeful and happy working atmosphere for everyone in our school

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.
- Incorrect uniform.

Serious misbehaviour is defined as:

- Repeated breaches of the school values.
- Any form of bullying.
- Sexual violence.
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - ⇒ Sexual comments
 - ⇒ Sexual jokes or taunting
 - ⇒ Physical behaviour like interfering with clothes
 - ⇒ Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any banned items.

Staff and Roles

Inclusion and Pastoral Team: Wendy McCormack, Sarah Miles, Trudie Ottiwell, Charlene Skeels, Tracey Redgrave, Anne Barlow, Lindsey Rivington, Roylinda Scales and Rachel Berry.

Supporting Team: All Phase Leaders

The leadership team should take responsibility for implementing measures to secure acceptable standards of behaviour. They should ensure the school's approach to behaviour meets the following national minimum expectation:

- the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- school leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy;
- measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and
- any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

Staff Induction, development and support

All new staff will receive an induction to this policy from the SENDCo or Leadership Team.

All staff are supported via high quality, ongoing continued professional development, to understand:

- attachment theory
- functions of behaviour
- trauma informed principles
- nurture principles
- the behaviour is communication of an unmet need

We have a number of services which we work closely with to support staff and children with SEND needs, including Primary Inclusion Team, Educational Psychology and CAMHS.

Our Approach

Our Values and Ethos

Everything we do in school is underpinned by the core values of each school. These values are displayed around school, discussed with the children and linked to our weekly celebration awards.

All staff are supported via high quality, ongoing continued professional development, to understand:

- attachment theory
- functions of behaviour
- trauma informed principles
- nurture principles
- the behaviour is communication of an unmet need

How to promote positive behaviour throughout our school (Universal Offer)

- Quality First Teaching
- Individual class agreements/charters– agreed at the start of each academic year, class specific and written as positive statements
- Consistency of approach and maintenance of boundaries
- School values displayed in each classroom and referred to by all staff
- Staff model positive behaviour at all times
- Assemblies including weekly celebrations for demonstrating our school values
- Positive touch (when a child is distressed or needs personal care)
- Children are listened to and given the opportunity to discuss issues relating to behaviour
- School Council – chosen by pupils to speak for the pupils and to be a positive role model in representing the school
- Children new to school are inducted into the policy by their class teachers
- Giving children responsibility for areas around the school or helping adults
- Stickers and badges for good work / behaviour / progress from the class teacher to be carefully monitored by phase leaders to ensure a consistent approach as the whole school system should take priority
- Visits to leadership team with good work and exhibiting school values
- Non-verbal (smiles, thumbs up ...) and verbal praise
- Understanding of the importance of praise and that for some children praise may need to be given in a variety of ways (secret signals/ 3rd party), but the principles of PIP/RIP apply to all
- Staff understanding of the impact that the physical environment has on behaviour: we are a communication friendly school and follow the guidelines regarding labelling, resources, display, colour etc
- Planned therapeutic interventions such as Fishing for Year 5.

How we promote positive behaviour for individual children (Personalised Offer)

- Responsibility of all staff working with children to support and provide care to pupils with additional needs where those needs might affect behaviour;
- Feedback to parents/carers
- Recognition when behaviour has improved
- Target/ reward chart
- Behaviour support plan
- Individual Learning Plans (ILP)
- Home / school books
- Having clear, consistent expectations of individual children that match the needs of the child, including the implementation of the advice received from specialists e.g. Educational Psychology; PIT; Speech and Language; SENDCo
- Individual and group interventions to meet needs of learners with SEND i.e.: Emotions, Messy Crew, Managing Emotions and Self-regulations, Drawing and Talking Therapy and Wild Things

Our Behaviour System – Class Dojo

- Class Dojo will be used in all classes from Nursery to Year 6.
- To foster positive pupil's behaviours and classroom culture, we will use Class Dojo for acknowledgement of positive behaviours linked to the school values.
- Each child will have an individual account that will contribute to the whole class total. Pupils can also be set up to be in groups, allowing opportunities for collaborative working.
- Children are encouraged to work towards a class or group recognition ie: additional playtime, a trip to the park, scooter time etc, linked to the Right to Play. These are agreed in phases to ensure age-appropriate rewards are offered consistency within a phase.

