

# Carlton Digby School



## Behaviour and Restrictive Practice Policy

<b>Head Teacher Signature:</b>	<i>Naomi Boulter</i>
<b>Date Adopted by Governors:</b>	8 <sup>th</sup> July 2025
<b>Review Date:</b>	September 2027

# **1. Introduction**

Carlton Digby School provides high quality education for learners with a wide range of special educational needs and disabilities aged between 3-18 years.

Pupils and staff create a happy, hardworking, exciting and successful learning environment where all who attend are given the opportunity to achieve their full potential.

We are committed to supporting teamwork with parents and carers, other schools and agencies to ensure the best possible outcome for all learners.

This policy is intended to help and guide staff in their work with pupils in the school. It should be read in conjunction with other policies.

# **2. Aims**

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

# **3. Our Vision**

**Together we**  
Are **s a f e**  
Build **resilien c e**  
Prepare for **adult h ood**  
Provide **opportun i ties**  
Reach our **pot e ntial**  
Embrace **di v ersity**  
Develop **indep e ndence**

# **4. Rationale**

We recognise that behaviour is communicative and often reflects an emotion or feeling. Our behaviour policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. It is considered important that the school community shares a common set of shared values that are easily recognisable and understood by all who learn and work at the school. Each child's behavioural needs are complex and personal to the individual – they will arise from their own experiences at home, within the community and at school. However, in order to create a consistent, positive and ordered environment a set of values that is shared by all is essential.

## **5. Roles and responsibilities**

### **5.1 The Governing Body**

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the Head Teacher
- Monitoring the policy's effectiveness
- Holding the Head Teacher to account for its implementation

### **5.2 The Head Teacher**

The Head Teacher is responsible for:

- Reviewing this policy in conjunction with the governing body.
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with disruptive and challenging behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to all staff, so they can fulfil their duties set out in this policy
- Ensuring staff have accessed trauma informed training to support in a crisis.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### **5.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly via Behaviour Watch
- Challenging pupils to meet the school's expectations
- Preparing one page All About Me documents to support behaviour and engagement
- Where necessary, creating and reviewing Positive Behaviour Plans

The teacher, with support from the Behaviour lead and senior leadership team where necessary, is responsible for overseeing and ensuring the implementation of 'Positive Behaviour Plans' (PBPs) as required, and for ensuring that everyone working with the pupil is informed and advised on the contents of the plan once it has been signed by the parents.

It is, however, acknowledged that there will be instances of disruptive behaviour. It is important that there is a system in place for dealing with such instances and that it supports staff confidence in dealing with disruptive situations. Staff dealing with challenging behaviour should always follow the school procedure, PBPs and record behaviour incidents as soon as possible.

#### **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Access additional support from the Family Support Worker, if required

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

#### **5.5 Other Professionals**

On occasions, it will be judged appropriate to gain support from one or more of the following agencies when dealing with particularly difficult issues:

- Child and Adolescent Mental Health Services (CAMHs)
- Early Help Unit / Family Service
- Educational Psychology Services
- Social Services
- Inclusion Support Autism Team
- Continuing Health Care Team
- Health staff
- NCC Education, Safeguarding, Health and Wellbeing Hub (ESHAW)
- Any other professional support that might be appropriate for the individual pupil

## **6. The School Environment**

The way a school is organised can impact upon behaviour. All staff working within the school should create opportunities that help pupils to develop positive attitudes within the school environment.

### **6.1 Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-

esteem through demonstrating the value of every individual's contribution, and overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in cooperation with others. Praise should be used sincerely to encourage good behaviour as well as good work. Criticism should always be constructive and a private matter between teacher and child.

## **6.2 Classroom Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the pupils what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be calmly and consistently applied and enforced;
- follow pupils Positive Behaviour Plans (PBPs)
- promote the idea that every member of the school has responsibility.

The regular revisiting of our expectations and agreements is vital for them to remain important and relevant.

All adults work in partnership to model, reinforce and support our expectations.

Adults act as co-regulators, develop pupils' insight and language of sensations and emotions, building understanding of self within a community based on inclusion and tolerance.

