



Moreton Church of England Primary School



Moreton Church of England Primary School



Reasonable Force and Restraint Policy

Written by: N Batt, Headteacher

Date: June 2023

Next Review Date: January 2026

Agreed by Governors (Date):

Signed (CoG):



'Growing Together in Faith, Knowledge and Love'

Aims

- To create a learning environment in which young people and adults feel safe.
- To protect every person in the school community from harm.
- To protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful.
- To put in place guidance for staff so that they are clear about the circumstances in which they might use reasonable force to restrain pupils and how such reasonable force might be applied.

This policy links with: Relationship and Behaviour Policy, Safeguarding policy, KCSIE and SEND Policy

School Values

At our school we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with key staff and a belonging to the whole school community.

Moreton Church of England Primary School is a Christian community where the teachings of Jesus are used to support and guide everything we do and where we share God's love for us. Our relationships with others are based on mutual respect and consideration for others and underpinned by Christian values. We believe that all people are made in the image of God and are unconditionally loved by God. At Moreton we aim to create a caring atmosphere in which everyone feels safe and secure, and in which we can appreciate the importance of developing positive relationships with others to enable children to learn. We aim to promote a family atmosphere where all members of our community feel valued and respected for the positive contributions they make to the school. It is in this climate that we believe our children will develop further social, personal and academic skills that will lay sound foundations for their future.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP)

- Compassion and Kindness
- Hope
- Connection and Belonging

For a majority of the pupils at Moreton C of E (VA) Primary School, our Relationships and Behaviour Policy is a sufficient framework which enables us to create and maintain our high standards of behaviour. However, we recognise that there are some pupils who have needs that require a more personalised approach. This is particularly relevant where behaviour may compromise the safety and / or wellbeing of themselves or others. Our school staff work 'positively and confidently' with children and find the least intrusive way possible to support, empower and make everyone feel safe. To create this learning environment and protect the school community from harm we promote:



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

We seek to understand the range of behaviours and respond with, respect, calmness, and logical consistency.

Pro-social and positive behaviour

We recognise that pro-social and positive behaviour is vital and provides opportunities to reward it. This reinforces the expectations and values set out in our relationship and behaviour policy and there are processes in place to encourage positive behaviour across the whole setting community.

Anti-social (difficult and harmful) behaviour

There are two types of anti-social behaviour: *difficult* behaviour and *harmful behaviour* (sometimes referred to as '*dangerous behaviour*').

Difficult behaviour, in the school context, encompasses behaviour that has duration, frequency, intensity or persistence and is beyond the typical range for the school. It generally:

- interferes with the child or young person's own and / or other children and young people's learning; disrupts the day-to-day functioning of the school, making it a less safe and orderly environment
- is less likely to be responsive to the usual range of interventions identified within the school behaviour policy.

It is recognised that difficult behaviour may also include withdrawn behaviour, including any reluctance to respond or engage in learning or socialising.

Harmful behaviour in the school context encompasses behaviour that is generally:

- physically aggressive towards adults or other children and young people (including pushing, punching, kicking, biting, scratching, spitting, head-butting)
- verbally abusive (and may include racist/homophobic/sexist abuse)
- destructive, including destruction of property and the environment
- self-harming, including head banging, scratching, hitting, kicking, biting and poking
- striking another adult / child or young person with an object

Responding to difficult behaviour

Children will do better where they have strong relationships with staff. It is these staff who will be able to support them at the times of most difficulty. Therefore, we aim to develop good relationships with all children as a precursor to managing behaviour and supporting emotional wellbeing. Positive relationships are also a reliable strong protective factor in helping children to become resilient.

Some behaviour, which may be deemed 'difficult', may be characteristic of a particular need and particularly prevalent in children with learning disabilities or who are neurodiverse such as those on the autism spectrum. These could include rocking, repetitive vocalisations, ritualistic hand



Moreton Church of England Primary School



movements and self-stimulation (un-social behaviour). For these children and young people, we adopt a proactive approach to supporting them with these behaviours and to raise awareness of the behaviour with other staff and explain why it is happening. We do this through the [One Plan](#) (assess, plan, do and review) framework and access external support if appropriate.