- Every Monday individual pupil accounts will be reset to 0.
- Dojos are given for specific learning behaviours, linked to the school values which are consistent throughout school and where possible across our partnership.
- When giving the Dojo, staff must ensure they verbalise why they are giving this, as it is important for children to hear this. Staff will consider how this is delivered to meet the needs of individual pupils.
- We do not remove Dojo points for negative behaviours, as this would not support our ethos of RIP and individual children are not highlighted. Adult conversations about pupil behaviour are always done away from the pupils.
- We will continue to use Seesaw and ParentApp/Teachers2Parents to communicate to parents and carers. Parents will not be linked to Class Dojo.

Examples of what dojo points are given for:

Early Years

- I have shared
- I have waited for my turn
- I have used please and thank you
- I have used my magnet eyes and listening ears/talk promises
- I have tidied up
- I have looked after my classroom
- I have been kind
- I have tried my best at my learning/challenges
- I have been helpful
- My teacher is amazed by my work

Years 1-6 (Lark Hill)

<i>Nurture</i>	<i>Achieve</i>	<i>Respect</i>
I have looked after the environment I have been kind I have made a mistake and learnt from it	I have asked for help I have worked well with others I have worked independently I have given 100% I have taken pride in my work I have shown resilience	I have been helpful to others I have taken responsibility for my actions I have spoken respectfully to others/used the talk promises

Years 1-6 (Christ Church and Lewis Street)

<i>Excellence</i>	<i>Respect</i>	<i>Challenge</i>	<i>Self-belief</i>
I have taken pride in my work I have given 100%	I have looked after the environment I have been kind I have been helpful to others I have spoken respectfully to others/used the talk promises	I have asked for help I have worked well with others I have worked independently	I have tried something new I have made a mistake and learnt from it I have shown resilience I have taken responsibility for my actions

Agreed Consequences

The samples below have been organised into gradually rising levels of severity:

- Immediate verbal or equivalent alternative visual mode of communication to address misbehaviour by member of class team, privately where possible.
- One warning is given for not demonstrating the school values. If this is repeated after take-up time, a reflection time will need to happen at the next breaktime with the class staff. In relation to reflection time specifically, the following guidelines are adhered to by all staff;
 - ⇒ reflection time is age and stage appropriate;
 - ⇒ no child will lose a full break, considering 'Right to Play' Document;
 - ⇒ what the child does during reflection time should be relevant to the action where possible, e.g., picking up paper having made a mess; finishing work not completed in class due to refusal. This should be time limited and proportionate to the misbehaviour;
 - ⇒ consequences of classroom behaviour must be dealt with in the classroom by the class teacher and not as a lunchtime consequence and vice versa;
- Should a pupil display repeated misbehaviour, staff will discuss this with a member of the leadership team. This should initially be to the phase leader who will agree appropriate next steps and log on CPOMs. This may include an internal suspension to another class. The length of suspension and the class that they go into is always informed by the age and developmental stage of the child. Class suspension will be used up to three times for a similar behaviour. Parents/carers will be contacted by the class teacher at each stage of the above so they are kept fully informed.
- If the misbehaviour continues after three class suspensions, this will be raised by the class teacher with the SENDCo. SENDCo and Phase Lead will agree on who is best placed to lead a meeting with parents/carers to discuss recent events. Meeting will take place to discuss next steps and consider how we can all support the child holistically moving forward. It is important for children to know that the adults in class can keep them safe when they have big feelings. The best chance of successfully implementing strategies to modify behaviour is to build excellent working relationships between staff and pupils and parents/carers. Agreed actions from this meeting will be documented on CPOMS, e.g. referrals, review of child's support plan, adjustments to provision.
- Lunchtime reflection can be used in Phase 2 and 3 for 10 or 20 minutes, these logs are on the googledrive and monitored by the Leadership Team. Parents and Carers will be informed verbally of the time in reflection. The focus of reflection is talking through what has happened, gaining views of all parties and thinking about how they could change their response next time. Reflection time is led by familiar adults within each phase.
- In the event of continued misbehaviour, another meeting will be arranged with parents/carers and the Head of School. Head of School and Executive Headteacher will liaise closely at this stage as a fixed term suspension may be needed.
- Fixed term suspensions will be reviewed and monitored on an individual basis.

