Priory Primary School

Understanding and Supporting Behaviour and Relationships Policy

(Including the use of restrictive / non-restrictive physical intervention and use of reasonable force based on the Essex Safe Practice for Schools and Educational Settings Autumn 2022 written by The Education Safeguarding and Education SEMHT Teams)

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Introduction – a whole school approach

Positive behaviour in school is key to academic achievement and is inseparable from safeguarding and the wellbeing of children and staff. At Priory we promote a positive approach and ethos through our shared vision; *"Achieving our best; supporting and celebrating each other."* and our three core rules *Ready, Respectful, Safe.* These ensure children feel valued, safe, and secure and fairly treated, providing a sense of belonging to our school. They are discussed regularly with pupils during assemblies, in lessons and underpin all our communications with pupils around behaviour.

The purpose of this policy is to explain to staff, pupils and parents how we work hard to create a safe environment in which all pupils can learn. High standards of behaviour enable teachers to deliver the curriculum, in a safe environment. Aligned with the school's legal duties, this policy informs staff of measures to be implemented to support safeguarding as set out in the statutory guidance: Keeping Children Safe in Education (DfE 2023) which states that:

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

This policy complies with the Equality Act 2010 (not discriminating against any child by unfairly increasing the risk of suspension or exclusion).

Positive Environments where Children can Flourish (Ofsted, 2021) sets out that staff should work 'positively and confidently' with children and find the least intrusive way possible to support, empower and keep them safe. It cites good practice as:

- building relationships of trust and understanding;
- understanding triggers and finding solutions;
- if incidents do occur, defusing the situation and/or distracting the child wherever possible.

At Priory we work with families, the community and beyond to support children in becoming confident, life-long learners and compassionate, respectful members of their global community.

Our Governors, in consultation with staff, parents and pupils, have devised a written statement of behaviour principles underpinning this policy. This policy ensures that actions taken are fair and consistent and consider individual needs. Staff are approachable and reward good behaviours as well as sanction, which our children understand.

The importance of relationships in supporting wellbeing and mental health

Since positive emotional wellbeing and mental health begins during childhood, we provide an environment which is relationally enriched, safe, predictable, and nurturing. Adults are good role models; in their interactions with children and are attentive, respectful, honest, and caring and expect children to be the same.

Behaviour as a form of communication

We are adopting a trauma informed approach to understanding and supporting behaviour, known as Trauma Perceptive Practice (TPP) helping schools support children whose social, emotional and mental health needs manifest themselves in communicating behaviours.

Creating and maintaining high standards of behaviour.
Our vision 'strapline' and 3 school rules are displayed around school and referred to throughout the school day by all staff and children.

Achieving our best; supporting and celebrating each other.
Ready, Respectful, Safe.

In class, teachers can unpick with their class what these rules might look like. Examples in table below:

Ready	Respectful	Safe
Come to school on time Look at and listen to the person talking Follow instructions the first time Start learning straight away Wear the correct school uniform Line up quickly and quietly Read books in your free time!	Greet each other politely each morning Tidy up after ourselves and others Do things for others because it feels good Do your best in every lesson Notice when someone does something kind to / for you Hold doors open for each other Win and lose gracefully	Move calmly around school Enjoy the play equipment appropriately Kind hands and feet Tell an adult of something is wrong Use technology responsibly

How we reinforce positive behaviour:
Rewards are given a much higher priority than sanctions and this is evident from the systems of rewards that are in place and in the displays around school.

Achievement is celebrated in every classroom and all efforts are valued.

Forms of Rewards:

1. Verbal comments of specific praise are given regularly by all staff. We aim for them to be clear and sincere.

2. Positive Notes – All staff can give out positive notes. If you notice a child demonstrating positive behaviour and attitude to learning, in line with *ready, respectful, safe,* you can give them a note to take home. You may choose to write a brief note on the back, detailing what the note is for.

3. Pride of Priory Assemblies are held weekly to celebrate achievement and effort. Each week, staff choose one or two pupils from their class to receive a certificate stating what they have done to achieve this award and the teacher will give a brief talk about/show some of the pupil's work and can include statements from their peers.