Responding to harmful behaviour

Most pupils do not become dysregulated to a level where they compromise themselves and or others through harmful behaviour. However, when such incidents occur, they are deemed serious and can cause a great deal of stress for those involved. Where possible, we have careful and purposeful 'one planning' to mitigate against such harmful behaviour. This will ensure that effective 'Adult Response Plans' are in place for those children requiring them. These plans will be discussed with staff and parents.

When faced with potentially harmful behaviour, a prepared adult response, using a 'script', is used to support the child. The child will be spoken to calmly and respectfully. Below are some examples of phrases used:

I can see there's something wrong (acknowledgement of their right to their feelings)

I'm here to help and listen. Tell me what happened

You are safe – I care about you – I am here to keep you safe

I'm here to help (we tell them why we are there)

Talk and I'll listen

Come with me and we can..... (giving the child or young person an 'out' to withdraw from the situation)

I can see this is difficult – you need to try and use your words to tell me

During this period, the child is given physical space and time to recover and respond to requests. Where co-regulation has not been possible and difficult or harmful behaviour continues, they will be guided / supported from the classroom to a place of safety, with the assistance of another member of staff. Where this is not possible, alternatives will be to remove the rest of the class from a potentially dangerous or harmful situation. Staff will stay with the child or young person, but at a safe distance. Staff will aim to maintain an open stance, actively guiding them to a place of safety, rather than blocking them or backing them into a corner, to void increasing any levels of stress. As part of safeguarding, following any serious harmful (or potentially harmful) incidents, a risk assessment will be completed to inform planning and future practice. This will be shared with parents. The member of staff will also be offered a 'debrief' to look after their wellbeing.

Use of consequences

'Consequences' can be a useful response to particular behaviours. Evidence suggests that punishments and sanctions alone have limited long-term effects, so it is important for the child to see a logical link between their behaviour and the response. Consequences will have a clear



link to the incident and help the child to learn how to behave more appropriately should a similar situation occur; it will be tailored to the needs of the individual.

Consequences can be protective and / or educational.

Protective consequences: required to protect the rights of others and keep a child or young person safe

- increased staff ratio
- change of school day / timetable
- arrangements for access to outside space
- child or young person escorted in social situations
- differentiated teaching space
- appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).

Protective consequences will run alongside educational consequences, as there is the risk that long-term behavioural change will be limited without this.

Educational consequences: these are often required through intentional teaching, to encourage, support and motivate the child or young person to behave differently next time though better understanding. Examples include

- ensuring the child or young person completes the task they have disrupted
- rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (the Restorative Justice approach is one that could be used).

Reflect, repair and restore

There is strong research evidence that restorative processes, where reflections and learning take place, are successful in supporting wellbeing and long-term behaviour change.

During any incident the child's behaviour is likely to be influenced by a strong emotion such as a feeling of anger, frustration, or disappointment. We recognized that a child must have calmed sufficiently to engage with staff and that the incident will also impact on staff.

Once it is considered the child is ready for the restorative process, this will take place in our retreat room or the classroom, depending on the child's needs. The purpose of reflect, repair and restore is to re-visit the experience with the child or young person when they are calm, relaxed and receptive to being reflective about the incident.

The discussion, *once the situation has been sufficiently calmed* may be as follows:



Moreton Church of England Primary School



1. Explore what happened (tell the story)
2. Explore what people were thinking and feeling at the time
3. Explore who has been affected and how
4. Explore how relationships can be repaired
5. Summarise what has been learnt so there can be different responses next time

Some examples of restorative questions within this discussion may be:

- What would you like to happen next?
- How can we make things better for you and others affected?
- If everything was going to be alright, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you next time something happens?

To be effective, the reflect, repair and restore process should be adjusted according to the age, understanding and other needs of the child or young person. A proforma may be used with the child ([Appendix B](#)).