Lunchtimes

- Lunchtime incidents are to be dealt with at lunchtimes by the member of staff who has seen the behaviour or passed onto the senior welfare member of staff. Depending on the incident and the pupil/s involved, it may be best that the reflective conversation takes place at the next lunchtime. Similarly, staff may seek support from colleagues who know the child well to ensure the reflection time is impactful and in the best interest of the child.
- Warnings and consequences are to be given in line with the above (Agreed Consequences) and restorative actions given to prevent further incidents. This may involve offering pupils a

safe space to calm safely before reflection. Lunchtime incidents must be passed on to the class staff. Class staff will make the decision about whether a 'reflection' needs to be issued.

- Where lunchtime is identified as a trigger for repeated behaviours, a meeting will be held with lunchtime staff, class teacher and phase leader to look at provision on offer to the child. Further support can be sought from the SENDCo and/or Children and Families Officers.

Identifying Triggers

We will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism, medical conditions, SEMH needs and Speech and Language;
- use of ABCC Charts
- behaviour support plans which are updated and shared with relevant staff

The use of a Safe Space

The use of the welcoming looking safe space area needs to be planned carefully around the needs of the young person. It should not be seen as a negative sanction but as a place of safety that allows the pupil to manage their own behaviour in a quiet place. The use of the safe space area for any individual young person is reviewed regularly to ensure that its use does not actually lead to further negative responses but helps the young person manage their own emotions in a safe manner.

Approaches to de-escalation and behaviour management of persistent difficulties

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. A comprehensive package of de-escalation strategies is available via 'Team Teach', our trainer of choice in the use of positive handling strategies. We embrace the team teach approach which emphasises the use of verbal and non-verbal de-escalation techniques to reduce instances of misbehaviour and the need for positive handling.

When a pupil regularly displays behaviour which is inappropriate or challenging, and which require strategies which are above and beyond those that are part of everyday classroom management and organisation, the pupil will need a Behaviour Support Plan. Support Plans are discussed with parents/carers, and reviewed regularly. 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.

The physical interventions that may be used with an individual pupil are listed within the Behaviour Support Plan. The restrictive physical management of pupils should only be used in **extreme** situations – a last resort rather than a first response.

Racial Behaviours

In line with our Anti-bullying Policy, we support children to understand words and phrases that are not appropriate to use in any context. If a racial word or phrase is used, this must be logged on CPOMs under 'behaviour' and then 'racial and derogatory language' and alert Safeguarding Leads and the School Business Manager (Sara Roberts and Diane Shannon). It is the responsibility of the School Business Manager to log the racist incident on SIMs.

School Suspensions and Permanent Exclusion

The next level of intervention in terms of severity of behaviour would be an internal suspension. A child would be taken to another class for a fixed period of time (half or full day) depending on the severity of their behaviour. A member of the leadership team must be involved in the decision to internally suspend a pupil and parents notified by the phase leader or Head of School.

If an internal suspension does not result in an improvement in behaviour, a pupil may be temporarily suspended from school. This may be:

- As a result of a single incident of such severity or a build up of repeated behaviours which fall into the following categories:
 - Physical assault of adults
 - Physical assault of pupils
 - Persistent disruption to learning
 - Damage to property

The Executive Headteacher and Head of School will follow the LA's set procedures in any instance of suspension. The governors will be kept fully informed of any temporary suspensions and any move to permanently exclude will be as a result of a decision taken by the governing body.

Managed Moves

For children who may be at risk of permanent exclusion, the option of a managed move to another mainstream school may be appropriate. This is carried out in conjunction with the local authority, parents, school leaders and the inclusion and pastoral team.

