



Moreton Church of England Primary School



Moreton Church of England Primary School



Reasonable Force and Restraint Policy

Written by: N Batt, Headteacher

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Next Review Date: January 2028

Agreed by Governors (Date): April 2026

Signed (CoG): Digitally via Governor Hub



Appendix A: Terminology

Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Significant incident: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

Seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.

The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use in schools. Some will not be relevant to Moreton Church of England Primary School.



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

Statutory framework

Our school works in accordance with the following legislation and guidance (this is not an exhaustive list):

- [Keeping Children Safe in Education \(DfE 2025\)](#)
- [Working Together to Safeguard Children \(DfE 2026\)](#)
- [Use of reasonable force and other restrictive interventions guidance \(DfE 2026\)](#)
- Education and Inspections Act 2006, especially sections 93 and 93A
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Health and Safety at Work etc. Act 1974 and associated regulations
- Human Rights Act 1998
- Equality Act 2010

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 setting reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing (known as Trauma Perceptive Practice - TPP) and these values run through all our policies and practice.

- Compassion and Kindness
- Hope
- Connection and Belonging

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. Within our setting, our strategies and practice are encompassed within a framework of shared and consistent principles based on person-centred values within a commitment to a reduction in restrictive intervention.

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 understand that behaviour is a form of communication and firmly believe that children who feel safe and happy are better equipped to learn. We understand that all behaviour happens for a reason and that difficult and/or harmful behaviour is not necessarily deliberate or planned. We understand that in situations of need, a child may simply behave in a way that has been successful in the past in protecting them and enabling them to survive that moment.

We know that the first step to understanding a particular behaviour of concern is to try to find out why the behaviour is happening.

Pro-social and positive behaviour

We recognise that pro-social and positive behaviour is vital and provide 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 peoples' 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 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 avoid 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 recognise 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:

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 C).



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;

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?

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, it 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.

Restrictive intervention and reasonable force

We all have a legal obligation under our 'duty of care' to keep the children and young people we support safe. Once we have exhausted all other support options to prevent harm, we may have to apply a restrictive intervention. This would always be a 'positive act' and in the best interests of the child/young person or others.



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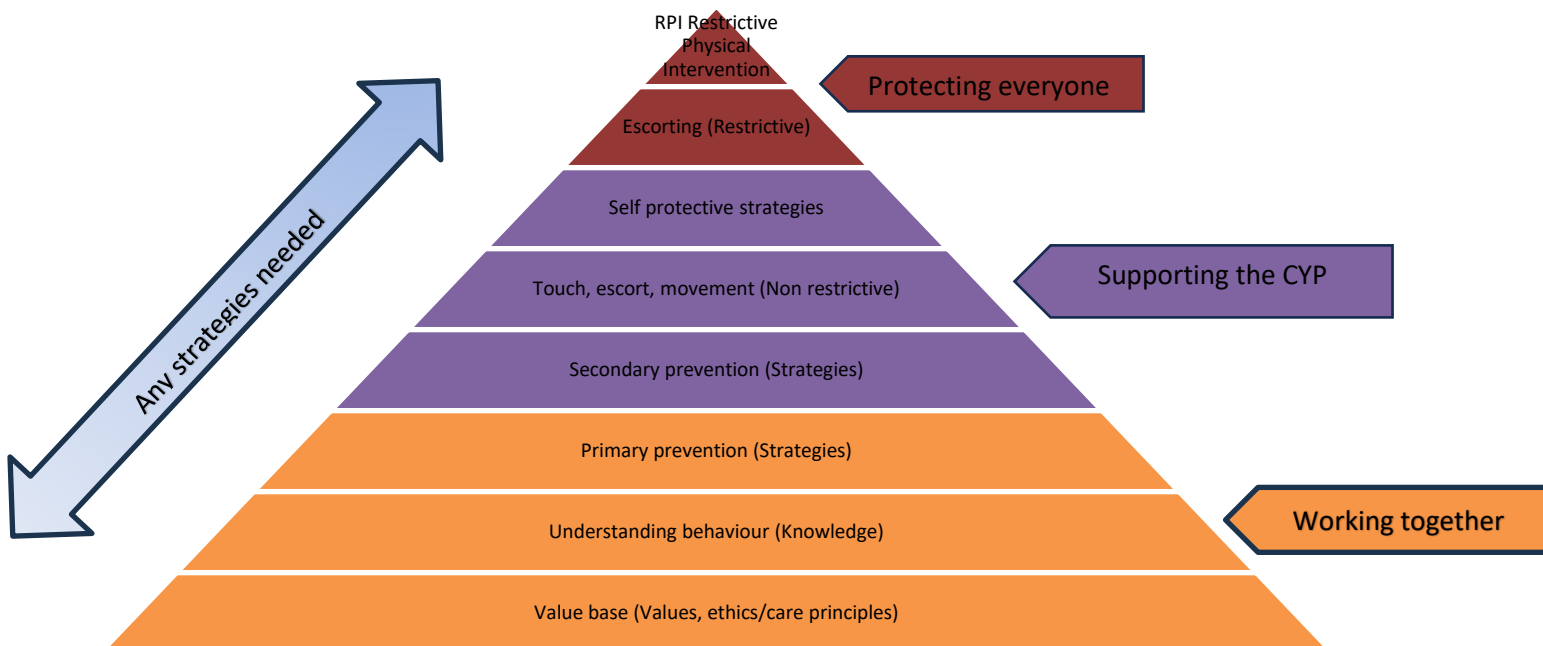
The DfE guidance, *The use of restrictive interventions, including reasonable force (DfE 2026)* states that all members of school staff have a legal power to use reasonable force in certain circumstances – this is to prevent or stop a pupil from:

