Behaviour Policy

(including Anti-bullying Policy and Use of Restrictive Intervention Policy)

Germander Park, Southwood and Downs Barn Schools

Approved by:	FGB
Last reviewed on:	October 2026
Next review due by:	September 2027

The following documents have been consulted for this policy:
https://www.gov.uk/government/publications/behaviour-in-schools--2
And
https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools

1 The BPP Principles of Behaviour Management (purpose)

The BPP principles of Behaviour Management are based on the shared understanding that:

- BPP behaviour is underpinned by the use of the BPP 4Rs and Restorative Principles
- BPP children have clear rules, rights and responsibilities
- Dignity and respect are maintained at all times
- Correct behaviour choices are always expected and promoted. We share the message: Kind Hands, Kind Words and Kind Feet with all pupils (see Appendix 1)
- All sanctions will be respectful
- All incidents will be followed up
- The triangle of support and cooperation between school, child and parents/carers will be used
- Positive behaviour will be praised frequently
- Children are taught that all children are different, but expectations are high for all pupils
- Children will be supported to be 'ready to learn'

2 How Behaviour is Managed in the BPP Schools (school systems)

To minimise behavioural issues, the BPP staff ensure that:

- Children understand clear rules and consequences (including establishing an annual Class Charter written in each class in September)
- There are clear expectations that are jointly created
- A positive environment is created, with children receiving rewards for making the right choices (including following the 4Rs)
- Clear classroom organisation and management is in place
- Check-ins and check-outs are used by teachers at appropriate times, if needed
- Children have access to Learning and Achievement Base staff members, when and where appropriate (see Appendix 5 for LAB principles)
- Restorative principles and consequences are used consistently and fairly
- De-escalation techniques are used as a priority
- High expectations of routine behaviour around the school, such as lining up after playtime, walking quietly round the school and into assembly and sitting quietly for the register are established early and kept consistent throughout the year
- Children with SEND needs, or who have experience recent trauma, have high expectations for behaviour, which may need Individual Risk Assessments, which will be prepared and shared with all staff working with the child.
- Interventions are non-intrusive and avoid confrontation whenever possible. At times, positive handling may be needed to guide a pupil to a safe space to help them calm, or to remove them from an undesirable situation (see Seclusion).
- A regulation-station will be placed in, or in sight of, each classroom, when and where appropriate. This area will be available to all children to enable them to regulate themselves back to the green 'Ready to Learn' zone, if a child feels they are in either the yellow or blue zone. If a child is in the red zone, they will need additional assistance to become 'Ready to Learn' and may need to get additional support from an adult.
- The regulation station will have images and objects to help the child understand which zone they are in and help them return to the green zone.
- All class teachers keep a weekly record of low-level behaviour issues in the classroom. This form is collected on a weekly basis and children who have received more than two warnings will have their name removed from the weekly Behaviour Award (each class has a raffle where all the names of the children who have followed the 4Rs are put into a container and one name is selected, for a child to win a book that they can take home to keep).

3 Child on Child Abuse

All staff know that children can abuse other children (often referred to as child on child abuse). It can happen both inside and outside of the BPP schools and online. All staff have received training so they will be able to recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

Examples of child on child abuse that staff are advised to look out for include:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment
- non-consensual sharing of nude and semi-nude images and/or videos
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- up-skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

At Southwood, Downs Barn and Germander Park School, staff record all serious incidents of child on child abuse, where a child has been physically hurt on CPOMS, which are tracked over time.

Incidents will be dealt with immediately, according to Restorative Principles, with children learning the impact of their actions, the effect their actions have had on the other child and how they can learn not to repeat their actions if the incident is a one-off, or not severe in nature. If severe in nature, parents and carers will be called into school for a meeting and either the Police, or MASH team may be involved depending on the type of incident.

On rare occasions, the school may sanction a child for behaviour outside the school. This would only happen if the incident involved:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Children are taught that any incidents where a child that they know in school isn't very nice to them, their job is to <u>tell an adult</u> and the adult's job is to a) <u>write it down and b) sort it out.</u>

4 Anti-bullying

At BPP we define bullying as behaviour that is <u>intentional, hurtful</u> and <u>is repeated over time</u> to a child or an adult.