Social times, such as play and lunchtimes, are an important part of our school provision with the following aims:

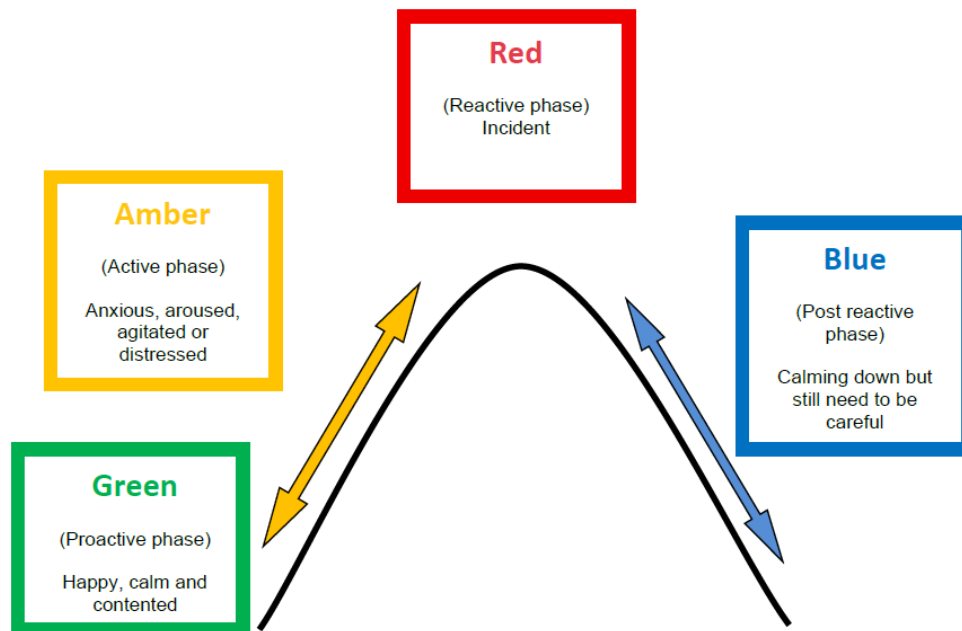
- To develop social skills;
- To have the opportunity to interact, build tolerance and inclusion;
- For the enjoyment of positive play;
- To be healthy – to have fresh air, exercise and the opportunity to relax
- For the opportunity to explore and play with adults and peers in a less structured, positive environment

Our positive approaches to behaviour involve us 'noticing' good choices, being explicit in descriptive praise and providing reward as reinforcement.

Our self-reliance toolkit and PSHE curriculum all provide example of skills and vocabulary for adults to use to encourage learning in this way.

## **7. The Different Stages of Behaviour**

Behaviour develops in stages. The Challenging Behaviour Foundation describes the stages as:



**The Green 'Proactive' phase** is where the person is feeling mostly calm and relaxed and can engage positively with you in a meaningful way. The aim is to try and support the person to stay in this phase as much as possible. It is important to think about what it is that is helping the person to feel calm and relaxed and to plan this into their day. The green phase is when the person is most able to learn useful skills to help them get what they want and need.

**The Amber 'Active' phase** is where the person may be starting to feel anxious or distressed and there is a chance that they may escalate their behaviour. Here we need to take swift action to support the person to return to the Green Proactive phase as quickly as possible, to prevent an escalation to the crisis phase. The amber arrow on the Arousal Curve diagram points in both directions because the person's arousal (or distress) can go up or down.

In the Amber 'active' phase we can see 'early warning signs' that the person is expressing that they are anxious; wanting something they are unable to ask for verbally; not liking something; feeling bored, etc. These early warning signs provide the opportunity to intervene before the behaviour escalates to an incident of challenging behaviour and taking the time to spot them is essential.

**The Red 'Reactive' phase** is where challenging behaviour actually occurs, and we need to do something quickly to achieve safe and rapid control over the situation to prevent unnecessary distress and injury.

**The Blue 'Post Reactive' phase** is where the incident is over, and the person is starting to recover and become calm and relaxed again. There is still a risk of behaviour escalating to red again – the blue arrow on the Arousal Curve also points in both directions.

Identifying the different stages of behaviour can help you to make sure the person has what they need on a day-to-day basis.

## 8. Positive Behaviour Management

Carlton Digby School believes that rewards for positive behaviour and attitudes are vital, and our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. It is acknowledged that each pupil is individual and that different strategies will need to be employed at different times.

Individual teachers will have to include in their classroom management a whole range of rewarding consequences that will meet the needs of a range of pupils. It is important that each class has its own clearly

defined set of expectations i.e. class code of conduct according to teacher, age group and pupils within that class.

The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

To praise, promote and reward positive behaviour, we use a range of rewards including:

- Verbal feedback / praise
- Non-verbal feedback e.g. *thumbs up gesture, smile, pat on shoulder, clap*
- Stickers or badges
- Head Teacher, Deputy Head or Assistant headteacher award
- Certificates
- Notes sent home Via Dojo / diary
- Privileges e.g. free choice, special activities outside school
- Achiever of the week certificates given at a weekly assembly
- Marking work
- Jobs and responsibilities awarded
- Rewards relevant to the individual, given from a class reward box
- Share good choices with other adults for positive reinforcement

## **9. Assessments of Behaviour**

An assessment of challenging behaviour aims to provide some answers about the reasons behind an individual's behaviour. By conducting an assessment, we are learning about people before we intervene. An assessment will guide the development of a more individualised behaviour support plan.