These certificates are awarded for personal learning achievements within school, rather than personal/social endeavours.

4 'Thank you' card – Periodically and as required, teachers will nominate a pupil who has gone 'above and beyond' with their behaviour and attitude in school. A thank you card is completed by the headteacher and sent home, so that parents/carers receive information from the school and can celebrate their child's achievement.

5. Butterfly Book - As a school we strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as sporting certificates/medals, awards from achievements outside of school and any other causes for celebration.

6. Speedy listening – Every class collects 'speedy listening' ticks through the week. The class with the most, each Friday is announced in Pride of Priory assembly and get extra play. A tick for Speedy Listening is awarded when every child is facing the adult, attentively, once they have counted down from 5 – 0. The adult also raises their hand during this countdown as a visual reminder.

7. Dojos – Every child receives dojo points throughout the week from their class teacher and other staff. The pupil with the highest number of dojo points in each class, each week is celebrated in 'Delicious Dojos' on Fridays.

Teachers also have their own 'in class' strategies to support positive behaviour. This will be in agreement with the headteacher and in line with this policy.

Supporting Behaviour

Any behaviour that falls below our expectations will require some level of intervention. The strongest approach to support a child is through their relationship with the adult. At all points we try to ensure adults keep a strong connection with the child having difficulties by using positive recognition, allow time to calm, ensuring the child knows we will stay with them and recognising their effort in calming and changing their behaviour.

Anti-social behaviour can be separated into two types: *difficult behaviour* and *harmful/dangerous behaviour.*

Difficult behaviour: Interferes with learning or disrupts school routines e.g., withdrawn behaviour, refusing, not answering, not following instructions, walking away from an adult who is talking (unless this is an agreed SEN calming strategy).

How we respond to difficult behaviour

Developing good relationships are a vital precursor to managing behaviour and supporting emotional wellbeing and are protective factors in helping children develop resilience. Some behaviour may be characteristic of a particular learning need or disability need such as neurodiversity or autism and may include rocking, repetitive vocalisations, ritualistic hand movements and self-stimulation (un-social behaviour). For these pupils, we implement high-quality, inclusive teaching strategies in accordance with the *Ordinarily Available* document.

Our approach is proactive, focusing on supporting their needs while raising staff awareness of the underlying reasons for the behaviour. This is achieved through the *One Planning* framework and, where appropriate, by accessing external support.

Microscript-30 second intervention

I can see you are choosing to... (speak to your partner/not begin your learning/ dance)
*You are not showing me you are...(*ready/respectful /safe)
To begin to put this right, you need to... (move to another seat/miss five minutes of break time/ apologise to your partner)
I know you will now take responsibility and make the right choice because you are great.
Do you remember last week when you... (wrote five excellent sentences/ were kind to your partner when they needed help) *That is who I need to see today.*
Thank you for putting this right and making the right choice.

Consequences given by staff for difficult behaviour might be:

✓ complete the task they disrupted (alongside the adult when calm – this might be during a play or lunchtime);
✓ complete the work they refused (preferably in school time but if not, at home);
✓ ensuring the child apologises to all involved (verbal or written);
✓ providing the child or young person with an opportunity to 'put things right' by using restorative conversation sheet or folder.
✓ missing some play / lunch time to reflect and discuss behaviour choices and how to move forward positively.
✓ Repeated behaviour could result in appropriate use of suspension, using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return. See below and related Suspension and Exclusion policy.

Harmful/Dangerous behaviour:

A. physically aggressive behaviour towards adults or children (including pushing, punching, kicking, biting, scratching, spitting, head-butting);
B. verbally abusive behaviour (include racist/homophobic/sexist abuse);
C. Destructive behaviour, (including destruction of property and the environment);
D. Self-harming behaviour, (including head banging, scratching, hitting, kicking, biting and poking);
E. striking another person with an object.

How we respond to harmful behaviour

Some children can become dysregulated to a level where they compromise themselves and or others through harmful behaviour. Such incidents are deemed as serious and can cause a great deal of stress for those involved. We use 'one planning' to mitigate against such harmful behaviour ensuring that 'Risk Assessments' and behaviour plans are put in place in liaison with the pupil and their parents including details on when staff will call for assistance and what consequences and actions will be taken.