Bullying is intentional behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally (NSPCC definition).

<u>We do not tolerate any form of bullying</u> at Southwood, Downs Barn or Germander Park Schools.

Forms of Bullying may include:

- **Emotional**: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical**: pushing, kicking, biting, hitting, punching or any use of violence, isolating, making others do things they don't want to do, taking or damaging another person's property
- **Inappropriate comments related to the Protected Characteristics** (age/ disability/ gender-reassignment/ marriage/ pregnancy/ maternity/ race/ religion or belief/ sex), which may include:
    - **Racial**: racial taunts, graffiti, gestures
    - **Sexual:** unwanted physical contact or sexually abusive comments
    - **Homophobic:** because of, or focussing on the issue of sexuality
    - **Transphobic:** referenced to children whose sense of personal identity and gender does not correspond with their birth gender
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing, threatening
- **Cyber bullying:** Misuse of areas of internet: email, internet chat, Facebook etc, phone threats using text or orally, misuse of camera, video, games consoles etc.
- **Faith-targeted abuse**: any form of harm, coercion, exploitation, or control inflicted on an individual that is justified by religious, spiritual ideologies, superstitions, or cultural beliefs.

We impress upon our pupils that if they feel unhappy or feel bullied they need to discuss their feelings with a trusted adult. We ask parents to contact the school immediately if they suspect or know that bullying is occurring.
We recognise that some incidents of bullying are a cry for help and that the child who has bullied may be in need of emotional support themselves.

For parents and carers, the following may be signs that your child is being bullied.
If at any time you are concerned that your child may be being bullied, please ask to speak to your child's class teacher initially. You are also welcome to contact Mrs Mathews, or the school's Deputy Headteacher:

- Your child is unwilling to come to school or even make the journey
- Your child becomes withdrawn, aggressive or depressed
- Your child is reluctant to join in activities which they previously enjoyed
- Your child begins to have things go missing

When alerted of bullying, we will take immediate action and appropriate measures to ensure it stops. All children involved will be spoken to, to establish the events, then appropriate action will be taken according to the age and incident.
Parents/carers of victims and the child who has bullied, will be informed and we expect their support in any action taken. All incidents of bullying and the outcomes are noted and recorded

formally. In the very rare case when the school is unable to reconcile behaviours we will seek outside agency advice and support.

5 Restorative Practice and De-Escalation (school systems and social norms)

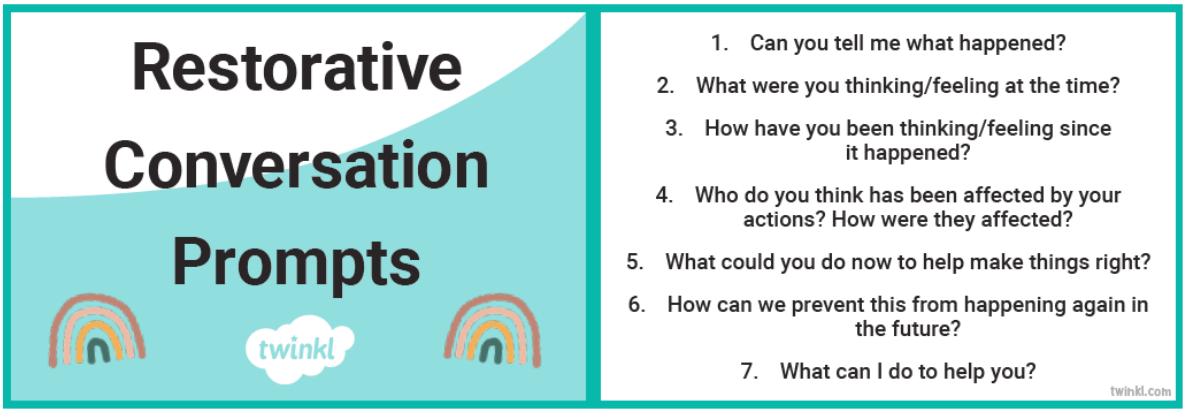
Restorative Practice:

The restorative practice approach, used in all BPP schools, following incidents of incorrect behaviour, is a behaviour management technique that allows staff and pupils to work collaboratively to discover the root of a problem. The approach requires staff to moderate a conversation between those involved in the incident and conclude with an agreed resolution.