Prohibited items, confiscation and legal requirements of a search

Any prohibited items found in pupils' possession can be confiscated and must not be returned to pupils. The school does not need a pupil's consent to search them if staff think the pupil has prohibited items, including:

- weapons, e.g. knives or an object they plan to use as a weapon
- alcohol
- illegal drugs
- stolen goods
- nicotine products, e.g. cigarettes, vapes and tobacco related products
- pornographic images (of any kind, e.g. tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause physical injury or emotional distress or commit an offence

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with the leadership team and parents, if appropriate. Mobile phones are included, and pupils are expected to hand them in on entry to school. They will be returned to pupils at the end of the school day.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). There should normally be 2 members of staff present during the search –

the person doing the search and the search witness. Searches should be done by someone the same sex as your child. The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

Further Reading

Please read this policy alongside the following policies and documents:

- Child Protection and Safeguarding Policy
- Keeping Children Safe in Education (2022)
- Child on Child Abuse Policy
- Special Educational Needs and Disabilities Policy
- Behaviour in Schools – Advice for Headteachers and School Staff, 2022
- Anti-Bullying and Anti-Racism Policy
- Home School Agreement
- Right to Play
- Complaints Policy

Appendix 1

The Principles of Nurture at Christ Church, Lark Hill and Lewis Street Primary Schools

How we are developing the Six Principles of Nurture (including Pupil Voice)

Children's learning is understood developmentally

- Teachers know when we need help.
- Everybody can act differently and they know that and treat us in the correct way.
- We don't always make progress in the same way and the teachers know that and help us in the right way.

The importance of nurture for the development of wellbeing

- We have lots of Jigsaw lessons.
- We talk about feelings and we talk about our mental health and wellbeing.
- Teachers help us open up.
- They help us to stop bullies.
- They make us feel that it is OK to be who you are.

All behaviour is communication

- Teachers help sort things out.
- Teachers listen to us and ask questions.
- They try and get us to sort it out ourselves and they are preparing us for situations when they are not there. They help us do this by asking us the right questions and giving us the confidence to do this.
- They know that we need help and sometimes our behaviour says 'help me.'
- They teach younger children how to do something instead of just saying 'share!'

The classroom offers a safe base

- Teachers are kind and you just feel safe.
- Safe places to go if you are upset.
- Doors have fobs.
- Visitors sign in a computer and wear a badge.
- Classrooms have calm boxes
- Children have space to store belongings
- Visual timetables show us what is happening each day
- Classrooms are clutter free and resources are labelled
- Displays are calming and purposeful
- I have a place to sit

Language is a vital means of communication

- We have help expressing our emotions.
- Our teachers teach us how to say exactly what we are feeling.
- We learn about language from when we are in Nursery.
- If we can't explain something, we ask for help and then we can do it better next time.
- Talk Principles are embedded into our learning
- Teachers understand that we may need visuals to help us to communicate

The importance of transition in children's lives

- Transitions are carefully planned.
- Year 6 have a taught unit of work preparing them for High School.
- All children know the teacher and LSAs they will have next.
- All classes have a visual timetable and some children have now/next boards. Children are given preparation for change with sand timers etc

Appendix 2: Behaviour support plans

Individual Learning Plans (ILPs): a planned graduated approach to managing challenging behaviour. Behaviour Plans 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 their name first and a brief instruction.
- 'First....then....' (using symbols).
- Having favoured choice activities available in class.
- If a pupil appears upset, talking calmly to them, repeating what is happening now and what they will be able to do next.
- Having a member of staff assigned to the pupil e.g. key person or guardian angel.
- 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 that 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 if they are 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.

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

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

Appendix 3: Example behaviour support plan

Example behaviour support plan: Name _____ date _____

Level 0 behaviour - Calm	Level 1 behaviours - Anxious	Level 2 behaviours – Defensive	Level 3 behaviours – Crisis	Signs of recovery	Follow up
Engaged Good eye contact Answers questions Sits still on chair Uses normal volume voice	First refusal to follow instructions Toy fighting Disrespectful attitude Interrupting Not listening/ignoring Inappropriate noises Invading personal space but not threatening	Continual low level negative behaviour Discriminatory comments Continual refusal to work Damaging property Throwing objects Swearing directly at others Negative verbal comments	Continually making others feel unsafe by gesture or verbally Damaging resources by throwing/ ripping Physical aggression to others Biting / spitting/ kicking Racial comments/abuse Running from room	Change in facial expression Begins to talk to staff Suggests getting a book or continuing with his activity	When calm discuss incident Can s/he explain why it happened What could s/he do next time to prevent? Encourage to take responsibility for his/her actions and not blame others
Adult responses	Adult responses	Adult responses	Adult responses	Adult responses	
Praise in private Non-verbal cues of encouragement Humour	Praise those around and nearby Distraction Use calm voice	Ignore Turn body to be less threatening and use calm voice when speaking Use script and timer to give time to respond	Use calm voice to remind of targets and consequence Remove from room Physical intervention as a last resort (2 staff present)	Respond to talk as appropriate Do not immediately expect discussion of the incident Offer drink or story	Carry out consequence even if apology given etc