Consequences given by staff for harmful/dangerous behaviour might be:

✓ child assists with **repairs** (e.g., picking up objects thrown, cleaning off graffiti etc);
✓ child to use Zones of Regulation to learn about the impact of their behaviours;
✓ consider referral for additional support through SENCO
✓ if the child has SEND, add to One planning, if not consider Team Around The Family meeting inviting all parents with parental responsibility and other professionals relevant to the child and family;

✓ providing the child or young person with an opportunity to 'put things right' by using restorative conversation sheet or folder at the time if calm or after if not with adult making sure they carry out the "putting it right;"
✓missing time at lunch times / playtimes outside to ensure the safety of others – restorative work completed during this time.
✓ increased staff ratio;
✓ change of school day / timetable;
✓ arrangements for access to outside space;
✓ differentiated teaching space;
✓ appropriate use of suspension, using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return. See below and related Suspension and Exclusion policy.

The child may need to be given physical space and additional time to recover before responding. This must always be with a member of staff. Saying "you tell me when you are ready/calm," can help. "Scripts" will be used to continue to calm and move a pupil to an area away from the problem. For example;

- (acknowledge their right to their feelings) *I can see you are angry/upset/calming and that is ok;*
- (tell them why you are here) *I am here to help; I am here to keep you safe;*
- (find out how the situation has developed, or how it may be resolved) *Tell me what happened, Talk and I will listen*
- (give the child a space away from the problem) *Come with me and we can…….;*
- *I can see this is difficult – you need to try and use your words to tell me.*
- *Let's look at the restorative conversation folder/sheet together to unpick what has happened.*

Where co-regulation has not been possible and difficult or harmful behaviour continues, the pupil is guided/supported from the classroom to a place of safety, with the assistance of another member of staff or if this is not possible, the rest of the class may be evacuated.

Staff will *always* stay with the child at a safe distance (usually an extended arm's length or more) maintaining an open stance to avoid raising the child's stress any further, actively guiding them to a place of safety without blocking or backing them into a corner. This may include allowing a child to be alone in the wellbeing room to support regulation. As part of safeguarding, following any serious harmful (or potentially harmful) incident, a CPOMS entry is completed and discussed with the SENDCo/Deputy/Headteacher to inform future practice and is used to 'debrief' staff in relation to their own wellbeing.

Use of consequences
Evidence suggests that punishments and sanctions alone have limited long-term effect, so it is important for the child to see a logical link between their behaviour and any proportionate consequence.

Supporting those who have been harmed

Occasionally there may be times, despite all reasonably practicable measures being taken, someone is harmed. At these times we consider the following:

- Are they physically safe and protected?
- Do they need immediate first aid & medical treatment?
- Is there a need for immediate police involvement?

• We ensure they have the opportunity to talk about the incident either with a trusted person or other independent service.

• We give reassurance to reduce feelings of guilt and/or anxiety.

We recognise that some staff are more at risk than others, and where this is the case, we make appropriate support and guidance available.

For all types of behaviour, First and foremost, all staff will use the behaviour chart which offers choices to the pupils –

Reminder, Warning, Focus Time, Consequences, in line with our Behaviour Expectations and sanctions at Priory.

Behaviour Expectations at Priory

CLICK HERE FOR OUR BEHAVIOUR BLUEPRINT

Behaviour Expectations at Priory

We expect everybody to be *ready, respectful* and *safe.*
In class this means we: wait our turn to speak; sit appropriately for learning; focus on our learning.
Outside this means: Play appropriately; use appropriate language; listen and respond to all adults

Reminder

Verbal reminder to follow a school rule – ready, respectful, safe.

Warning - second verbal reminder

If warning given - name recorded by teacher in book.

Focus Time –30 second intervention micro script and miss 2 minutes.

I can see you are choosing to... (speak to your partner/not begin your learning/ dance)
*You are not showing me you are...(*ready/respectful /safe)
To begin to put this right, you need to... (move to another seat/miss five minutes of break time/ apologise to your partner)
I know you will now take responsibility and make the right choice because you are great.
Do you remember last week when you... (wrote five excellent sentences/ were kind to your partner when they needed help) *That is who I need to see today.*
Thank you for putting this right and making the right choice.