Rather than focusing on a sanction for those at fault, the approach is structured around the concept of restoring relationships. However, that does not mean that the solution to the problem will not involve a sanction. The restorative approach is most commonly used as part of a whole-school approach to behaviour management where all staff and pupils are aware of the structure and benefits of using it.

All classrooms will display the Restorative Practice Poster (See Appendix 2).

Following a behavioural incident, Conversation Prompts will be used to support the child, where appropriate, to understand the impact of their actions and consider future actions.



De-Escalation:

If a child is in a heightened emotional state, which may lead to inappropriate behaviour, de-escalation strategies should always be used initially.

These could include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- using a change of face
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention
- Suggesting that children use the Regulation Station to return to a green, 'ready to learn' position
- Checking if basic needs are met (e.g. toilet, hunger, temperature, sensory need)

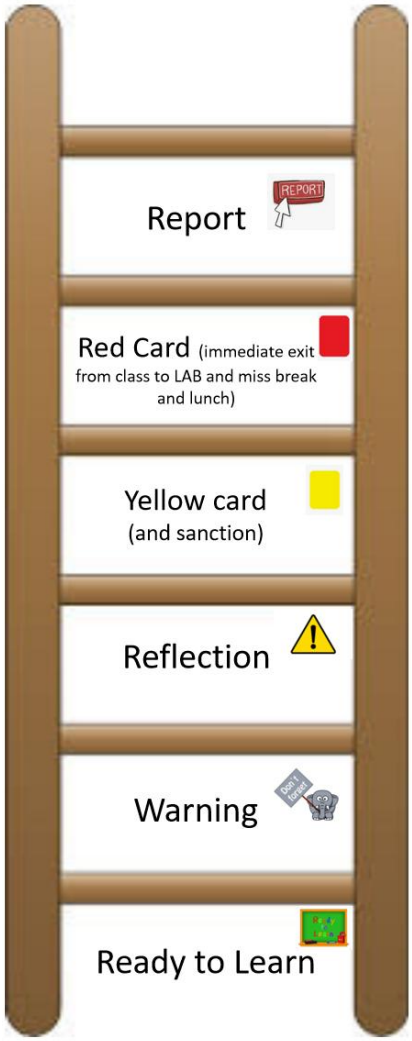
6 Southwood Behaviour Ladder

STEP 1	Warning
STEP 2	Reflection time in class
STEP 3	Yellow card (and sanction)
STEP 4	Red Card- immediate exit from class & break and lunch in LAB
STEP 5	Report- Amber/Red/School/Playtime depending on behaviour incidents
STEP 6	Part time Exclusion/ Exclusion

White cards are used by children if they need to visit the Regulation Station and are available for adults too, if they need time out of a classroom for a few minutes.

4R Star Reports and Self-Reflection Charts can be used for specific children when needed.