### **9.1 Recording Behaviour**

Keeping a record of challenging behaviour can help identify its function. It is important to record:

1. A definition of the challenging behaviour in question: Before conducting an assessment, it is essential to have a clear definition of the behaviour of concern. This is a description of what the behaviour looks like, which may include specific examples of the behaviour, as well as how often it happens.
2. Early warning signs. In addition to defining the challenging behaviour itself, it can be helpful to define the 'early warning signs'. These simply refer to any physical signs or behaviour that tend to happen before the challenging behaviour occurs.
3. An assessment of the trigger/antecedents (i.e. what happens before): Certain things often appear to trigger challenging behaviour. They can be more immediate triggers (e.g. being told "no", or being refused something), or 'setting events', which refer to situations where the person is more likely to resort to challenging behaviour (e.g., crowded/noisy environments, the time of day, unpredictable routines, pain, or illness).
4. An assessment of the consequence (i.e. what happens after): What is the person getting, or not getting from the behaviour that motivates them to repeat it? Many consequences are externally motivating e.g. the consequence of banging your head may be that you gain more or less attention from people; get a desired object, food or drink; or escape from an activity or task. Consequences may also be internally motivating e.g. the consequence of banging your head when you are feeling bored, may be that you feel more stimulated.

### **9.2 Method of Assessment – ABC Chart**

At Carlton Digby School we occasionally use a tool known as the ABC chart where A stands for 'Antecedent', B for 'Behaviour' and C for 'Consequence'. The aim of ABC charts is to identify links between the behaviour and its antecedent and consequences, to aid understanding of the function that the particular behaviour serves for an individual.

An ABC behaviour chart is available for staff to use if they have any concerns or notice any significant changes from a child's day to day behaviour seen in school.

The chart will be used as and when is felt necessary and parents and carers will be informed if this is going to start. The diary will be used for 1-2 weeks to monitor behaviours, note any triggers seen before the behaviours and record the interventions or consequences put in place following displayed behaviours. Hopefully this way we can spot any patterns occurring.

Following the use of a behaviour diary, conversations will take place with class staff, SLT (if necessary) and parents and carers to discuss support plans and any interventions or systems that will be put in place.

It is important to note that, although the process of using ABC charts is relatively straightforward, it can be complicated by the fact that the recording is often done by more than one person. In addition, a person's behaviour may serve more than one function, be used for different purposes in different locations and be responded to in different ways by different people.

### **9.3 Outcomes of an Assessment**

The aim of an assessment is to understand what the purpose of the behaviour is, so that we can help the person to use other ways to get their needs met.

Once we have a good idea about the function of the behaviour, we can start to think about how to respond to that behaviour. The results of the assessment should inform any strategies that are introduced, with the aim of stopping, reducing or encouraging alternatives to challenging behaviour.

Ultimately, the aim is to support the person to learn ways to get their needs met, that are as good as, if not better than, challenging behaviour. However, it is important to recognise that challenging behaviour can occur for very complex reasons and for some people those reasons remain unclear, even after an assessment has been carried out. Nevertheless, even behaviour support plans based on tentative theories can be useful in the long-term because everyone is working from the same plan and providing consistent support.

## **10. Supporting Challenging Behaviour**

### **10.1 Challenging behaviour**

Within our positive approaches we recognise that there may be times when a pupil might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others.

Some of those choices may be:

- verbal aggression
- throwing things
- hitting
- kicking
- pushing
- hair pulling
- scratching
- biting
- shouting
- not being on task
- bullying
- spitting

- rude responses
- ignoring requests
- damaging property
- racist, sexist or other forms of derogatory behaviour
- self-harm
- sexualised behaviour

When looking at behaviours it is imperative that the individual needs of pupils are examined and appropriate strategies for that individual employed.

Some strategies may include:

- keeping calm and speaking quietly
- check basic needs (Maslow's hierarchy of needs: APPENDIX A)
- follow individual PBP (if the child has one)
- if necessary, call for help using the walkie talkie and stating "behaviour support needed"
- follow the key principles of Crisis Intervention Prevention (CPI) and trauma informed care
- keep language to a minimum and use short sentences/ no language
- talk to the pupil about the behaviour (if appropriate)
- verbally reprimand
- if appropriate, ignore a low-level behaviour
- give attention to other members of the group
- re-arrange seating or playing arrangements
- divert attention (give a responsibility, or different task)
- use of social story
- use of now and next boards
- remove from situation
- time away from the lesson for a short period
- remove the class from the area
- use the designated 'time out' areas. Follow guidelines for use of 'Classroom Pods' (**see below**) in conjunction with individual PBP

**All pupils are different, and reference must be made to the Positive Behaviour Plan (if in place).**

## **10.2 Positive Behaviour Plans (PBP)**

The information gained from the assessment of behaviour is used to plan how to reduce challenging behaviour or lessen the impact on the person and those around them. A Positive Behaviour Plan (PBP) draws together all the information from the assessment to create an individualised plan to help keep everyone safe. A good PBP can ensure that everyone involved with a person's care and support has a shared plan, based on an agreed understanding of the causes of the person's challenging behaviour. This provides a consistent approach, to helping people with severe learning disabilities feel secure and happy and to increase their independence skills.