Use of physical contact

There are occasions when staff will have cause to have physical contact with children and young people for a variety of reasons, this may include:

- to comfort a child or young person in distress (*appropriate to their age and individual specific needs identified through a risk assessment*);
- to direct a child or young person;
- for curricular reasons (*for example in PE, Music, Drama etc*);
- in an emergency, to avert danger to the child or young person or others;

The guidance produced by the Department for Education [Use of Reasonable Force \(DfE, 2013\)](#) states that:

*“Schools **should not** have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a child or young person or prevent them taking action needed to prevent a child or young person causing harm.”*

Where physical contact is used, protective steps must be taken to ensure it is legal and will prevent harm. In all situations where physical contact between staff and children and young people takes place, staff must consider the following:

- the child or young person’s age and level of understanding
- the child or young person’s individual needs and history
- the location where the contact takes place (ideally it should not take place in private without others present).

When we might use physical contact?



Moreton Church of England Primary School



We would normally use physical contact for comfort, reward or guidance. It is acknowledged that some children will not want to be touched and we respect this.

How we might use physical contact?

Hugging: A sideways on hug, with the adult putting their hands on the child or young person's shoulder. Hugging can be used either standing or seated. We discourage 'front on' cuddling and by placing the adult's hands on the shoulders limits the ability of the child or young person to turn themselves into them.

Hand-Holding: It is natural that young children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. We use an 'offering arm' This is done by the adult holding their arm out, and the child or young person being encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child or young person for a little extra security if it is required.

Lap-Sitting: We discourage lap-sitting. If a child or young person attempts to sit on an adult's lap we immediately take active guidance to a more appropriate seating position alongside the adult.

Definition of Reasonable Force

The Education (NI) Order 1998 (Part II Article 4 (1)) states:

'A member of the staff of a grant-aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:-

- a. committing any offence;*
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself);*
- c. or engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.'*

Based on this legal framework, our 'working' definition of 'reasonable force' is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned. Force is usually used either to control or restrain. This can range from guiding a child or young person to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. The use of reasonable force will always depend on the circumstances of the case and staff should take the following into consideration:

- Whether it is reasonable to use force, and the degree of force that could reasonably be employed, given the age, sex, physical strength, size, understanding, medical conditions and any special educational needs of the pupil.
- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore, physical force could



Moreton Church of England Primary School



not be justified to prevent a pupil from committing a trivial misdemeanor, or in a situation that clearly could be resolved without force.

- The degree of force employed should be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to diffuse the situation.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between children and young people, redirecting a child or young person's path, or active physical contact such as escorting a child by the arm or arms out of a classroom. This should never involve pulling or dragging.
- Restraint means to hold back physically or to bring a child or young person under control. It is typically used in more extreme circumstances, for example when two children and young people are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child or young person.
- Staff will receive training specific to the identified needs within our school.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of children and young people such as unpaid volunteers or parents accompanying students on a school organised visit.
- Staff will be appropriately trained in non-restrictive and restrictive intervention on an annual basis.

When can reasonable force be used?

- Reasonable force can be used to prevent children and young people from harming themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control children and young people or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Prevention should be the primary consideration. Steps to avoid these situations should be taken and the adult should be able to demonstrate that those steps were taken. Physical restraint should always be the last resort.

Staff have a responsibility to ensure the safety and welfare of their pupils. They are in a particular position of trust (in loco parentis).

The following should be applied in all cases:

- Staff should delay if at all possible. (However, in some circumstances e.g. a child running out onto the road, you might be deemed negligible if you do not intervene.)
- An 'on the spot' risk assessment for each occasion that you feel reasonable force or restraint may be necessary should be made.



Moreton Church of England Primary School



- Consideration should be given to the environment, the medical circumstances and the clothing.
 - Action being taken should always be for the good of the child, trying to keep them safe.
 - Assure the child that the restraint is not a punishment.
 - Never use other children in the restraint.
 - Restraint or reasonable force should be witnessed by another responsible adult. Staff should use the red card system to call for another adult if restraint or reasonable force is needed and another adult is not available in the area.
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- An immediate account of the incident and the steps taken to prevent and deal with it must be made to the Headteacher. A written report of the incident and action taken should be completed, signed by the person using restraint / reasonable force and the witness and logged with the Headteacher. The incident should be followed up with time for the adult and child to talk about the situation.

