

## Lewis Street Primary School

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

	<b>Lewis Street</b>
<b>Date</b>	<b>Sept 2025</b>
<b>Review Date</b>	<b>Sept 2026</b>
<b>Designated Governor</b>	

### Introduction

Lewis Street Primary School is 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 carers, where necessary, the educational psychologist and other support agencies. Reasonable adjustments **MUST** be made for children with SEMH need and/or those working within a developmental stage lower than their chronological age, 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 they 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 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

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 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 Neurodevelopmental Pathway

### **Our Approach**

#### *Our Values and Ethos*

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

### **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/ 3<sup>rd</sup> 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

### **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.
- 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 to communicate to parents and carers. Parents will not be linked to Class Dojo.

### **Examples of what dojo points are given for:**

#### **Phase 1 (Nursery, Reception and year 1)**

- 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 2-6**

<i><b>Excellence</b></i>	<i><b>Respect</b></i>	<i><b>Challenge</b></i>	<i><b>Self-belief</b></i>
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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
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### Phase 1 (Nursery, Reception and Year 1) – Zones of Regulation, Schematic Play and support.

Children in Phase One, will be immersed in the language and visuals of Zones of Regulation. This will be used in all situations when children seem unregulated and are showing some of the above behaviours. Staff will use the language consistently throughout the day and help children understand how they are feeling. This will be a common language for communication, problem solving, and emotional understanding.

We understand schematic play and ensure our responses are appropriate for the child’s stage of development as well as their age. Please see Appedix 2 for the Phase 1 Behaviour Ladder and supporting documents.

### Agreed Consequences Year 2-6 (*staff to use judgement re age and stage for pupils with barriers to accesing their chronological age group*)

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

- **First warning**

Immediate verbal or equivalent alternative visual mode of communication to address misbehaviour by member of class team, privately where possible.

- **Second warning**

One warning is given for not demonstrating the school values. If this is repeated after take-up time, the adult will decide the appropriate next step. Consequences of classroom behaviour must be dealt with during the next non-structured time to provide timely feedback on the behaviour.. In relation to reflection time specifically, the following guidelines are adhered to by all staff;

- reflection time is age and stage appropriate;
- 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

- **Reflect**

After a second warning is given for not demonstrating the school values, a ‘reflect’ will be issued. Reflection time happens at lunchtime, prior to the child eating. This will be for wither 10 or 20 minutes. Reflect will be based on the principal of Emotion Coaching. Pupils will use this time to talk with an adult about what went wrong and how to resolve the problem for next time. Reflection is staffed by teachers on a rota in each phase so they are familiar adults.

- **Internal Suspension**

Should a pupil display repeated misbehaviour resulting in repeated reflections, staff will discuss this their phase leaders 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.

- **Fixed Term Suspensions**

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 (1 hour, 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.

- **School Suspensions and Permanent Exclusion**

If an fixed term suspension does not result in an improvement in behaviour, a pupil may be 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:
  - Verbal and/or Physical assault of adults
  - Verbal and/or Physical assault of pupils
  - Persistent disruption to learning
  - Damage to property

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

- **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.

## **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.

## **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. The 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

## **Appendices**

Appendix 1: Nurture Principles

Appendix 2: Phase 1 Behaviour ladder.

Appendix 3: Behaviour support plans

Appendix 4: Example behaviour support plan

Appendix 5: Restrictive physical interventions (RPI)

Appendix 6: RPI Proforma

Appendix 7: Creating a working environment

## **Appendix 1**

The Principles of Nurture at 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 – Phase 1 Behaviour

All adults should aim to build strong relationships with all children and ensure they have a consistent key adult within school. This emphasis' safety and

Typical development behaviours	Examples of behaviours you may see	Why is the behaviour occurring?	What should the adult do?
What we may see	<p><b>Schematic Play</b></p> <ul style="list-style-type: none"> <li>Trajectory- move, throwing, rolling and dropping of objects</li> <li>Transporting- moving objects around.</li> <li>Enclosing/Enveloping- containing things/ themselves</li> <li>Rotational- turning on of taps</li> <li>Connecting- joining things together and open and closing things.</li> <li>Orientation- moving themselves or objects upside down.</li> <li>Positioning- arranging or line objects up.</li> </ul> <p><b>Emotional regulation</b>            Children may become dysregulated which can look like; crying, frustration, hitting out, hiding, running away, refusal, struggling to express needs. This is not an exhaustive list and children may display other behaviours.</p>	<ul style="list-style-type: none"> <li>Have their basic needs been met?</li> <li>What are they trying to tell me?</li> <li>Could this behaviour be evidence of a schema?</li> <li>Could they be attachment/ proximity seeking?</li> <li>Has the behaviour been triggered by anything?</li> <li>Has anything happened at home?</li> <li>Do they enjoy behaving in that way?</li> <li>Do they like my response?</li> <li>What is the child hoping to achieve with this behaviour?</li> </ul>	<p><b>Schematic Play</b></p> <ul style="list-style-type: none"> <li>Model good play</li> <li>Positive praise</li> <li>Visual prompts</li> <li>Clear expectations in the learning environment</li> <li>Tune into interests and plan for this</li> <li>Do not discourage schema behaviours.</li> </ul> <p><b>Emotional regulation</b></p> <ul style="list-style-type: none"> <li>Notice the signs of dysregulation</li> <li>Pull back on demands</li> <li>Use distraction and diversion</li> <li>Reduce stimulation</li> <li>Remove to quieter area</li> <li>Allow for a soothing activity</li> <li>Reduce language</li> <li>Label emotions</li> <li>Consider physical proximity</li> <li>Use emotion coaching scripts</li> </ul>