A Positive Behaviour Plan (PBP) is a document created to help understand behaviour and support behaviour change in children and adults who have learning disabilities.

A PBP provides those working with the individual with a step-by-step guide to making sure the person not only has a great quality of life but also enables carers to identify when they need to intervene to prevent or reduce the likelihood of an episode of challenging behaviour.

A good PBP is based on the results of an assessment. The plan contains a range of tailored PBP strategies which not only focus on the challenging behaviour but also include ways to ensure the person has access to

things that are important to them. The strategies used are referred to as proactive strategies and reactive strategies.

- **Proactive strategies** are intended to make sure the person has what they need and want on a day-to-day basis and includes ways to teach the person appropriate communication and life skills.
- **Reactive strategies** are designed to keep the person and those around them safe from harm. They provide a way to gain safe, rapid and effective control in a situation where the person is distressed or anxious and displaying challenging behaviour.

A good PBP has more proactive strategies than reactive ones. This helps to ensure that the focus of the plan is not just on the challenging behaviour but provides ways to support the person to have a good life, enabling them to learn new skills and more effective ways of getting what they need and want. Feeling cared for and liked by those around them is equally important as enjoyable activities and so warm and positive relationships should be encouraged.

### 10.3 How to create a Positive Behaviour Plan

Often a PBP will be based on the results of an assessment using an ABC chart to help identify what the function of behaviour might be. Information from completed recording charts can help to identify strategies to include on the PBP.

1. What is the challenging behaviour?
2. What are the functions of the challenging behaviour?
3. What does the proactive 'green' phase look like?
4. What are the 'green' strategies used?
5. What do the early warning signs 'amber' phase look like?
6. What are the 'amber' strategies used to support a return to the 'green' phase?
7. What does the reactive 'red' phase look like?
8. What are the reactive strategies used to keep the person and those around them safe (including restrictive physical intervention or the use of a Pod if required)?
9. What support should be provided post-incident?

If a pupil requires the use of restrictive physical intervention, this must be included in the PBP. Use of CPI should be a last resort and it should be fully recorded and monitored on Behaviour Watch, including the length of time.

The plan should:

- include clear and unambiguous statements
- de-escalation strategies
- provide information about the child's triggers
- clearly prioritise the behaviours that are being dealt with giving graduated responses
- details of appropriate interventions for that behaviour
- any updates made to the PBP must be dated
- be reviewed at least annually by the class teacher and signed by parents and carers

### 10.4 Self-injurious behaviours

#### Definition

Self-injurious behaviour is any behaviour initiated by the individual which results in physical harm to that individual. Physical harm includes scratching, biting, head banging, bruising, lacerations, bleeding, bone fractures and breakages, and other tissue damage. Behaviours such as: self-induced vomiting which can be life threatening, repetitive pulling out of hair, persistent eating of non-food items (pica) are also included.

#### Support to Pupils

We recognise that self-injurious behaviour is probably the most difficult behaviour to support as it is highly resistant to change and is emotionally draining for all involved. Self-injurious behaviour should be supported using the same calm, consistent and low arousal approaches as any other behaviour that give rise to concern. The communicative intent of the behaviour should be ascertained, if possible, and the child or young person taught other, less damaging, ways to achieve his or her aims.

PBPs should be devised as appropriate with the class teacher, SLT and, if needed, relevant agencies. The level of staff intervention for these behaviours will be detailed on a pupils PBP.

All instances of self-injurious behaviour must be carefully noted and recorded in writing using the school behaviour system and listed as behaviours on a pupils PBP.

## **10.5 Classroom Pods**

Many of the classrooms have internal pods. These areas can be used in a number of ways and are often used for quiet 1:1 work, chill out spaces, reading spaces, small group work or space allocated for pupils to access time away from a situation. Classroom Pods can be used as part of an overall strategy for dealing with undesirable and challenging behaviour when it has been specified in a pupil's PBP. In this instance, the door **must** always remain unlocked and at least one member of staff must be present and able to see a child who is accessing the pod at all times.

The use of the Pod needs to be seen as part of the overall package of support mechanisms within school designed to help our pupils to manage their behaviour and gain greater self-control. The use of the pod seeks to reduce the level of stimulation of the child by isolating them from other stimuli.