Schools can use reasonable force to:

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

Physical intervention in these circumstances may take several forms, e.g.:-

- physically interposing between pupils;
- blocking a pupil's path;
- holding;
- leading a pupil by the hand or arm;
- shepherding a pupil away by placing a hand in the centre of the back; or
- (in extreme circumstances) using more restrictive holds.

If a pupil is unable to regulate their emotions, physical intervention may involve staff in:-

- holding
- pushing
- pulling

The law strictly prohibits the use of force, which constitutes the giving of corporal punishment. The use of force as a punishment or to intentionally cause pain, injury or humiliation, such as



Moreton Church of England Primary School



the examples below, (which are not exhaustive) should not be permitted under any circumstances:

- holding around the neck;
- any hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints;
- tripping;
- holding by the hair; and
- holding the pupil face down on the ground.

Staff must always avoid touching or holding a pupil in a way that might be considered indecent.

Where a pupil has caused actual harm or injury, details will need to be recorded in the school accident book.

Removal: should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Removal is distinguished from the use of separation spaces (our sensory or nurture room) which is used for non-disciplinary reasons. Pupils may be taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

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

At Moreton C of E(VA) Primary School we do not use isolation or seclusion spaces.

Roles and Responsibilities

The school should ensure that all staff know and understand their roles and responsibilities in relation to the management of pupils. Legislation allows 'members of staff' to use 'reasonable force' and defines a member of staff as 'any teacher who works at the school and any person who, with the authority of the Headteacher, has lawful control or charge of pupils at the school'. The Headteacher will confirm with all staff whether they meet the terms of this definition.

- New staff should be given a copy of the policy as part of their induction.
- Staff should be made aware of individual pupils with a risk assessment for SEMH
- Relevant staff will receive positive handling training
- The SENCO should keep staff informed about pupils with special educational needs who may require special attention with regard to their physical management. Staff will



Moreton Church of England Primary School



consult with the SENCo regarding any concerns that they have about the physical management of pupils with special educational needs.

- The SENCo in conjunction with the Headteacher will undertake a risk assessment or any pupil where it is deemed that physical intervention may be required.

Record Keeping

All incidents involving the use of reasonable force should be recorded in a detailed, written, signed and dated report. (See Appendix A). Blank forms are kept in the school office.

The school should keep an up-to-date record of all such Incidents as such records may be required for future reference. Immediately following any such incident, the member of staff concerned should inform the Headteacher or a senior member of staff and provide a written report.

Parents/carers should be contacted as soon as possible and the incident explained to them. They will be asked to sign the record and given a copy of the incident report. This action will also be recorded in an incident log and put onto CPOMs. Where it is necessary to suspend or permanently exclude a pupil for the incident, please refer to our relationships and behaviour policy.

Staff should keep their own copy of any written report.



Further Guidance

1. [Keeping children safe in education 2023 \(DfE 2023\)](#)
2. [Reducing the Need for Restraint and Restrictive Intervention \(DfE, 2019\)](#)
3. [Searching, Screening and Confiscation \(DfE 2022\)](#)
4. [Behaviour in Schools - Advice for headteachers and school staff \(DfE 2022\)](#)
5. [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(DfE 2022\)](#)
6. [SET Procedures \(ESCB\)](#)
7. [Positive environments where children can flourish \(Ofsted, 2018\)](#)
8. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)
9. [The Human Rights Framework for Restraint \(EHRC, 2019\)](#)
10. [Restraint in schools inquiry: using meaningful data to protect children's rights \(EHRC, 2021\)](#)



Appendix A –Recording incident requiring restraint

Record of incident Requiring Physical Intervention (RPI)

Child name:	DoB:	Year group:
Reporting member of staff:		
Date of incident:		
Start time of incident:		
End time of incident:		
Location of incident:		
Activity:		
Name(s) of additional staff witness:	Name(s) of additional child witness:	

Stressors leading up to the hyperarousal and distress

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

Why the RPI was deemed absolutely necessary	To prevent harm to self	
	To prevent harm to another child (children)	
	To prevent harm to adults	