Pupil, to stay behind after class for 2 minutes or with an adult outside. These 2 minutes are owed when the child reaches this step. It is non-negotiable and cannot be removed or reduced.

Consequences

Step 1)Time out – This might be a short time outside the classroom, or on the timeout chairs at play. It is a

few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.

Step 2) Repair – a restorative meeting with a staff member, supported by SLT as required. Parents informed as required. (Record on CPOMS)

What happened?
What were you thinking at the time?
Who and how have they been affected?
What should we do to put things right?
How can we do things differently in the future?

Behaviour not witnessed by an adult

Main participants in any incident to complete a Who, What, Where, Why recording sheet separately. Class teacher to discuss incident with participants and carry out restorative work as required.
5 Ws Sheet

Suspension and Exclusions

Only the Head Teacher (or the Acting Head Teacher) has the power to suspend or exclude a pupil from school. The Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term suspension into a permanent exclusion if the circumstances warrant this. This is in line with the guidelines set out by the Department for Education.

This action will only be taken in response to a serious breach or persistent breaches of the school behaviour policy, where allowing the pupil to remain in school would seriously harm the education of the pupil or others in school. Parents/carers will be informed immediately and given reasons for the suspension/exclusion.

A letter will also be sent to the parents/carers on the day of the suspension detailing the reason and the length of time for the suspension. The letter will conclude by inviting the parents/carers to a reintegration meeting to discuss the issues and the return of their child to school. Information about the right to appeal a permanent exclusion will also be shared.

The Head Teacher must also inform the Chair of Governors. In the absence of the Chair of Governors, the Vice Chair will be informed.
Serious behaviour incidents may lead to an immediate suspension or exclusion. The decision to exclude immediately may be made for the following reasons:

▪Physical attack on another pupil, staff member or visitor to the school
▪Deliberate and premeditated damage to school property
▪Use of drugs within the school grounds
▪Carrying a weapon

▪Deliberate disruption in the classroom.
▪Where other children are at immediate risk of abuse including child-on-child bullying

Once all the behaviour evidence has been collected and evaluated by the Head Teacher and it is felt that a child's behaviour warrants suspension, one of the following six levels with be undertaken:
▪ Internal suspension for a set period of time
▪Half day suspension
▪One day suspension
▪Three day suspension
▪One week suspension
▪Three week suspension (A support programme will then be put into place)
▪Permanent exclusion

If for any reason the Head Teacher is absent, the Deputy Head Teacher will follow the above procedure.

Reflect, repair, and restore (use of restorative conversation sheets/folders)

There is strong research evidence that restorative processes are successful in supporting wellbeing and long-term behaviour change. During an incident, behaviour is likely to be influenced by strong emotions such as anger, frustration, or disappointment so a child is unlikely to be ready to engage until they have calmed sufficiently.

The discussion, involving all relevant persons, as follows:
1. Explore what happened;
2. Explore what people were thinking/feeling at the time;
3. Explore who has been affected and how (both parties);
4. Explore how relationships can be repaired (What would both like to happen next? /How can you put this right?);
5. Summarise what has been learnt so there can be different behaviour choices next time.
7. Agreement from both pupils involved that they are accepting of the resolution.

Use of physical contact

There are occasions when staff will have cause to have physical contact with children including:

- to comfort a child or young person in distress
- to direct a child or young person;
- for curricular reasons (for example in PE, Music, Drama etc);
- in an emergency, to avert danger/harm to the child or others;
- Proprioceptive work as a calming method for pupils with SEND.

The guidance produced by the Department for Education Use of Reasonable Force (DfE, 2013) states that:
"*Schools* ***should not*** *have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a child or young person or prevent them taking action needed to prevent a child or young person causing harm."*

Where physical contact is used, protective steps are taken to ensure consideration of:
▪ the child or young person's age and level of understanding

- the child or young person's individual needs and history
- the location where the contact takes place (ideally not in private).

When might we use physical contact?

At Priory, staff may choose to use touch with children for comfort, reward or guidance whilst acknowledging that some children will not want to be touched and this should be respected.