Behaviour Ladder



7 Infant School and Unit Behaviour Ladder

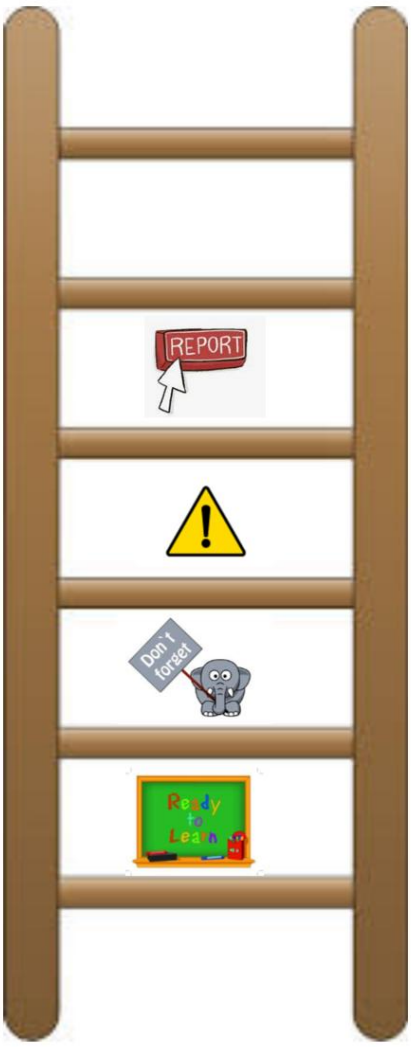
STEP 1 Reminder about behaviour choices

STEP 2 Warning

STEP 3 Sanction (see possible sanctions below)

STEP 4 Report

STEP 5 Part Time Exclusion/ Exclusion



8 Sanction Structure

STAGE 1 BEHAVIOUR LADDER

STAGE 2 REPORT

STAGE 3 SUSPENSION or EXCLUSION

Sanctions on Behaviour Ladder:

Examples of sanctions may include:

- a verbal reprimand and reminder of the expectations of behaviour

- the setting of written tasks such as an account of their behaviour
- loss of privileges – for instance, the loss of a prized responsibility
- detention (a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go to break) – **NOT seclusion**
- school based community service, such as tidying a classroom
- regular reporting including early morning reporting; scheduled uniform checks; or being placed "on report" for behaviour monitoring

Amber Report – this is first level. It identifies and enables monitoring of behaviour targets, which are discussed and set by the LAB/class teacher. Parents/ carers will be notified by phone/letter. Children are given a grade of one, two, or three on the chart for each lesson (3 is making all the right choices down to 0). Teachers have to look at targets when scoring the children. Children do go out to play, but potentially miss after-school clubs, sporting trips and social events such as school discos.

Red Report - as above but at a more serious level involving SLT - parent/carer will be notified by phone and will receive a letter. Children may go out to play, but must check-into the LAB/with the class teacher, before and after, or go to the LAB/Reception for play. Children have a chart with the 321 system and they potentially miss after-school clubs, sporting trips and social events such as school discos.

School Report - this is the most serious level. Parents/carers are notified by phone/ letter and asked to attend a Behaviour Meeting. The child doesn't attend after school clubs and will miss sporting trips and social events such as school discos. The 321 chart is used and very closely monitored. A member of MLT must sign off the report at the end of each day and the child doesn't go out to lunch or play.

Positive 4R Report - this is used to build up self-esteem and reward positive behaviour. It may also be used when a child successfully completes a report. Only positive feedback is recorded on the chart.

Break/Lunch Report - used to monitor behaviour on the playground.

All reports have clear targets that are agreed by the child.

The expectation is that a child should successfully complete a report within 5 school days.

A child placed on Amber/ Red/School report loses the right to attend after school clubs/out of school visits until the report(s) has been successfully completed. If a parent can be contacted following an incident on the day of the incident, the child will need to be collected from school, rather than attend the after-school club. If the parent cannot be contacted, the child will watch the club and not participate.

SUSPENSION or EXCLUSION – this will be used as a last resort, where all other behaviour management options have proved unsuccessful, or when the nature of the behavioural incident is so severe that immediate action is required. The suspension/ exclusion will be carried out by the Headteacher, in line with the Milton Keynes Exclusion Guidance. Internal Seclusion may be used in school if needed, following a serious incident, if exclusion would not be appropriate.

<u>Pupil Support following a sanction</u> (including reports and suspension):

Following a sanction, strategies will be considered to help the pupil to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate (see 'Initial intervention following behavioural incidents').

9 Leadership and Management of Behaviour, including Governance

The Behaviour Policy will be reviewed on an annual basis by MLT and then updates to the Policy will be shared with Governors.

The Headteacher and DHTs will ensure that the Behaviour Policy is shared with new staff members as part of their induction process and all staff will be expected to read the updated policy on an annual basis.

The DHTs will collect behaviour logs on a weekly basis and monitor them over time.