Signed by _____ (parent/carer) _____ (staff)

Appendix 4: Restrictive Physical Intervention

Introduction

Staff at Christ Church, Lark Hill and Lewis Street Primary Schools are trained to look after pupils in their care. Staff have a duty to intervene when necessary to prevent pupils from hurting themselves or others, always striving to use the least intrusive intervention as a last resort. If a member of staff ever needs to intervene physically, they will follow the school's Positive Handling Policy.

Only staff trained in the pre-emptive and responsive positive handling strategy techniques of Team Teach will use physical intervention techniques with children when necessary. Further details of the Team Teach approach can be found on the Team Teach website: www.team-teach.co.uk.

The term positive handling includes a wide range of supportive strategies for managing challenging behavior. The term 'physical restraint' is used when force is applied to overcome active resistance. A clear and consistent positive handling policy supports pupils who have social, emotional, and behavioral difficulties within an ethos of mutual respect, care, and safety.

The school takes seriously its duty of care to pupils, employees, and visitors to the school.

The first and paramount consideration is the welfare of the children in our care. The second is the welfare and protection of the adults who look after them.

Section 93 of the Education and Inspections Act 2006 enables a school's staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.

Team Teach

The Team Teach system is recognized by the Local Authority and accredited through BILD – British Institute of Learning Disabilities. Staff undergo a 6-hour or 12-hour course (depending upon the severity of behavior of the children they are working with) led by qualified trainers, with regular refresher training to ensure staff are up to date with knowledge, skills and attitudes.

Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.

Steps to be taken before using physical controls (Interventions)

- Show care and concern by acknowledging unacceptable behavior and using de-escalation strategies confidently to reduce risk, always acting in the best interests of the pupil by requesting alternatives, using negotiation and reasoning.
- Give clear directions for the pupil to stop and provide an opportunity for them to regain control before intervening physically, using caring and calming scripts.
- Remind the pupil about rules and likely outcomes (only when the pupil has self-regulated).
- Remove an audience or take the vulnerable pupil to a safe place.
- Make the environment safer by moving furniture and removing objects that could be used as weapons.
- Use positive guidance/holds/caring Cs to escort pupils to a less pressured environment.
- Ensure that colleagues know what is happening and call for help if needed.

Reasonable force and Restraint

The 'Use of Reasonable Force' – Guidance Advice for Headteachers, 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 Executive Headteacher 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.

At Christ Church, Lark Hill and Lewis Street Primary Schools, we only use physical restraint when there is no realistic alternative – as a very last resort. We expect staff to risk assess and choose the safest alternative. This also means that we expect staff to experiment and think creatively about alternatives to physical intervention that may be effective. The paramount consideration is that the action is taken in the best interest of the child and that it reduces rather than increases risk. Any response to extreme behavior should be reasonable, proportionate, and necessary. Physical restraint must only be in accordance with the following:

- The child should be in immediate danger of harming themselves or another person or be in danger of seriously damaging property.
- The member of staff should have good grounds for believing this.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
- Once the situation is safe, restraint should be relaxed gradually to maintain dignity, prevent pain, and reduce distress, allowing the child to regain self-control.
- Restraint should be an act of care and control, not punishment.
- Physical restraint should never be used to force compliance with staff instructions when there is no immediate danger to people and property.
- The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity.

In addition, during or before intervention, staff should speak calmly as a way of reassurance, e.g., "I am doing this to keep you safe."

Responding to unforeseen emergencies

Even the best planning system cannot cover every eventuality, and the school recognizes that there are unforeseen or emergency situations in which staff have to think on their feet. An unforeseen event may require an emergency response. Following such an event, staff have a duty to plan ahead and prepare a new risk assessment.