Hugging: A sideways on hug, with the adult putting their hands on the child or young person's shoulders is the safest way to do this as both hands of the adult can be seen either standing or seated limiting the child's ability to turn themselves into them.

Hand-Holding: Some young children sometimes enjoy holding hands which is perfectly acceptable when compliant but if used by an adult as a method of control this can become a restraint therefore 'offering an arm' would be best practice i.e. the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's hand for a little extra security if required. It is generally deemed appropriate to touch others on the upper arm and shoulders.

Lap-Sitting: Lap-sitting is discouraged, so neither staff nor children and young people are vulnerable. If a child or young person attempts to sit on an adult's lap the adult should stand or suggest that child sits alongside them on the floor.

The searching and screening of children

Guidance from the Department for Education (July 2022) makes it very clear that schools play an important part in the wider safeguarding system for children. Before screening or conducting a search of a pupil, schools consider their obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute (as all settings have duties around safeguarding which may override it); any interference with this right by a setting (or other agency) must be justified a proportionate. The powers to search in the Education Act 1996 are compatible with Article 8.

Screening

Screening is the use of a walk-through or hand-held metal detector to scan all pupils for weapons before they enter the premises. This is not currently used at Priory.

Searching

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and authorised staff (the Head and Deputy at Priory), have a statutory power to search a pupil (with another member of staff present as a witness*) or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. ***With a limited exception where:**

- the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched.

Priory's list of ***prohibited items*** *is:*

- *knives and weapons*
- *alcohol*
- *illegal drugs*
- *stolen items*
- *fireworks*
- *pornographic images*
- *tobacco and cigarette papers, e-cigarettes or vapes*
- *any article that the member of staff reasonably suspects has been, or is likely to be used:*
  - ➢ *to commit an offence*
  - ➢ *to cause personal injury to*
  - ➢ *to damage to property of any person (including the pupil)*

In addition, under common law, school staff have the power to search a pupil for *any* item *if the pupil agrees.* The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. E.g., Priory pupils who bring mobile phones to school are expected to hand these in for safekeeping at morning registration to avoid misuse and loss.

A decision about whether to conduct a search can only be made on a case-by-case basis, considering whether conducting the search should be undertaken to safeguard and whether it would prevent the pupil harming themselves or others, damaging property or from causing disorder. When exercising these powers, we consider the age and needs of pupils being searched, including individual needs or learning difficulties, making reasonable adjustments should a pupil have a disability.

The designated safeguarding lead (or deputy) will be informed of any searching incidents and there should be effective processes in place for recording such incidents and this will be recorded on CPOMS and communicated to the pupil's parents by the person carrying out the search. If there is any concern about risk of, or actual, harm to a child, the usual child protection procedures will be implemented.

Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made
- is evidence in relation to an offence

Strip searching

A strip search is a search involving the removal of more than outer clothing. Strip searches on school premises can **only** be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. **Strip searches can only be undertaken by the Police and must never be undertaken by staff within the setting.** Settings may decide to call the Police themselves to respond to a particular situation, or the Police may arrive at school with a request to meet with a pupil in relation to a matter they are already dealing. In either scenario, **staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.** Once the police are on-site, the decision on whether to conduct a strip search lies solely with them. Parents should always be informed once a strip search has taken place (it will be for the setting and the Police involved to agree how this will be done). However, settings must keep records of any strip searches that have been conducted on-site.

Use of Reasonable Force and Restrictive Physical Intervention (restraint) – the legal position, human rights, and procedural safeguards

The Equality and Human Rights Commission (EHRC) 'Human Rights Framework for Restraint' (2019) sets out key principles within the Human Rights Act in relation to restraint in order to 'protect and respect the safety and dignity of people being restrained as well as those around them, including staff'. **The EHRC defines restraint as 'an act carried out with the purpose of restricting an individual's movement, liberty and / or freedom to act independently.'**

Keeping Children Safe in Education (DfE, 2023) states:

When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 (see paragraphs 86-93), for example in relation to making reasonable adjustments and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use 'reasonable force.'