In the classroom, the Pods can facilitate a rapid response to incidents and can quickly provide pupils with a calm environment which will ensure safety of themselves and others. Use of the Pod as an allocated space for pupils to access time away from a situation must be included in a pupil PBP which is reviewed and agreed by parents. The PBP must be followed when using these spaces and staff should record incidents including length of time and monitor the pupils through a viewing panel in the door.

## **10.6 Sanctions**

If sanctions are to be used, they must be appropriate to the pupil's age, understanding, level of ability and the undesirable behaviour.

The types of sanctions that would be appropriate are:

- completion of missed work
- interruption of break or lunch time privileges
- putting right the damage that has been caused
- time out from the classroom
- temporary or permanent exclusion

If a sanction is applied, everyone involved with the pupil must be informed of the sanction and the reason for its occurrence. This should be recorded on a Behaviour Watch as an incident.

Positive and restorative work should always be carried out with a pupil following an incident or sanction at a time that is appropriate, and the pupil is able to understand and reflect with support.

# **11. Physical intervention between staff and pupils**

## **11.1 Training Provided to Staff**

At Carlton Digby School staff are trained to follow Crisis Prevention Intervention (CPI) a trauma informed, person centred approach (IACET accredited). Physical intervention can take several forms. Within the setting

there is a CPI lead (Alice Chilton) and 3 staff instructors that are trained to deliver CPI (Brett Meats, Tricia Marron, Joe Calladine). Trainers access refresher training yearly and deliver to all staff on an annual basis. Supply staff would not be expected to engage in CPI training (in most circumstances).

Staff must always consider carefully whether physical intervention is the right approach or is appropriate to the situation. Staff should always try to deal with a situation through other strategies before using force.

Some of the practices that may be included when supporting a young person in a crisis situation could be:

- Block and move
- Disengagement (hold and stabilise, pull/push, lever)
- Safe holding (this could be 1 or 2 people)

## 11.2 Reasonable Force

In exceptional circumstances, where there is an immediate risk of injury or harm or serious damage to property, a member of staff may need to take action that is consistent with the concept of '**reasonable force**' for example to prevent a pupil from running onto a busy road or to prevent a pupil hitting someone.

The use of '**reasonable force**' must be recorded using the normal channels and a discussion held with the Head Teacher or Deputy Head Teacher post-incident.

The key principle which underpins our decisions about the use of restrictive practices is that their use should be as minimal as possible whilst ensuring the safety of the child, other children, and the adults working with them. There will be occasions when to ensure safety and to minimise the risk of harm, adults may need to physically intervene, restrain a child, or impose a restriction on their liberty.

### Restraint and deprivation of liberty

Restraint in relation to a child is only permitted for the purpose of preventing— (a) injury to any person (including the child, staff or other children); (b) serious damage to the property of any person (including the child). (2) Restraint in relation to a child must be necessary and proportionate.

### Seclusion

*“Seclusion involves separating an adult or child against their will, restricting freedom of movement and forcing them to spend time alone.”* Joint guidance from the Department of Health and DFES (July 2002)

### Seclusion may only be used when:

A pupil is posing a risk of injury to themselves or others due to behaviours such as biting, head butting, kicking and they need time in a **safe environment** with a trusted adult to help them calm. No child should be left in isolation within a contained environment with locked doors or barriers in place which places the child's well-being and/or safeguarding at risk.

## 11.3 Risk of Harm

As with any restrictive practice there is the risk of harm for both pupil and staff. The least restrictive measure will be used to reduce the risk of harm. Staff are trained to assess the risk and identify if CPI is an appropriate response to manage the risk. Staff follow the “opt out” sequence to identify when a safe time is to reduce the response and are aware of warning signs of potential harm.

The following are examples of what would **not** be regarded as acceptable:

- striking a pupil
- pulling a pupil's hair
- squeezing a pupil's neck
- shaking a pupil
- forcing a pupil's arm up behind their back

## 11.4 Planning for the Use of Physical Intervention

If, as a school, we are aware that a pupil is likely to behave in such a way that may require physical control or restraint, a positive behaviour plan must be prepared.

The planning needs to address:

- managing the pupil (e.g. reactive strategies to de-escalate a conflict, the type of physical support or restraint to be used following the principles of CPI)
- parental involvement in order to ensure that they are clear about what specific action the school might need to take
- staff involvement (what action has been agreed, including any necessary training)
- additional immediate support mechanisms (how additional support should be summoned)
- any medical considerations that may need to be taken into account
- in line with Health and Safety Guidance on approved methods of physical intervention at NO time is a young person to be placed in a Prone Restraint (face down) or basket holds or wraps (the child's arms held around their own abdomen) as these methods of restraint are barred under Health and Safety Guidance.