The Headteacher will report to Governors in the termly FGB Reports, a record of incidents requiring physical intervention, the number of incidents related to sexual harassment the number of incidents related and the number of incidents related the Equalities Characteristics. There will also be a review of any trends noticed over the term and a review of any changes to current procedures.

10 Restrictive Interventions, including use of reasonable force

All staff have a copy of the Understanding restrictive physical interventions, including the use of reasonable force in BPP schools (see Appendix 7).

<u>Understanding restrictive interventions - Who can use reasonable force?</u>

All members of school staff have a legal power to use reasonable force in certain circumstances.

To prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

A team of staff in each school has been trained with Team Teach Physical Intervention strategies.

<u>Use of reasonable force to search pupils</u>

The Headteacher (and staff that have been authorised by the Headteacher) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. A member of staff can use such force as

is reasonable to search for legally prohibited items, but not to search for items banned under the school rules only.

Banned Items

Items that are banned at the BPP schools and may be searched for, include the following:

- Sharp or heavy implements that can be used as weapons e.g. knives
- Drug or alcohol related items
- Vapes, cigarettes and lighting equipment

Mobile Phones

At Southwood School, mobile phones belonging to children must be turned off and handed in to the school office at the beginning of the school day, then collected at the end of the school day after the child's school day has finished (after any after-school clubs if they are attending these). Children in the Infant schools must not bring mobile phones to school.

Appropriate physical contact

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

Use of Restrictive Physical Intervention:

There will be times when BPP staff may need to use restrictive interventions. The decision on whether it is reasonable to use a restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following:

Is it necessary?

• Staff should consider whether there are other more effective, less restrictive ways to manage a situation.

• Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.

• Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

• Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.

• If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.

• Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

Have you considered the pupil's welfare?

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Consideration for pupils with special educational needs and/or disabilities (SEND)

Some children and young people at the BPP schools with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

At the BPP, staff will seek to understand the underlying triggers of challenging behaviour so that they can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND.

Individual Risk Assessments will be put in place for children who may need additional behaviour support.

11 Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving. It will only be used at the BPP schools as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion will not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting duties' – see section 10.

Seclusion is not a disciplinary response to deliberate or wilful misbehaviour.

12 Recording and Reporting Behaviour Incidents

Behavioural incidents not requiring seclusion, or restrictive intervention:

Serious behaviour incidents should be recorded on CPOMS by a staff member after they have dealt with the incident with the child/children. The subsequent Action after the incident should also be recorded. There are categories for low level behaviour incidents, physical and verbal aggression and also incidents which include the protected characteristics and child on child abuse. There is a category for Positive Handling, when a child has been guided and another for Restrictive Physical Intervention, which, if used, must include a Restrictive Physical Intervention form. If other pupils are involved in an incident, other children should be linked and only their initials should be used in the incident.

Parents and carers will be informed when a child has injured another child or been injured by another child, when a child has received a Red or Yellow card, when they have been placed on Amber or Red report, or following an incident which is related to one of the Equalities Characteristics (age/ disability/ gender-reassignment/ marriage/ pregnancy/ maternity/ race/ religion or belief/ sex). Parents and carers need to understand the severity of the incident and be asked to support the school's behaviour policy and any sanctions given to the child.

Recording the use of force:

Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.

The BPP Use of Physical Intervention Report, which must be sent home to parents and carers, and uploaded onto CPOMS can be found in Appendix 3.

Any incidents of Restrictive Physical Intervention will be followed up in a discussion in the following week's MLT meeting. Individual Risk Assessments will also be reviewed and discussed with parents/carers.

Parents and carers must be informed as soon as practicable after the incident and BPP staff should endeavour to do this no later than the same day.

Seclusion incidents:

Incidents must be recorded as soon as practicable after the event. It should be recorded by the staff member(s) involved and they should endeavour to do this no later than the same day.