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children and young people.
- Force is usually used either to control or restrain. This can range from guiding a child or young person to safety by the arm* through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

***This must not involve gripping as it could result in harm to the child. Staff will need training if this is a regular occurrence**

- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between children and young people, redirecting a child or young person's path, or active physical contact such as escorting a child by the arm or arms out of a classroom. This should never involve pulling or dragging.
- Restraint means to hold back physically or to bring a child or young person under control. It is typically used in more extreme circumstances, for example when two children and young people are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child or young person. *

***Staff should receive training specific to the identified needs of their school which will significantly reduce the likelihood of this happening**

Who can use reasonable force?

- 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 headteacher has temporarily put in charge of children and young people such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent children and young people from harming themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control children and young people or to restrain them.
- The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

This list is not exhaustive and provides examples of where reasonable can and cannot be used – this is also taken from DfE guidance

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a child or young person behaving in a way that disrupts a school event or a school trip or visit;
- prevent a child or young person leaving the classroom, where allowing the child or young person to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child or young person from attacking a member of staff or another child or young person, or to stop a fight in the playground; and
- restrain a child or young person at risk of harming themselves through physical outbursts.

Reasonable force should only be used to avoid harm to the child or other and where all other strategies have been considered or attempted

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs.

All members of staff have a 'Duty of Care' towards the children in their care. Therefore, if a child is likely to be at risk from harm in an emergency, action must be taken, and this may include a physical intervention and will be dependent on the level of risk and the assessment that is made at that moment in time.

Where children show dangerous or harmful behaviour, identified through a risk assessment/Behaviour Plan, then restrictive physical intervention may be considered as a strategy to manage harm. The necessity to use this should reduce over time. If incidents do not decrease, it is not a successful strategy and risk management plan should be reviewed regularly with the SENDCo.

In short, staff should only intervene physically to restrain or contain a child:

- where there is a clear danger to the child or others (including adults);
- where all other interventions have failed or are not feasible;
- with the clear intention of removing the child from danger;
- with the minimum force required to ensure the child's safety.

Removal, Withdrawal, Isolation and Seclusion

The Department for Education Guidance has a specific section on the removal of children: Behaviour in Schools - Advice for headteachers and school staff (DfE 2022)

Removal will only be used:

a) to maintain the safety of all pupils and to restore stability following an unreasonably high level

of disruption.
b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
c) to allow the pupil to regain calm in a safe space.

Removal is distinguished from the use of separation spaces for non-disciplinary reasons to regulate emotions because of identified sensory overload.

Pupils are not removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and pupils should never be locked in a room.

Withdrawal: the removal of a child or young person from a place of stress to a safe place, where they can be supported and monitored until they are ready to re-engage with learning – the child may need the choice of some time alone to 'recover,' according to their needs, used to avoid escalation or public embarrassment.

Isolation: the removal of a child or young person from their peer group. Schools use this in a range of ways, often in what are referred to as 'internal exclusion,' 'reflection' 'isolation" which would be under the supervision of a member of staff.

Seclusion: when a child or young person is forced to spend time alone and against their will (for example, they are prevented from leaving a room of their own free will (including locking a door, holding a door closed, a handle or exit button placed out of reach of child or young person). Seclusion **is never** a planned response to behaviour and can only be considered in **exceptional** or **emergency circumstance** (as concluded by the Child C versus Local Authority court case - Royal Courts of Justice 16th June 2011). This is used very rarely.

Managing allegations against members of staff / volunteers

Schools work in accordance with statutory guidance and the Essex in respect of allegations against an adult working with children in a paid or voluntary capacity. There is a separate policy to cover this however, The Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team can be contacted on **03330 139 797**

Further Guidance

1. Keeping children safe in education 2023 (DfE 2023)

2. Reducing the Need for Restraint and Restrictive Intervention (DfE, 2019) 3. Searching, Screening and Confiscation (DfE 2022)

4. Behaviour in Schools - Advice for headteachers and school staff (DfE 2022)

5. Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE 2022)

6. SET Procedures (ESCB)

7. Positive environments where children can flourish (Ofsted, 2018) 8. Creating a Culture: how school leaders can optimise behaviour (DfE, 2017) 9. The Human Rights Framework for Restraint (EHRC, 2019)

10. Restraint in schools' inquiry: using meaningful data to protect children's rights (EHRC, 2021)

Appendix A

Restorative Conversation Sheet

(If both sides agree what happened there is no need for witnesses to complete this form.)

