



## **Stocksbridge Nursery Infant School Policy of Behaviour and Physical Interventions. Care and Control (Incorporating Physical Restraint)**

This Policy has been prepared after staff discussions and was adopted by the Governing Body in May 2013.  
Reviewed: October 2021

**Responsible Governor – Kath Clark**

**Review – Annually by the Head Teacher, Safeguarding Officer and the Governing Body**

### **Introduction**

The Policy has been developed in response to DCSF Guidance (11/07) on “The use of force to control or restrain pupils”, and in conjunction with section 93 of The Education and Inspections Act 2006. It also follows the BILD code of practice for the use and reduction of restrictive physical interventions. (2010).

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils.

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school’s arrangements for care and control. Its contents are available to parents and pupils. A statement about the school’s Discipline and Behaviour Policy is made to parents in the school prospectus. This statement includes information on the use of reasonable force to control or restrain pupils, with Team Teach being the chosen strategy.

Section 93 of the Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:-

- Committing any offence,
- Causing personal injury to, or damage to the property of any person (including the person himself), or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching sessions or otherwise.

Teaching and support staff work in ‘loco parentis’ and should always operate with an appropriate “Duty of Care”. They could be liable for a claim of negligence if they fail to follow the guidance within this policy.

- The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

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.

### **Aims**

- To create a warm, calm and orderly atmosphere that promotes a sense of community.
- To achieve a consistency of attitude and approach by staff that gives a sense of security and safety and clear expectations to pupils.
- To ensure consistent, effective management of behaviour across the school.
- To create a climate of mutual respect between all pupils, staff and visitors, regardless of their colour, race or creed, within the school environment and the wider community.
- To ensure that all members of the school community are aware of our values and that they are reflected in our behaviour.

- To ensure that governors, parents/carers, staff and pupils understand their roles and responsibilities in this area.
- To promote the continual development of all staff, parents and relevant outside agencies in the area of positive behaviour management.
- To provide communication support where possible.
- To develop a partnership with parents/carers in the behaviour management of their child.

### **Promoting Positive Behaviour and Values at Stocksbridge Nursery Infant School**

- The attitude and behaviour of every member of staff is vital in creating and maintaining a positive ethos.
- A committed team approach is vital to the promotion of a positive ethos.
- Staff provides a positive role model for pupils and this is reflected in their professionalism.
- Pupils will be respected as individuals.
- Work will be appropriate to the abilities and emotional, religious and cultural needs of each pupil where possible.
- The pace of the school day, and delivery of lessons, will be appropriate to the needs of the individual pupil.
- Pupils are encouraged and expected to respect each other, staff, visitors and the school environment and those they meet when out of school.

### **Expectations at Stocksbridge Nursery Infant School**

**At Stocksbridge Nursery Infant School we expect that everyone will:**

Be kind and helpful (don't hurt people's feelings).

Be polite (don't hurt anyone).

Listen, (don't interrupt)

Work hard (don't waste your time or other peoples.).

Be honest (don't cover up the truth).

Look after our school (don't waste or damage things.)

### **Team Teach at Stocksbridge Nursery Infant School**

Team Teach is a structured, non violent staff development programme that promotes Techniques (that are) Effective (with) Anger, aggression Management (utilizing) Therapeutic Educational Awareness Communication Handling (strategies).

The approach is holistic and promotes positive and protective handling strategies. A huge emphasis is placed on preventing and de-escalating situations and behaviours before physical interventions becomes necessary. However, Team Teach does recognise that there will be times when staff are left with no other option that to hold a pupil, and it teaches safe, effective ways to do this. Stocksbridge Nursery Infant School is committed to Team Teach and ensures that all staff has been trained in its use. We are committed to provide full training to new members of staff within 60 days of joining the team. Any risk associated with physical intervention is covered in great detail during initial and refresher training for all members of staff. Team Teach techniques seek to avoid injury to the pupils, but it is possible that bruising or scratching may occur accidentally and these are not to be seen necessarily as a failure of professional techniques, but a regrettable and infrequent side effect of ensuring that the pupils remain safe.

Most staff have undertaken the 6 hour Team Teach training. Lists of those staff trained to positively handle are shared with all staff at the beginning of the year, are given to supply staff and are also on display on the first aid cupboard in the disabled toilet. The Governor responsible for behaviour is also familiar with Team Teach strategies and has attended a one day course. Parents will be informed of and asked to support our commitment to Team Teach at the time of transition from feeder schools. All

parents will be informed of Team Teach via the school prospectus, parent transition days, welcome meetings and the home/school agreement.