Where response above is ineffective, adults will follow the steps for specific behaviours below- consider where to use an ABC chart to identify triggers and the individual needs of children.

	Level 1	Level 2	Level 3	Level 4
<b>Physical aggression- hitting, pushing, shoving with intent</b>	Time away from current activity. Discuss with the teacher. Apology. Talk to both parents.	Time in a separate EYFS classroom. Apology. Parents informed by the class teacher.	Sent to phase lead. Meeting arranged with parents.	Meeting with HOS
<b>Physical- biting</b>	Time away from current activity. Discuss with the teacher. Apology. Talk to both parents.	Time in a separate EYFS classroom. Apology. Parents informed by the class teacher.	Sent to phase lead. Meeting arranged with parents.	Meeting with HOS
<b>Persistent name calling</b>	Discussion with children, stories and activities to support understanding- discussion with teacher and parents. Apology	Time in a separate EYFS classroom. Apology. Parents informed by the class teacher.	Sent to phase lead. Meeting arranged with parents.	Meeting with HOS
<b>Rough play</b>	Reminders and Redirected to other areas of learning - discussion with teacher	Children separated to different play areas- parents informed by the class teacher.	Time away from provision -AHT to contact parents	HOS to be informed
<b>Using resources in an unsafe manner (despite warning and modelling)</b>	Model how to use the resources. Explanation of why it is unsafe. Discuss with the class teacher.	Take away resources-parents informed by the class teacher.	Time away from the activity. AHT to contact parents.	HOS to be informed and a conversation to be had between them and the child.
<b>Refusal to follow instructions (appropriate for individual children)</b>	Controlled choice- now or during provision play time.	Time away from current activity- parents informed by class teacher.	Time in another EYFS class to complete directed activity.	HOS to be informed and a conversation to be had between them and the child.
<b>Using inappropriate language such as swearing/unkind</b>	Discussion with children, stories and activities to support understanding- discussion with teacher and parents. Apology	Time in a separate EYFS classroom. Apology. Parents informed by the class teacher.	Sent to phase lead. Meeting arranged with parents.	Meeting with HOS

## Ways we support children to regulate in Phase One.

### Zones of regulation

Children in Phase One, will be immersed in the language and visuals of Zones of Regulation. This will be used in all situations when children seem unregulated and are showing some of the above behaviours. Staff will use the language consistently throughout the day and help children understand how they are feeling. This will be a common language for communication, problem solving, and emotional understanding.



### Classrooms

All classrooms will have an interactive display that allows children to move their face according to how they are feeling.

All staff will have symbols on their lanyards to have ready available to support children in how they are feeling.

All classrooms will have a calming corner. This will be a quiet part of the room that allows children to calm and reflect. All should have a range of soft furnishings, zone of regulation cards, social stories and a range of sensory toys.

## Hand Signals

Across Phase One, children will understand the RWI signals consistently along with signals to help regulate themselves.

### RWI Signals

These are silent signals when demonstrated by the teacher or teaching assistant the children respond to them in the correct way. These silent signals used in lessons ensure quick, effective management within the classroom.

**Silent stop signal**



**Perfect partner position signal**



**My turn**



**Your turn**



**Magnet signal**



**Finger instructions 1 2 3**



If the teacher holds up one finger  
Stand up quietly.



If the teacher holds up two fingers –  
Prepare to move to where instructed.



If the teacher holds up three fingers –  
Sit down silently ready to work.

## Regulation signals

These signals will be used by both adults and children when they need to communicate their wants and needs.

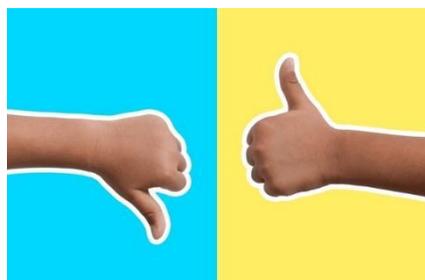


The T sign signals thinking time- This can be used by a child if they feel they need to go to the calming corner or used by adults to suggest to children that's where they need to take themselves.



The hand held out is a signal that the person is feeling uncomfortable and wants them to stop.

Children will be taught to use this when they want children to stop something they are doing that makes them feel uncomfortable or they need space away.