Moreton Church of England Primary School



	To prevent damage to property	
	To prevent harm from absconding (in accordance with policy)	
	Other:	
The harm predicted to be prevented by the RPI (e.g. bruising to peers, lacerations, destruction of computer, climbing over high fence, climbing on roof)		
Unresolved harm/ details of damage to property/ injuries sustained (costs and details of harm to people including medical intervention or damage to property)		
Was a medical record completed		Yes / No
Specific details of the RPI including sequence of techniques, time and staff involved		
Time	Technique	Staff name
Was there any physical mark or harm caused by the use of RPI to the child?	Yes / No	Details
What action has been taken?	Consequences: Protecting (what will now happen to prevent any immediate further harm occurring)	
	Learning/teaching (what needs to be revisited with the child or learnt)	
Incident reporting and monitoring		
Has the incident been reported to the Children Safeguarding Team (LADO)?	Yes / No	Details
	DSL to complete	
	By whom	Time and date
Incident reported to Senior staff:		



Moreton Church of England Primary School



Parents / Carer verbally informed:		
Parents / Carer letter sent:		
Child wellbeing check:		
Staff wellbeing verified:		
Restorative conversation:		

Care for Child following the RPI

Verification of account of incident		
Staff name	Staff signature	Date
Reporting staff name	RPI checker and approver name	
Signature	Signature	

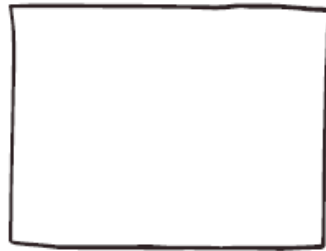


Appendix B (Restorative practice proforma)

We will use the Reflect and Reset proformas to support children to address what has happened. This will then be used to facilitate a restorative conversation.

Reflect and Reset

What happened?



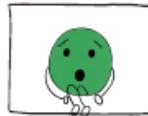
How were you feeling?



Angry



Confused



Scared

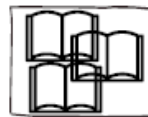


Annoyed

What was the impact of your choice?



I stopped myself from learning



I stopped others from learning



I feel sad

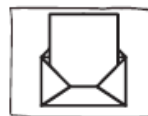


I have made others feel sad

What can you do to make it right?



Say sorry



Write a sorry letter



Complete my work



I have an idea

Reflect and reset

What happened?

I felt

They felt

What now?

Talk about it



Solve a problem



Write a letter



Something else

Say sorry



Journal



Make a plan for next time





Moreton Church of England Primary School



Appendix C - Personalised Stress Management and Adult Response Planning *(developed from the Essex TPP approach)*

This tool is designed to keep everyone safe by enabling staff to think about, plan and be confident in safely supporting children and young people.

How to use this tool

This tool should be discussed, constructed and agreed through One Planning. It is important that the child/young person and their parent/carer is involved.

- Step 1: Identify the stressors being experienced by the child/young person. There are five domains of stress, which are explained later in this document.
- Step 2: Complete the 'Warning Signs of Stress' table below, providing personalised detail of what this looks like and means for the child/young person.
- Step 3: Complete the 'Stress Mapping' and 'Level of Harm' tables below. The frequency and severity of these provides an indication of whether an Adult Response Plan is necessary.
- Step 4: If the pupil is assessed to 'always' or 'often' experience stress or the harm is assessed to be of concern, develop both the personalised 'Adult Response Plan' and 'Child's Self-regulation Plan' for the child/young person as part of the One Planning process.
- Step 5: Regularly review and update the information in this tool through One Planning.

Name:	Date:
Year Group:	Review Date:

Warning Signs of Stress* (see explanations of the stressors below)

Stress Area	What is it that generally causes the stress?	Indicators of excessive stress- how does the child show this?
Physiological/sensory		
Emotional		
Thinking/learning related		
Social		
Prosocial		

Stress Mapping

	Not evident	Occasionally	Often	Always
Stress response is easily triggered				
Stress response is not equal with the stressor				
Individual is extremely restless/volatile				



Moreton Church of England Primary School



Hard to co-regulate after 'alarm' is triggered				
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Harm Mapping