### Positive Handling Plans (See Appendix 1 for example)

When routine classroom management is not effective in dealing with incidents of inappropriate behaviour, it may be necessary to draw up a Positive Handling Plan for an individual pupil. The class teacher, along with the Safeguarding Officer, the SENCO and the Headteacher are responsible for drawing up the plan, in consultation with parents, other member of staff and outside agencies if necessary. Outside agencies may include those from a wide range of backgrounds, including the Educational Psychologist services, social workers and medical professionals etc. The plans will indicate which undesirable behaviours are being exhibited and possible triggers for them. It will provide guidelines for managing the environment in order to prevent incidents and inappropriate behaviours and clear instructions on how to intervene when the behaviour have occurred. Any Team Teach positive handling techniques that are likely to be used will be included in the programme. Any techniques that should not be used will also be mentioned when appropriate. There will also be a section on communication needs. Arrangements for reporting to parents and a date for review are also included. The class teacher, the parent, the Safeguarding Officer and a member of the senior leadership team will sign the plan. It will be reviewed at least annually. A shortened version of each plan, highlighting key actions, will be displayed in the pupil's classroom if necessary. Unfamiliar staff will be given the opportunity to read individual plans for consistency of behaviour management.

### Incidents of injury and positive handling

When incidents of Restrictive Physical Intervention (RPI) occur that are detailed in an individual's positive handling plan, these will be recorded on monitoring sheets (see Appendix 2) and attached to the child's CPOM record. A log of all positive handling incidents is also maintained. These are read and monitored by the safeguarding team. Pupils are offered repair and reflection after each incident. The outcomes of this repair and reflect are briefly recorded on the monitoring sheets. Staff also record how the incident made them feel. Should a member of staff or pupil suffer an injury then an accident form will be completed.

### Roles and Responsibilities

#### GOVERNORS

- There will be a named governor responsible for behaviour
- To monitor, review and amend the policy, at least annually.
- To monitor Incident and Accident forms

#### LEADERSHIP TEAM

- Oversee the implementation of behaviour and discipline procedures across the school
- Liaise with outside agencies with regard to general behaviour policy procedures.
- Monitor and evaluate the effectiveness of the behaviour policy.
- Support staff in dealing with behaviour issues.
- Coordinate training for staff.

#### SAFEGUARDING OFFICER

- Oversee the drawing up, implementation and review of behaviour programmes.
- Maintain a central record of training, evaluations and incidents.
- Organise and deliver Team Teach initial and re-accreditation training across school and the wider community.
- To issue a copy of this policy (including updates) to every member of staff and ensure they sign to confirm that they have read and understood it.

## CLASS TEACHERS/SUPPORT STAFF

- Contribute to the writing of behaviour programmes after consultation with team members and support staff.
- Advise colleagues on the implementation of the programme.
- Report all incidents within 24 hours of the event.
- Record and evaluate incidents of inappropriate behaviour.
- Complete Incident Forms when necessary, save to the child's inclusion folder and **upload to CPOMS**.
- **Complete the Log Book kept in the bottom drawer of the Headteacher's Office.**
- Refer serious concerns to the Safeguarding Officer and/or a member of the Leadership Team.
- To receive and read a copy of this policy (and any updates) and sign to say they have understood the principles and values of Team Teach.

## PARENTS/CARERS

- Support Stocksbridge Nursery Infant Schools commitment to Team Teach, and agree that positive handling strategies can be used with their child if it becomes necessary.
- Agree the expectations of pupils' behaviour in the school policy, and encourage their child to accept the standards wherever possible.
- Support the school and contribute towards achieving these standards, by reporting on progress and achievements of their child.
- Report any concerns they have to the school.

## REINFORCING POSITIVE BEHAVIOUR

Any reinforcers should be age appropriate, applied fairly and given with regard to equality of opportunity for all pupils. They will be selected according to their ability to motivate the individual and their appropriateness to the level of achievement. Some pupils will need an immediate reinforcer whilst others will be able to build points up, or wait until a later time to receive a treat. Whilst using reinforcers, staff should encourage pupils to work towards behaving appropriately because they know it is the right thing to do and not because they know that a reward will follow a spell of calm behaviour.

## DEFINITIONS OF POSITIVE HANDLING

No legal definition of reasonable force exists, however, for the purpose of this policy and the implementation of it in Stocksbridge Nursery Infant School:-

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be appropriate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause. (para 3.4 page 10 DFES Guidance Ref: LEA/0242/2002 – contact DFES SEN Schools Team).