## 11.5 Considerations for Staff when Physical Intervention is Being Considered

Staff must be familiar with the following when physical intervention is being considered:

- any other strategies available
- the purpose of intervention is to restore safety
- only minimum force should be used
- restraint should not continue longer than necessary
- the physical intervention will aim to manage the crisis/risk

## 11.6 Considerations for Staff During and After Physical Intervention

Staff must be familiar with the following during and after physical intervention:

- seek to avoid injury to child or self
- pupils are seen by a first aider/Head Teacher or DSL to record any marks that may have occurred during the incident
- parents are informed
- Behaviour Watch incident forms and accident forms (as required) should be completed as soon as possible after the incident

## 11.7 Recording Incidents of Physical Intervention and Positive Handling

Behaviour incidents requiring CPI intervention **must be** recorded as soon as possible:

- Behaviour incidents must be recorded on Behaviour Watch and passed onto parents/ carers
- The office will write a letter to be sent home with the perpetrator and the victim
- Incidences of physical harm from holding a pupil are rare, any injury to a pupils or staff must be recorded on an accident form
- Incidences are reviewed daily by the SLT team, additional support is offered if required and reporting on incidences of behaviour are monitored per term. If required additional support is offered within class to identify triggers, create PBPs and discuss with parents
- Incidents causing significant injury must be recorded on Medical Tracker online reporting system. An investigation into the injury may be completed on Medical Tracker if necessary

If someone has been injured because of a behaviour incident, this may have to be reported under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) – see HSE website for information. It is the responsibility of the Head Teacher to report to RIDDOR if required

If any child was the victim of inappropriate behaviour from another pupil, the parents / carers of the victim must be informed by a depersonalised letter and informed via Dojo.

For extreme behaviour or behaviour of sensitive nature, parents / carers will be telephoned and invited to visit school.

## **12. Support for those involved**

The school recognises that providing support and care for people who engage in any form of undesirable behaviour can be emotionally and physically demanding.

All staff will receive high quality training, advice and guidance. We have a CPI lead within school who is able to advise staff and offer additional support.

Staff must prepare themselves for dealing with challenging situations and must make sure they are aware of and understand the PBP of each child for whom they have responsibility.

Staff must always report incidents and concerns regarding pupil behaviour directly to the senior leadership team, focussing on early intervention.

It is expected that there should be some level of follow up support for the victim, pupil and staff members dealing with the undesirable behaviour.

The school work as a team to systemically support the reduction of undesirable behaviours. Meetings will be co-ordinated by a member of the senior leadership team, but the class team will be expected to have considerable input into any meeting. It will be an essential part of that meeting to have recorded evidence of the type of behaviours/incidents that are causing concern.

### **12.1 Staff**

Staff will be supported during / after an incident in the following ways (but not limited to):

- given the opportunity to swap out of a CPI incident
- time away from the group – leave the room and take a break
- staffing swaps for part of the day / week
- debriefing and discussion with leaders or other staff
- staff are encouraged to approach and request additional CPI input and advise
- discussion with outside agencies directly involved with the child (e.g. CAMHs specialist)
- Educational Psychologist support
- union support
- GP support
- occupational health
- Schools Advisory Service – wellbeing support e.g. counselling, physiotherapy, access to a GP

Staff should be able to recognise when they need additional support following an incident (e.g. time away) and request further support from others (as above) if they deem it necessary.

### **12.2 Pupils**

**After an event the pupil may be supported in the following ways:**

- Given time and space
- The opportunity to discuss the incident
- Physical comfort
- A favoured activity / item / toy
- Offer a drink and/or snack
- Give reassurance and the opportunity to restore relationships

- Social stories

Staff will need to recognise when pupils require additional support following an incident and deal with according to their knowledge of the individual pupil. It is also important for staff to deal with any pupil victim appropriately.

### **12.3 Parents and Carers**

Parents and carers will be informed of all instances of challenging behaviour, including those that require the use of restrictive physical intervention via an appropriate method. This is always in writing by letter, however, on occasion, a phone call or meeting will be held, where appropriate.

Parents and carers are welcome to discuss any queries with Tricia Marron (Behaviour lead) or Naomi Boulter (Head Teacher).

## **13. External Support**

Where there are a number of incidents of difficult behaviour a TAF meeting may be considered. If this is considered appropriate then a member of SLT or the Family Support Worker will chair the meeting.

Advice will be sought from a range of external personnel, after consultation with all interested people within the school. If there are external conditions imposed on the school from external agencies, the school will endeavour to follow guidelines to ensure the safety of all pupils and staff.

## **14. Exclusion**

The Governing Body has adopted the LA's arrangements for exclusion, a copy of which is available in school for inspection. Exclusion will only be considered as a last resort, after the school has taken all reasonable steps to manage any disruptive difficult behaviour. It might be felt necessary to include 'exclusion' in individuals Positive Behaviour Plans.