The procedure must require that a record of any such incident is made in writing as soon as practicable after the incident. The requirement to record applies even if the use of seclusion or restraint in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

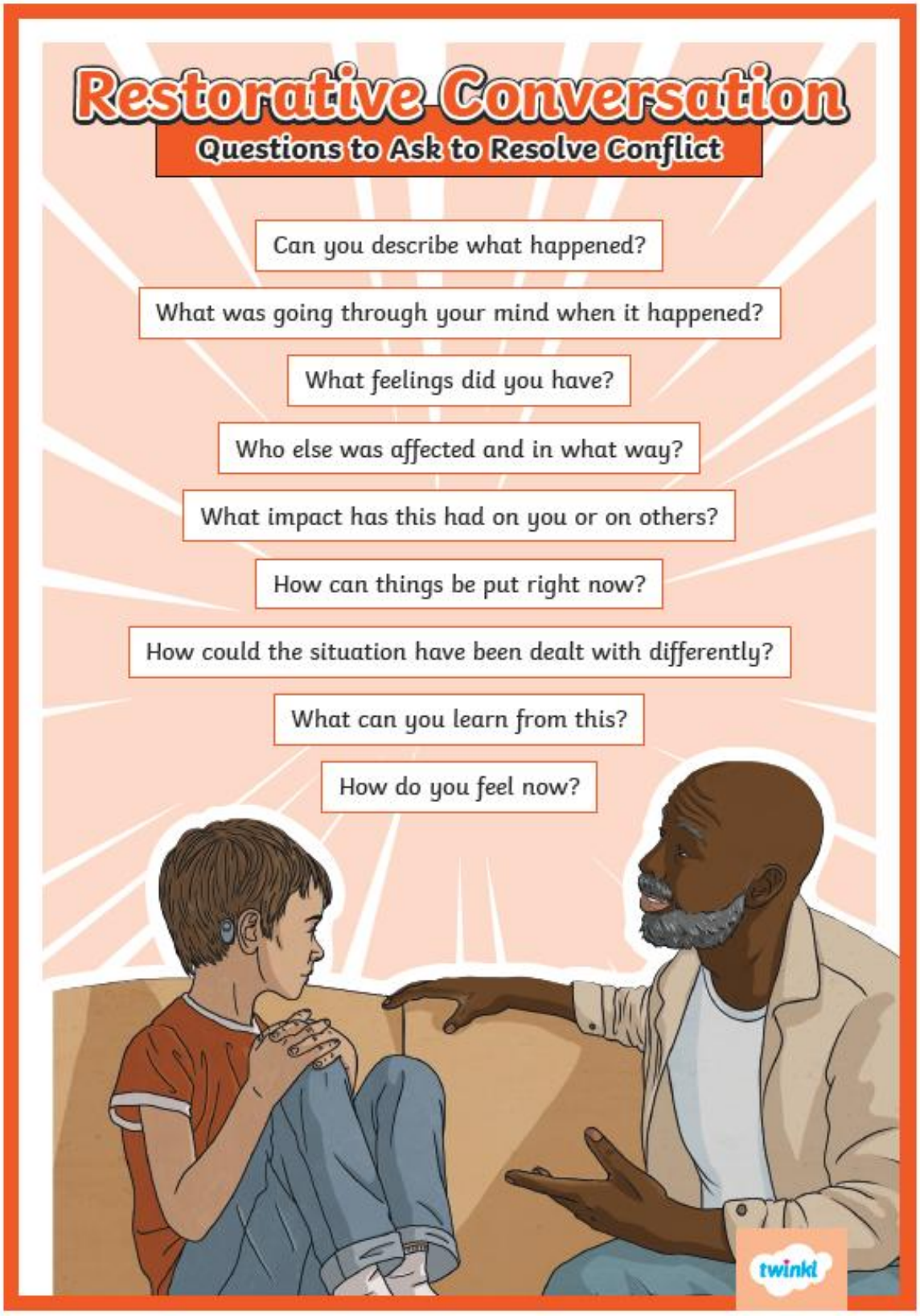
The BPP Seclusion Report, which must be sent home to parents and carers, and uploaded onto CPOMS can be found in Appendix 4.

Parents and carers must be informed as soon as practicable after the incident and BPP staff should endeavour to do this no later than the same day.