Harm/Behaviour	Yes/No	Harm/Behaviour	Yes/No
Harm to self		Damage to property	
Harm to peers		Harm from disruption	
Harm to staff		Harm from running away	
Other harm			

Adult Response Plan

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

Child's Self-Regulation Plan

Stress Level	Strategy to Support
Red emotions	How to best soothe myself



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

Appendix D - Explanation of the Stress Areas

Domain and definition	A child having difficulty regulating in this area may:	Supportive strategies
<p>Sensory/physiological consider many factors such as sleep, exercise, health, nutrition and sensory inputs.</p> <ul style="list-style-type: none"> • physical health • hunger • noise 	<ul style="list-style-type: none"> • have challenges remaining calm amidst distracting visual and auditory stimuli • have difficulty sitting for more than a few minutes • withdraw (become hypoalert) and need to upregulate • become over-stimulated and need to down regulate 	<ul style="list-style-type: none"> • less intense lighting – soft white light • use blinds to block out light • less bright visual materials • choice in seating (exercise balls, beanbag chairs, rocking chair) • keep clutter to a minimum • oral input (healthy crunchy snacks, water bottles etc.) • plants • removing squeaky chairs • designating areas for quiet and noisy activities • creating comfortable learning areas to down- regulate • using music to signify transitions • visual schedules (predictable) • noise cancelling headphones • fidget tools (i.e. playdough) • action breaks
<p>Thinking the child’s ability to concentrate and</p>	<ul style="list-style-type: none"> • have difficulty focusing attention 	<ul style="list-style-type: none"> • preferential seating • providing instruction in more than one



<p>switch attention as well as appropriate task and language demands.</p> <ul style="list-style-type: none"> • focus and switch focus as required • plan and executive several steps consecutively • problem-solve • understand cause and effect • time management • ignoring distractions • delaying gratification • sequencing ideas • tolerating frustration and learning from mistakes • switching focus 	<ul style="list-style-type: none"> • give up at the slightest frustration • daydream during class • be distracted by impulsive thoughts 	<p>mode</p> <ul style="list-style-type: none"> • quiet place when feeling overwhelmed • learning games (simon says, statues, musical chairs etc....) • breaking down instructions • providing collaborative learning experiences • allowing child's choice and to set own goals • digital technology • using the child's passions to engage learning (consultation with families) • teaching time management skills • visual timer • self-reflection • providing consistent routines
<p>Emotional the child's ability to monitor, evaluate and modify their emotions</p> <ul style="list-style-type: none"> • managing the big feelings and strong emotions • ability to recover from adversity • courage to learn new things • desire to achieve goals • healthy and realistic sense of self 	<ul style="list-style-type: none"> • become overly excited when praised • show intense frustration when trying to solve a problem • become anxious when dealing with confrontation • have difficulty focusing when strong emotions arise 	<ul style="list-style-type: none"> • holding classroom meetings to check feelings • mindfulness • breathing exercises • encouraging children to express how they are feeling verbally • using strategies and language from the SMART thinking- There's always a way back • teaching calm down techniques (breathing, counting down) • playing calm music during learning tasks • teaching positive self-talk • journaling feelings and experience • role playing how to express and cope
<p>Social consider the perspective of the child and the impact of their actions on others</p> <ul style="list-style-type: none"> • understanding the feelings and intentions of self and others • monitoring the effects responses and adjusting when necessary ("appropriate responses") • the ability to be an effective communicator – as a listener and as a speaker • the ability to demonstrate a good sense of humour that does not rely on ridicule • the ability to recover from and repair breakdowns in interactions with others (e.g. through compromise) 	<ul style="list-style-type: none"> • have difficulty listening to the ideas of others • have difficulty taking ownership over actions • respond inappropriately to a situation • have difficulty reading social cues 	<ul style="list-style-type: none"> • collaborative learning experiences • music experiences • demonstrating a good sense of humour • using books to deepen communication of feelings • teaching how to read social cues • using expected and unexpected behaviour prompts • teaching social media communication skills • reinforcing rules
<p>Prosocial the idea that other people's stress also cause stress for the child. This domain</p>	<p>As above</p>	<ul style="list-style-type: none"> • collaborative learning experiences • teaching how to read social cues • using expected and unexpected