Name: Date: Class:

What happened?

What people were thinking/feeling at the time?

Who has been affected and how?

How can you put it right?

Our rules at Priory Primary School are: Ready, Respectful, Safe

Which of our rules have you not fulfilled and why?

How are you going to change your behaviour moving forward?

Appendix B

Adult Response Plan

Window of Tolerance **What the child is like when regulated, calm and engaged?**	**How best to support and maintain this and support regulation**
Dysregulation **What are the first signs that things are becoming too stressful?**	**Strategies to support and to co-regulate**
Where does this stress behaviour lead to next? **What are we trying to avoid?**	
Hyperarousal	**Interventions necessary to support, co-regulate and keep everyone safe**
Hypo arousal	**Interventions necessary to support, co-regulate and keep everyone safe**

Child's Self-Regulation Plan

Stress Level	Strategy to Support
Red emotions Feeling afraid, angry, annoyed	How to best soothe myself
Yellow emotions Feeling worried, disappointed, silly	How to best to soothe myself
My window of Tolerance / Green emotions Feeling calm, happy, proud	How best to maintain
Blue emotions Feeling sad, low, sleepy	How best to re-energise and give myself hope

Notes: The Adult Response Plan starts with the pupil's 'Window of Tolerance' or 'Green Zone' (from Zones of Regulation©), as it has been found that staff find it more useful to have the proactive strategies for promoting co-regulation at the top of the plan. The Adult Response Plan and the Child's Self-regulation Plan have been adapted to align with commonly used good practice, such as Zones of Regulation©.

Appendix C - Explanation of the Stress Areas

Domain and definition	A child having difficulty regulating in this area may:	Supportive strategies
Sensory/physiological consider many factors such as sleep, exercise, health, nutrition and sensory inputs. • physical health • hunger • noise	• have challenges remaining calm amidst distracting visual and auditory stimuli • have difficulty sitting for more than a few minutes • withdraw (become hypo alert) and need to upregulate • become over-stimulated and need to down regulate	• less intense lighting – soft white light • use blinds to block out light • less bright visual materials • choice in seating (exercise balls, beanbag chairs, rocking chair) • keep clutter to a minimum • oral input (healthy crunchy snacks, water bottles etc.) • plants • removing squeaky chairs • designating areas for quiet and noisy activities • creating comfortable learning areas to down- regulate • using music to signify transitions • visual schedules (predictable) • noise cancelling headphones • fidget tools (i.e., playdough) • action breaks
Thinking the child's ability to concentrate and switch attention as well as appropriate task and language demands. • focus and switch focus as required • plan and executive several steps consecutively • problem-solve • understand cause and effect • time management • ignoring distractions • delaying gratification • sequencing ideas • tolerating frustration and learning from mistakes • switching focus	• have difficulty focusing attention • give up at the slightest frustration • daydream during class • be distracted by impulsive thoughts	• preferential seating • providing instruction in more than one mode • quiet place when feeling overwhelmed • learning games (Simon says, statues, musical chairs etc.…) • breaking down instructions • providing collaborative learning experiences • allowing child's choice and to set own goals • digital technology • using the child's passions to engage learning (consultation with families) • teaching time management skills • visual timer • self-reflection • providing consistent routines

Emotional the child's ability to monitor, evaluate and modify their emotions • managing the big feelings and strong emotions • ability to recover from adversity	• become overly excited when praised • show intense frustration when trying to solve a problem • become anxious when dealing with confrontation • have difficulty focusing when strong emotions arise	• holding classroom meetings to check feelings • mindfulness • breathing exercises • encouraging children to express how they are feeling verbally