Appendix 1: Kind Hands, Kind Words and Kind Feet Poster



Appendix 2: Restorative Practice Poster:



Appendix 3: BPP Physical Intervention Record

BPP Use of Restrictive Physical Intervention Record

Date of Restrictive Physical Intervention	
Time of Restrictive Physical Intervention	
Place of Restrictive Physical Intervention	
Child's name	
Class and Year	
School	
Child's SEN Status	
Staff member/s	
Witness/es	
Type of Restrictive Physical Intervention used	
Duration of Restrictive Physical Intervention	
Sequence of Restrictive Physical Intervention (to include detail of child's behaviour and reason for Restrictive Physical Intervention)	
Were any injuries sustained by the pupil during Restrictive Physical intervention?	Y/N
Was the first aid procedure followed?	Y/NA
Were any injuries sustained by the staff member during Restrictive Physical intervention?	Y/N
Was the incident form completed?	Y/NA
Post incident support	
Staff member's signature	
Date	
Headteacher's signature	
Date	
Date parent/carer informed	
Has the Individual Behaviour Plan been updated?	

- Please note, all boxes MUST be completed

Appendix 4: BPP Seclusion Record

BPP Seclusion Record

Date of Seclusion	
Time of Seclusion	
Place of Seclusion	
Child's name	
Class and Year	
School	
SEN status of child	
Staff member/s present	
Duration of Seclusion	
Reason for Seclusion	
Were any injuries sustained by the pupil during the Seclusion?	Y/N
Was the first aid procedure followed?	Y/NA
Were any injuries sustained by the staff member during the Seclusion?	Y/N
Was the incident form completed?	Y/NA
Post-incident support	
Staff member's signature	
Date	
Headteacher's signature	
Date	
Date parent/carer informed	

- Please note, all boxes MUST be completed

Appendix 5: Reporting Restrictive Physical Intervention to Parents and Carers

BPP Use of Restrictive Physical Intervention Record

Date of Restrictive Physical Intervention	
Time of Restrictive Physical Intervention	
Place of Restrictive Physical Intervention	
Child's name	
Class and Year	
School	
Type of Restrictive Physical Intervention used	
Duration of Restrictive Physical Intervention	
Sequence of Restrictive Physical Intervention (to include detail of child's behaviour and reason for Restrictive Physical Intervention)	
Were any injuries sustained by the pupil during Restrictive Physical intervention?	Y/N
Was the first aid procedure followed?	Y/NA

Appendix 6: Reporting Seclusion to Parents and Carers

BPP Seclusion Record

Date of Seclusion	
Time of Seclusion	
Place of Seclusion	
Child's name	
Class and Year	
School	
Duration of Seclusion	
Reason for Seclusion	

Appendix 7: Understanding restrictive interventions, including the use of reasonable force in BPP schools

Understanding restrictive interventions, including the use of reasonable force in BPP schools

Boulevard Primary Partnership

Reasonable force

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

1. **causing injury to themselves or others**
2. **committing a criminal offence**
3. **damaging property**
4. **causing disorder among pupils at the school, whether during a teaching session or otherwise**

Appropriate touching in BPP schools:

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

- to give first aid
- to guide or escort pupils, e.g. holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil, or reassure a pupil (including the use of TACPAC)
- to congratulate or praise a pupil, e.g. a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

- the school's child protection (or any other relevant) policy
- the applicable circumstances, such as whether there are other adults present
- the individual pupil's age

Children should not sit on adult's laps, they should sit next to adults and adults must not carry children, unless there is a need for intimate care, an emergency evacuation or to comfort a distressed child.

De-escalation is prioritised first

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention
- offering clear alternatives, or providing a change of face

If you have used any form of physical intervention, you **must** ensure this is recorded on CPOMS appropriately. Any form of restrictive intervention (including restraint) will be recorded on a Restrictive Physical Intervention form. Children who need may need physical intervention will have Positive Behaviour Risk Assessments written.

Determining when use of restrictive interventions is appropriate

Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.14

Have you considered the pupil's welfare?

- Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.
- Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.
- Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.
- For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.