### Physical Contact

- There are situations in which proper physical contact occurs between staff and pupils. Examples of these would be in the personal care of pupils, or to comfort a pupil in distress.

### Physical Intervention

- This may be used to divert a pupil from a disruptive or destructive action, or example guiding or leading a pupil by the hand, arm or shoulder, with little or no force.

## **Physical Control/Restraint**

- This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All incidents must be recorded and stored in an accessible way.
- The level of compliance from the pupil determines whether or not the interaction is an intervention of control/restraint.

## **Important Definitions**

### **Seclusion**

- Forced to spend time alone against will.
- Requires statutory powers other than in an emergency.

### **Time Out**

- Restricting positive reinforcement as part of a planned behavioural programme.
- Requires written agreed plans.

### **Withdrawal**

- Removed from the situation but observed and supported until they are ready to resume.

## **APPLYING SANCTIONS**

The school believes that positive reinforcement is the most effective way of encouraging appropriate behaviour. However, there are occasions when it is in the best interest of the pupil, to apply sanctions to behaviour. Staff will assess that pupils are aware that their behaviour is unacceptable and that the behaviour is within the pupils control BEFORE a sanction is applied. Sanctions will be used sparingly, sensitively and after due care and consideration.

## **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 Procedure and/or Child Protection Procedure.

Reviewed October 2021

## Positive Handling Plan (Example)

Child's Name:

Date of Plan:

### When does the child do well? What does a good day look like for this child?

Works along sides her peers and class teacher engaging in learning, not being 'bothered' by other children

### Proactive Strategies used in school

- Praise – be specific
- Other rewards such as stickers
- Positive home/school book shared between settings
- Prior warning if behaviour starts to escalate – talk about choices.
- Cupboard choice/ Reward Choosing
- Golden VIP Ticket
- IIP – Whole school incentive

### Proactive Strategies to be implemented into daily routines to support in the classroom/school

- Personalised Visual schedule
- Specific schedule for individual task to support understanding/expectations  
i.e. – Literacy – would need to know if there were two tasks within literacy/visuals to support
- Chunk work to have reward time when work complete
- Workstation to be used as needed ?
- Choosing board and space for reward time (offer limited choices)
- Planned desirable rewards for incentives (use favoured activities as motivators)
- Reminders of success – be specific
- Use of sand timers and given warning of time left/white board timers?
- Transition – support moving around groups - can get distracted
- Prior warning of expectations & changes – use short simple instructions, one instruction at a time and check for understanding
- Specific place at her table and when sat on carpet
- Planned ignoring
- Offer time in a quiet designated area – **Tent in classroom**
- Quiet praise & positive gestures (thumbs up).
- Reward with positive attention, lots of praise given for any small achievement made

- Take up time – Give time to process the instruction
- Be Firm & fair - Clear directions and expectations – repetitive language/verbal expectations i.e. First & Then
- Sensory?
- Use of independent boxes – x4 achievable tasks to reinforce learning and encourage independent learning
- Timetabled to small group work PSHE, Social & Emotional skills, turn taking, sharing, friendships interventions/programmes – Attends Nurture
- Work on and encourage Boxall Profile targets identified – Attends Nurture