## **15. Staff Training and Development**

Staff training and development needs for this area will be reviewed on an annual basis by the Senior Leadership team and the CPI lead. Decisions made will be incorporated into the school training plan and this policy accordingly.

## **16. Complaints and Allegations**

We will also make clear to pupils that they have a right, and are able, to question/complain about the use of reasonable force. We will ensure that mechanisms are in place for pupils, parents, carers, and staff to voice their opinions, comments, or concerns.

Complaints and allegations will be taken seriously.

### **The role of the LADO:**

Working together to Safeguard Children (2023) requires each Local Authority to have a LADO (Local Authority Designated Officer). In Nottinghamshire the role of the LADO is undertaken by the Managing Allegations Service.

The purpose of the LADO role is to address allegations/concerns made against adults working or volunteering with children in Nottinghamshire.

Working together to Safeguard Children (2024) and Keeping Children Safe in Education (2024) outline the criteria to be applied to allegations and concerns about an individual when it is indicated the individual may have:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children;
- Behaved or may behave in a way that indicates they may not be suitable to work with children.

Concerns may relate to either a person's work/voluntary role or their behaviour outside the work setting.

### **LADO role in Restraints of under 18s KCSiE 24 Paragraph 372.**

*If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and/or local authority children's social care will be convened in accordance with the statutory guidance Working Together to Safeguard Children. If the allegation is about physical contact, for example restraint, the strategy discussion or initial evaluation with the LADO should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.*

#### **The LADO should be notified when:**

- A child is injured or may have been injured as a result of appropriate/permitted restraint practice or actual/perceived use of excessive force,
- A child and/or parent/carer makes an allegation and/or complaint against a professional following a restraint of a child,
- A professional, other adult or child reports an observed or perceived inappropriate restraint of or practice with a child by another professional.

#### **The responsibility of the employer/person receiving the complaint is to:**

- Ensure the child is safe and refer to MASH/Police as appropriate
- Consider the actions required to safeguard this child and other children in the setting
- Refer to LADO using the LADO Online Contact Form (link below) providing clear details of the incident, the adult of concern (including personal details to safeguard the adult's own children- consider any additional voluntary roles the adult holds); details of the child and your own details.