Thumbs up and down can be used for answering a yes or no questions or to hand signal understanding or not understanding an instruction/task.

### Appendix 3: 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 4: Example behaviour support plan and Risk Assessment

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 5: Restrictive Physical Intervention

### The Restrictive Physical Management of pupils

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 well-being 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. Working within the philosophy of “Every Child Matters” with a particular force in relation to the strands of ‘staying safe’ and ‘enjoying and achieving’, 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.

### Physical contact

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

### 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 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.

Only those members of staff who have been trained in the use of agreed techniques, i.e. 'TEAM-TEACH', 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 Behaviour Support 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 must not use restrictive physical intervention. In exceptional circumstances there may be the necessity for an untrained member of staff to intervene 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 Training.

Increase in Level of Intrusion	<u>1 Person Standing / Walking</u> Caring C's Friendly Hold Single Elbow Figure of Four		Associated Increase in Level of Risk
	<u>2 Person Standing / Walking</u> Friendly Hold Single Elbow Figure of Four	<u>1 Person Standing / Walking</u> Friendly Hold Single Elbow Figure of Four	
	<u>2 Person Standing / Walking</u> Friendly Hold Single Elbow Figure of Four		

The training of staff dealing with behaviour management will be in line with the recommendations of TEAM-TEACH and include:

- Building and maintaining good relationships
- Managing good behaviour through the interpretation of verbal and non verbal cues, conflict management techniques.
- The use of physical intervention as a last resort to ensure the safety of the child, peers and staff.

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

- It is essential that restrictive physical intervention is only used as a last resort. Every effort must be made to look for effective ways of working with pupils which do not involve using them. Pupils' Behaviour Support Plans 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.
- 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.

All incidents of restrictive physical intervention are recorded and monitored (RPI Log) These are completed on the day of the hold. The school keeps detailed, written reports of all incidents where any form of physical management is used. A short report will also be put on CPOMS for each restrictive physical intervention incident.

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. 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 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.

### **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.

### **Planned Intervention**

Planned interventions 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 Behaviour Support Plan and will be reviewed regularly. The Behaviour Support Plan will be discussed with parents / carers and they will be asked to sign the Behaviour Support Plan if they agree. The Behaviour Support Plan 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" (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

### **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 keeps 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 or parents. Supply staff will not appear on the list of authorised persons unless they can offer valid certification in the Team Teach approach and are familiar with the school's policy. 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 training. This training will include sections on the current legal framework, background, theory and rationale behind the Team Teach approach, 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 (at least every 3 years).

Team Teach 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.

### **Post Physical Intervention Procedures**

As soon as is reasonably possible after an incident, staff need to fill out a "Record of Use of Restrictive Physical Interventions" (see appendix A) prior to leaving school. The form should identify all the staff involved. The RPI log is completed by the staff member who completed the hold and sent to C Skeels (Assistant Headteacher) for mainstream children and to T Ottiwell (ERP Phase Leader) for Enhanced Resource children. This will be read, signed and passed to P Warding, EHT for final sign and saving on CPOMS.

The record of the restrictive physical management of the young person will indicate:

- The names of the staff and the pupil involved
- The reason for using the specific type of restrictive practice (rather than an alternative less restrictive strategy)
- The type of intervention employed
- The date and the duration of the intervention
- Whether the pupil or a member of staff experienced injury or distress, and if they did, what action was taken
- The outcome of the debrief session

(See incident form: appendix A)

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 Behaviour Support Plan 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. The method of communication will be agreed and made clear on the Behaviour Support Plan.

The written report should tell them when and where the incident took place, why it was decided that a physical intervention had to be used, the strategies used to try to avoid having to use a restrictive physical intervention, what physical interventions were used, whether there were any injuries and what follow up action (support and/or disciplinary) was being taken in relation to their child. If communicating verbally with parents this must be recorded on the RPI form.

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

- Review of Behaviour Support Plan.
- Child Protection Procedure.

- Staff or Pupil Disciplinary Procedure.
- Suspensions 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.

### **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 LADO.

### **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.

## Appendix 6: Restrictive Physical Intervention (RPI) Form

<b>SECTION A</b>	
Report compiled by	
Name:	Designation:
Date:	Time:
<b>SECTION B</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)	
<b>SECTION C</b>	
Brief description of incident:	
This should include:	
<ul style="list-style-type: none"> <li>any identifiable triggers</li> <li>strategies used to try to deescalate the behaviours</li> <li>reason for the RPI</li> </ul>	
Please describe the staff intervention, including any physical control used.	
<ul style="list-style-type: none"> <li>Type of RPI (see above) and duration</li> </ul>	
<b>SECTION D</b>	
Young person's account of the incident. (Must be completed)	
This will need to be completed after the child has calmed	
<b>SECTION E</b>	
Details of any resulting injury, including to whom and any medical treatment received.	
Any other relevant information.	
<b>SECTION F</b>	
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 7: 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>