<p>is rooted in the development of empathy and doing the “right” thing. The ability to help regulate others and to co-regulate with others.</p> <ul style="list-style-type: none"> • a sense of honesty, both with oneself and with others • empathy, or the capacity to care about others' feelings and to help them deal with their emotions • the ability to put the needs and interests of others ahead of one's own • the desire to “do the right thing” and the conviction to act on one's conviction 		<p>behaviour prompts</p> <ul style="list-style-type: none"> • teaching social media communication skills • reinforcing rules • reassurance
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Appendix E – template letter to inform parents of an incident

Dear (parent / carer)

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

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

Or

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

Yours sincerely



Moreton Church of England Primary School



Appendix F – levels of reporting and recording difficult or harmful behaviour

Level 1 When there was no need for first aid or medical attention, or when there is no long-term anxiety or stress as a result of the incident for a member of staff.	Level 2 When there was a need for first aid or medical attention, or if the staff member experiences long term anxiety or stress as a result. When there was a need for non-restrictive physical intervention.	Level 3 When it was deemed absolutely necessary to use restrictive physical intervention to co-regulate in order to keep everyone safe and prevent harm. (when this is an agreed intervention to manage the harm as part of the Adult Response Plan/Behaviour Support/ Management Plan.)	Level 4 When it was deemed absolutely necessary to use restrictive physical intervention in order to keep everyone safe and to prevent harm including the child/young person. (when this has not been an agreed intervention to manage the harm as part of the Adult Response Plan/Behaviour Support/ Management Plan.)
These are behaviours that are likely to be responsive to the usual range of support and interventions set out within the school behaviour policy. They will be also be monitored and reviewed through personalised ‘One Planning’ when appropriate. Examples of such behaviours <ul style="list-style-type: none"> • Eating or mouthing non-edible items, such as stones, dirt, pen lids, bedding, metal, faeces • Smearing of faeces • Rocking, repetitive speech and repetitive actions or manipulation of objects 	These will encompass behaviours that have duration, frequency, intensity or persistence and are beyond the typical range for the school. Such behaviour is less likely to be responsive to the usual range of support and interventions identified within the school behaviour policy. These behaviours may also <ul style="list-style-type: none"> • compromise the child or young person’s own and / or other CYPs learning • disrupt the day to day functioning of the school, making it a less safe and routine environment. 	These will encompass behaviours that are harmful in that they compromise the safety and wellbeing of the child/young person or staff: This will include <ul style="list-style-type: none"> • causing harm towards adults or other children/young people (including pushing, punching, kicking, biting, scratching, spitting, head-butting) • causing harm to the learning environment, including that of property • striking another adult / child or young person with an object 	These will encompass behaviours that are harmful in that they compromise the safety and wellbeing of the child/young person or staff: This will include <ul style="list-style-type: none"> • a one-off serious incident involving behaviour not previously observed in the child or young person • causing harm towards adults or other children/young people (including pushing, punching, kicking, biting, scratching, spitting, head-butting)



Moreton Church of England Primary School



<ul style="list-style-type: none"> • Absconding • removing of clothing items • Self-injury/harming, including head banging, scratching, hitting, kicking, biting and poking • Language-based personal abuse or sexual comments • Racist, sexist, or homophobic behaviour or comments 	<ul style="list-style-type: none"> • Language-based persistent personal abuse or persistent sexual comments • Persistent racist, sexist, or homophobic behaviour or comments 		<ul style="list-style-type: none"> • causing harm to the learning environment, including that of property • striking another adult / child or young person with an object
Expected Reporting and Recording			
<p>Systematic reporting and recording at the school/setting level in accordance with policy.</p>	<p>Systematic reporting and recording at the school level in accordance with policy.</p> <p>In all cases of RIDDOR and when Headteacher deems appropriate, these incidents may also be reported to ECC via MySafety.</p>	<p>Systematic reporting and recording at the school level in accordance with policy.</p> <p>These incidents must be reported to ECC via MySafety.</p>	<p>Systematic reporting and recording at the school level in accordance with policy.</p> <p>These incidents must be reported to ECC via MySafety.</p>