**Link to LADO online Contact Form - [Submit a LADO Contact Form](#)**

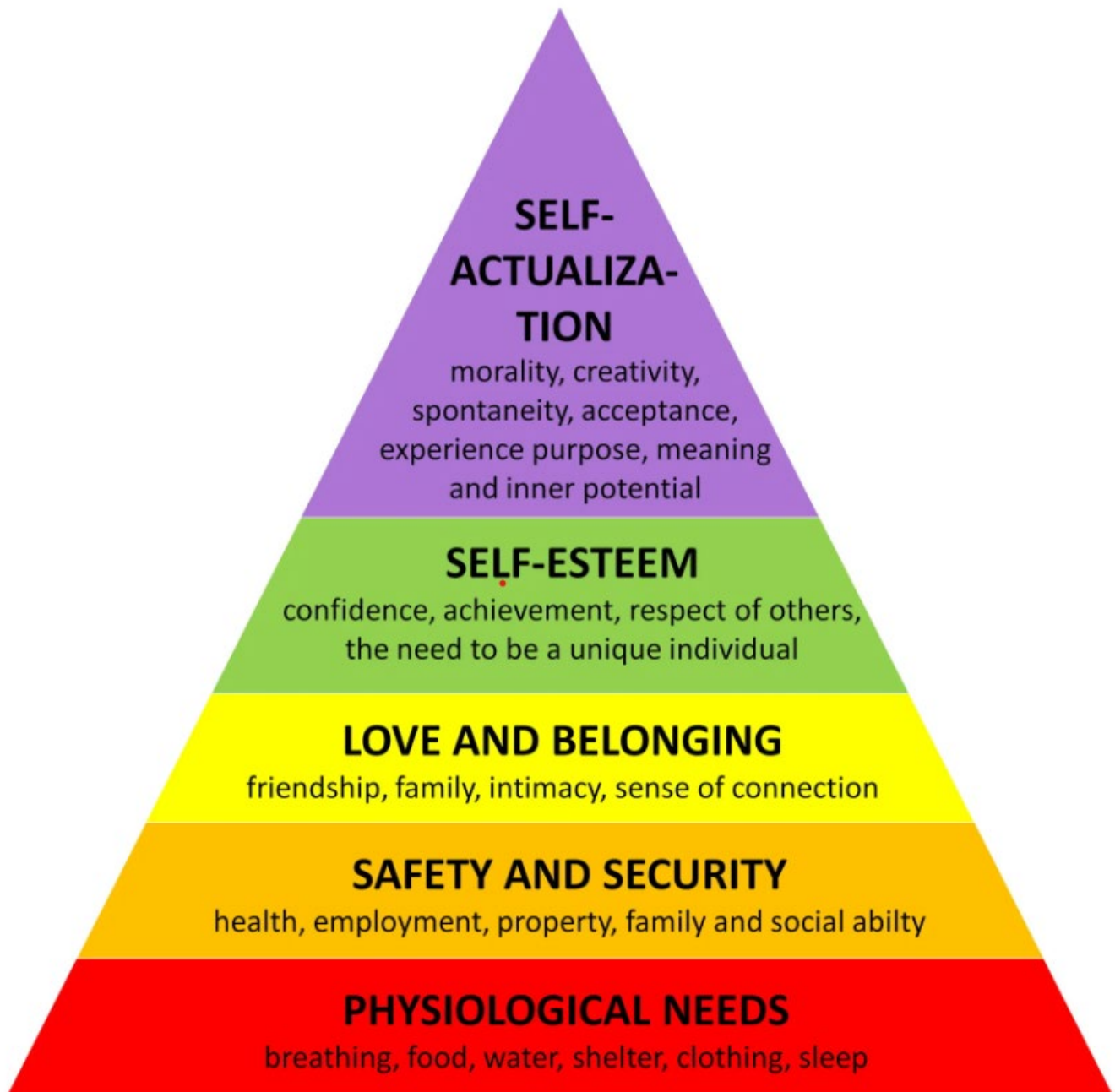
**Review date: June 2025**

**To be reviewed: September 2027 (or earlier if the need arises)**

#### **Reference material:**

- <https://www.challengingbehaviour.org.uk/understanding-challenging-behaviour/>
- [https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour\\_in\\_schools\\_-\\_advice\\_for\\_headteachers\\_and\\_school\\_staff\\_Feb\\_2024.pdf](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf)
- <https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish/positive-environments-where-children-can-flourish#use-of-isolation-and-seclusion-in-schools>
- [https://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0015/66012/CAPBS-Information-on-use-of-seclusion-isolation-and-time-out.pdf](https://www.kelsi.org.uk/_data/assets/pdf_file/0015/66012/CAPBS-Information-on-use-of-seclusion-isolation-and-time-out.pdf)
- <https://www.crisisprevention.com/en-GB/>
- [https://assets.publishing.service.gov.uk/media/5a81e9c3e5274a2e8ab56808/Reducing\\_the\\_Need\\_for\\_Restraint\\_and\\_Restrictive\\_Intervention.pdf](https://assets.publishing.service.gov.uk/media/5a81e9c3e5274a2e8ab56808/Reducing_the_Need_for_Restraint_and_Restrictive_Intervention.pdf)
- <https://bildact.org.uk/certified-organisations/>

**APPENDIX A – Maslow’s Hierarchy of Needs**



## APPENDIX B – Positive Behaviour Plan template

### My Support Strategies

All PBPs should be completed using the template on Provision Map.

<b><u>Support strategies</u></b>	<b><u>Behaviour</u></b>
The things that we can do or say to keep Child x in a positive place for as much time as possible.	What Child x does, says and looks like that gives us clues that he is calm and relaxed.
•	•

<b><u>Support strategies</u></b>	<b><u>Behaviour</u></b>
The things that we can do or say to stop the situation from escalating further and return Child x to the proactive phase as soon as possible.	What Child x does, says and looks like that gives us clues that he is becoming anxious or aroused.
•	•

<b><u>Support strategies</u></b>	<b><u>Behaviour</u></b>
The things that we can do or say to quickly manage the situation and to prevent unnecessary distress, injury and destruction.	What Child x does, says and looks like when he is challenging or distressed.
•	•

**APPENDIX C – ABC behaviour diary**

**ABC Behaviour Diary**

This ABC diary can be used to record any new/challenging/concerning behaviours. Please keep the diary for at least a week so that any patterns can be seen.

- 'A' stands for antecedents, that is, what happens immediately before the behavioural outburst and can include any triggers, signs of distress or environmental information.
- 'B' refers to the behaviour itself and is a description of what actually happened during the outburst or what the behaviour 'looked' like.
- 'C' refers to the consequences of the behaviour, or what happened immediately after the behaviour and can include information about other people's responses to the behaviour and the eventual outcome for the person.

It can also be a good idea to keep track (in notes) of where and when the behaviour occurred to help in identifying any patterns.

<b>Name:</b>		<b>Class:</b>		<b>Date commencing:</b>	
--------------	--	---------------	--	-------------------------	--

<b>Day, date and time</b>	<b>A</b> ntecedent <small>(triggers)</small>	<b>B</b> ehaviours seen <small>(what it looked like)</small>	<b>C</b> onsequence <small>(interventions, what happened after)</small>	<b>Staff involved</b>	<b>Notes</b>