### What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
<ul style="list-style-type: none"> <li>• Hides her face under her arms, turns her back</li> <li>• Fiddling with object.</li> <li>• Clinging to class teacher &amp; teaching assistant</li> <li>• Leaning towards Class teacher or Teaching Assistant</li> <li>• Moves away from school</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming more verbal, louder and more aggressive.</li> <li>• Starts moving away from adults</li> <li>• Shouts at anyone who gets in her way!</li> <li>• Change in body language /facial expression – rigid stance, sullen, smirking</li> <li>• Inappropriate language – swearing</li> <li>• Making noises - grunting</li> <li>• Laying on the floor</li> </ul>	<ul style="list-style-type: none"> <li>• Hides under tables, behind book cases and any small gaps that she can fit in.</li> <li>• Threatening behaviours – will lash out and kick, run around room screaming.</li> <li>• Barricades herself in using chairs and tables</li> <li>• Jumps on tables</li> <li>• Spitting</li> <li>• Let's herself out of the building an onto field</li> </ul>
Response	Response	Response
<ul style="list-style-type: none"> <li>• Planned ignoring low level behaviours</li> <li>• Reminders of previous success</li> <li>• Refer back to visual timetable</li> <li>• Reminders of expectations</li> <li>• Take up time</li> <li>• Praise for good choices made be specific</li> <li>• Offer job as distraction in classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of expectation i.e. good sitting/listening</li> <li>• Reminders of reward time</li> <li>• Clear direction 'First &amp; Then' language</li> <li>• Take up time</li> <li>• Reminder of reward/incentive</li> <li>• Offer 2 clear choices</li> <li>• Offer time at work station</li> <li>• Remind of consequence Loss of some reward time/ playtime</li> <li>• Offer quiet area out of classroom – <b>Tent</b></li> <li>• Humour – disguise/distract to stop</li> </ul>	<ul style="list-style-type: none"> <li>• Sent for adult support using <b>RED</b> card system</li> <li>• Offer time out</li> <li>• Give clear direction for her to leave the room, go to a quiet place/room - <b>DEN</b></li> <li>• Remove/escort from classroom if refusing</li> <li>• Take to quiet designated area/space – <b>Bench on corridor</b></li> <li>• Conversational distraction focussed on interests through <b>discussion between adults</b></li> </ul>

	<p>the negative chain of event</p> <ul style="list-style-type: none"> <li>• Set a challenge – ‘you can’t write that sentence before I get back’</li> <li>• Use sand timer as a visual /white board timer</li> <li>• Offer job as distraction out of classroom</li> <li>• Verbal support – time offered to talk</li> </ul>	<p>(de-escalation)</p> <ul style="list-style-type: none"> <li>• When calm remind of expectations &amp; consequences</li> <li>• Complete work out of class. When working none or very little conversation (only to support learning) to encourage back into class</li> </ul>
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### What are common triggers?

- Negative comments made by others or arguments with other children
- Believing something is unfair to her
- Not getting her own way or enough attention
- Doesn’t like to be looked at

### Diversions and distractions / Praise points (what is a success for the individual)

- Offer a drink in ‘Sunny Room’

### De-escalation skills

### Notes

**Giving space** - ??????will try to run away and run around room.. Do not chase – reassure that good choices can still be made and let her think.

**Reassurance** – reflect on good choices. You can make it better by making good choices.

**Choices** –. Give clear closed choices otherwise she will try to do her own thing.

**Consequences** – Make aware of consequences and what will happen if behaviour continues and rules are broken.

**Time-out** - Offer 5 minutes calm time in quiet area, if unsuccessful the red card can be issued.

### Supportive touch –

**Success reminded** – keep reminding it can be turned around and if she makes the right choices then she can earn more stickers



**Simple listening** – ?????needs to know you will listen to her and hear what she has to say about her problem.

**Acknowledgement** - ?????will understand 'the other side' of the story if you give hers credence and explain how/why the problem has occurred.

**Apologising** - very penitent, will often make pictures to say sorry, wants affection and hugs.

**Removing audience** – she will continue with negative behaviours if people are watching and play up to it, trying to include as many people as possible in the situation.

**Are there any factors to consider when debriefing? E.g. Communication aids, staff etc.**

- Calm talking
- Get down to her level

**Repair and Reflect Use the Post Incident Learning App to record this.**

**How should we record incidents and who should we inform?**

Monitoring form (Workspace – save the document to the child's Inclusion folder. Then attach it to cpoms. Not the CPOM number and record this in the black Positive Handling Book, accident/incident form for injury.

Inform parents/carers and other agencies as appropriate

Headteacher:  
Parents/Guardian:

Name:  
Name:



## Stocksbridge Nursery Infant School Recording Team Teach Incidents

Your Name:	Child's Name:	Date/Time:	Location:
What happened? Include any injuries or damage to property.			
What was the impact on learning?			
What was the impact on staff?			
How did it make you feel?			
Did you inform any of the following people? Please highlight.			
Teacher	Member of LT	Parent	First Aider

Have the child's reflections on the incident been recorded using the Post Incident Learning App?
Yes/No

Highlight which de-escalation techniques were used.					
Calm Talking	Distraction	Modifying activity	Changing activity	Change of adults	Remove from situatio
Removing others	Incentive to calm down	Eye contact	Humour	Planned ignoring	Explain consequences
Which hold was used?					
Small person response					
Where did the hold take place?					
Bean bag...					
For how long?					
Which adults were involved?					

**NB. Please attach this to the child's record on CPOMS. Make a note of the incident number and record this the black Positive Handling Log in the HT office.**

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