• courage to learn new things • desire to achieve goals • healthy and realistic sense of self		• using strategies and language from the SMART thinking- There is always a way back • teaching calm down techniques (breathing, counting down) • playing calm music during learning tasks • teaching positive self-talk • journaling feelings and experience • role playing how to express and cope
Social consider the perspective of the child and the impact of their actions on others • understanding the feelings and intentions of self and others • monitoring the effects responses and adjusting when necessary ("appropriate responses") • the ability to be an effective communicator – as a listener and as a speaker • the ability to demonstrate a good sense of humour that does not rely on ridicule • the ability to recover from and repair breakdowns in interactions with others (e.g., through compromise)	• have difficulty listening to the ideas of others • have difficulty taking ownership over actions • respond inappropriately to a situation • have difficulty reading social cues	• collaborative learning experiences • music experiences • demonstrating a good sense of humour • using books to deepen communication of feelings • teaching how to read social cues • using expected and unexpected behaviour prompts • teaching social media communication skills • reinforcing rules

Prosocial the idea that other people's stress also cause stress for the child. This domain is rooted in the development of empathy and doing the "right" thing. The ability to help regulate others and to co-regulate with others. • a sense of honesty, both with oneself and with others • empathy, or the capacity to care about others' feelings and to help them deal with their emotions • the ability to put the needs and interests of others ahead of one's own • the desire to "do the right thing" and the conviction to act on one's conviction	As above	• collaborative learning experiences • teaching how to read social cues • using expected and unexpected behaviour prompts • teaching social media communication skills • reinforcing rules • reassurance

Appendix D – Priory Record of incident Requiring Physical Intervention (RPI)

Child name:	**DoB:**	**Year group:**

Reporting member of staff:	
Date of incident:	
Start time of incident: **End time of incident:**	
Location of incident:	

Name(s) of additional staff witness:	**Name(s) of additional child witness:**

Stressors leading up to the hyperarousal and distress

Co-regulation prior to the decision to use of RPI			
Verbal advice and support		Swapping of staff	
Calm talking and Reassurance		Distraction/diversion	
Personalised co-regulation script		Offering choices and options	
Humour		Offering safe space	
Other (specify)			

Why the RPI was deemed absolutely necessary	To prevent harm to self	
	To prevent harm to another child (children)	
	To prevent harm to adults	
	To prevent damage to property	
	To prevent harm from absconding (in accordance with policy)	
The harm predicted to be prevented by the RPI		

(e.g., bruising to peers, lacerations, destruction of computer, climbing over high fence, climbing on roof)	
Unresolved harm/ details of damage to property (costs and details of harm to people including medical intervention or damage to property)	
Was a medical record completed	**Yes / No**

Specific details of the RPI including sequence of techniques, time and staff involved		
Time	Technique	Staff name

Duration of RPI:		Duration of the incident:	

Was there any physical mark or harm caused by the use of RPI to the child?	Yes / No	Details
What action has been taken?		
Has the incident been reported to the Children Safeguarding Team (Local Authority Designated Officer)?	Yes / No	Details

Incident reporting and monitoring		
	Name	**Time and date**
Incident reported to Senior staff by:		
Parents / Carer verbally informed by:		
Parents / Carer letter sent:		
Child wellbeing check by:		

Staff wellbeing verified by:		
Restorative conversation with child		

Care for Child following the RPI

Verification of account of incident		
Staff name	Staff signature	Date

Reporting staff name	**RPI checker and approver name**
Signature	**Signature**

<u>Appendix E</u> – template letter to inform parents of an incident requiring Physical Intervention by staff.

Dear (parent / carer)

Further to our earlier telephone conversation, I am writing to confirm our discussion about the incident in school today. As discussed, it was deemed necessary to use a physical intervention with (child or young person). You will be aware that such an intervention is used in our school only as a last resort, where other interventions and de-escalation techniques have not been effective in reducing the harmful behaviour. As shared with you, it was felt by staff involved that, on this occasion, it was absolutely a necessary and appropriate response to (child or young person's) behaviour at the time in order to keep them and everyone else safe.

As I explained, the detail of this incident is available in school and forms part of (child or young person's) records. If you would like to discuss this matter further, please feel free to contact me and I would be happy to meet with you.

Or

It is important that we continue to work together, going forward. I would like to invite you to a meeting to write / review a risk management plan for (child or young person) and I can share more detail about the recent incident with you

Yours sincerely,