Recording

All serious incidents or incidents involving restraint will be logged on CPOMS and documented using the Restrictive Physical Intervention Form (Appendix 5). Staff involved in the restraint, as well as any witnesses, must complete a detailed record of the incident prior to leaving school and within 24 hours of the incident. This is sent to the SENDCo and Executive Headteacher, who signs every RPI form. A signed copy of the RPI form should then be uploaded to both CPOMS and SIMS, but also printed and bound as a hard copy.

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" (do you want an orange?)

Response: "You can help by"

Offer: "More help is available! 'Fresh face'"

Response: allow the member of staff to take over

Complaints

Any complaints will follow the school's complaints procedure.

Note

Physical restraint and the use of force are governed by the Education and Inspections Act 2006, which allows staff to use reasonable force in certain circumstances, but it also emphasizes the importance of safeguarding and acting in the best interests of the child. If a complaint is made regarding the force used or the injury caused, schools are required to follow safeguarding procedures and investigate any concerns raised, in line with the school's Child Protection Policy.

Appendix 5: Restrictive Physical Intervention (RPI) Form

SECTION A	
Report compiled by	
Name:	Designation:
Date:	Time:
SECTION B	
Date of incident:	Time of incident:
Name/s of pupil/s involved:	
Name/s of staff member/s involved:	
Name/s of any witness/es (staff or pupils). (Please attach to this Report any witness statements gathered)	
SECTION C	
Brief description of incident:	
This should include:	
- any identifiable triggers - strategies used to try to deescalate the behaviours - reason for the RPI	
Please describe the staff intervention, including any physical control used.	
Type of RPI (see above) and duration	
SECTION D	
Young person's account of the incident. (Must be completed)	
This will need to be completed after the child has calmed	
SECTION E	
Details of any resulting injury, including to whom and any medical treatment received.	
Any other relevant information.	
SECTION F	
Who was the incident reported to?	
Senior member of staff's comment / further action taken:	
Parents/carers informed and by whom/when:	
Executive Headteacher's signature:	Date:

Appendix 6: Creating a working environment

There are many studies showing the impact of the physical environment on young children (see some below). These are some points to consider:

1. Lighting – Get natural light into the room wherever possible. You may not have control over what type of main lighting is in the classroom, but you may be able to add a lamp to an area to create a different type of lighting.
2. Seating: ensure that the children are grouped to reflect how you teach. Think about what a child sees when they are seated: for children who have difficulties with attention, what distractions are within their line of sight? These may be displays, views through windows or open doors, other children.
3. Clutter – if you can't be bothered, why should your pupils? Consider who the classroom is for? Not storage for staff. A clear and tidy classroom shows your values: resources for children, labelled and accessible
4. Temperature: some research shows that people are more productive in a warm environment; however a 'stuffy' room needs to be avoided.
5. Fresh air: have a window open if at all possible, even if this is for short periods of time
6. Use of scent (pine – increases alertness; cinnamon improves focus; lavender – calm; citrus increases alertness and lifts mood). Be aware that some people may react to air fresheners so consider using natural materials for specific times
7. Nature – bring in plant or picture of nature
8. Use of colour/ displays: In educational studies, the colour red has been proven to have a positive effect on memory and aid focusing, but too much red caused an increase in anger, stress, and frustration. The colour blue was shown to promote creativity, but also created a soothing atmosphere because it helped produce calming chemicals. Moreover, it was also found that extended exposure to blue caused an increased risk of depression. Orange (red and yellow combined) was proved to generate happiness (Effect of Different Colors, 2013). Too much of any colour can be a distraction.

Reading

1. Stephanie, B.R., 2013. A Study of Stimulating Versus Non-Stimulating Visuals in a Preschool Classroom. Effect of Different Colours on Human Mind and Body : Human N Health. (2013, October 5).
2. Effect of different colours on human mind and body: human n health. Retrieved from <http://humannhealth.com/effect-of-different-colors-on-human-mind-and-body/243/>
3. Heavily Decorated Classrooms Disrupt Attention and Learning In Young Children: Retrieved from <https://www.psychologicalscience.org/news/releases/heavily-decorated-classrooms-disrupt-attention-and-learning-in-young-children.html#.WPsUoWe1vIV>