- 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

At our setting we believe that the use of restrictive intervention, should be used within this framework:

- ✓ protecting people’s fundamental human rights and promoting person-centred best interest and therapeutic approaches to support people when they are distressed
- ✓ improving the quality of life of those being restrained and those supporting them
- ✓ reducing reliance on restrictive practices by promoting positive culture and practice that focuses on prevention, co-regulation (within the training sometimes can be described as de-escalation) and reflective practice
- ✓ focussing on the safest and most dignified use of restrictive interventions where required, including physical restraint
- ✓ increasing understanding of the root causes of behaviour and recognising that many behaviours are the result of distress due to unmet needs
- ✓ ensuring a restraint reduction approach is adopted by all
- ✓ force will never be used as a punishment

1. Response to Incidents





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Our approach, to supporting children and young people is shown in the diagram on the previous page. It clearly demonstrates that our practice is built on the firm foundations of a Human Rights value base and understanding behaviour.

Response Strategies

➤ Primary Prevention Strategies

Primary Prevention Strategies form the greater part of our approach to harmful behaviour and include everything that is put in place that reduces the likelihood of the incident happening. Even at the most heightened states of arousal there are still non-restrictive strategies that may work.

➤ Secondary Strategies

These are the plans for what to do if the primary strategies do not work and the child becomes more stressed.

➤ Tertiary Strategies (non-restrictive and restrictive)

These are designed to keep the child and those around them safe from harm. They provide a way to react quickly in a situation where the child is distressed and more likely to present harmful behaviour and may include physical intervention.

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

Training

The DfE sets out that staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies. As a staff team, we have participated in extensive training to recognise and respond supportively to behaviours through co-regulation to guide children through stressful situations. The training approach fully complements our values of TPP and is delivered to staff members so they can:

- Identify suitable techniques for different situations
- Identify and minimise potential risk factors
- Identify and minimise the potential impact of a physical intervention on a child/young person.

Support Planning and risk assessments

We will always consider the needs of the individual child and their specific needs. At our setting we use personalised distress management and adult response planning (developed from the Essex TPP approach). This is designed to keep everyone safe by enabling our staff to think about, plan for and be confident in safely supporting children and young people.

This support is discussed and agreed through our One Planning process and we always involve the child/young person and their parent/carer in this process.

- **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', 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'.
- **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.

Support Plans and risk assessments will include:

- ✓ the views of the child or young person in how they want to be supported (as is age appropriate)
- ✓ consideration as to how the child or young person's dignity may be compromised and how might staff manage that
- ✓ communicating behaviours that present as conflict, aggression and anxiety
- ✓ primary and secondary prevention strategies used to co-regulate and defuse potential incidents
- ✓ any personal, sensory or environmental needs for the child/young person
- ✓ a recovery plan/restorative approach

Reporting and recording

At our setting we record incidents where:

- It has been necessary for a staff member to use force on a child
- It has been necessary for a staff member to use seclusion
- It has been necessary for a staff member to use a non-force related restraint (with or without direct physical contact)

Any such incidents will be recorded as soon as practicable after the event by the staff member(s) involved and we endeavour to do this no later than the same day (Appendix B).

We will record the following details as a minimum:

- ✓ names of pupil and staff directly involved
- ✓ time, date, location and approximate duration of the intervention
- ✓ any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- ✓ brief account of why the intervention was assessed as necessary in that instance
- ✓ details of any physical injuries sustained, if applicable
- ✓ any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Where appropriate, we also invite parents / carers to have a follow-up discussion about the incident and to review the risk assessment and support plan. This discussion will consider:

- any behavioural triggers or warning signs of an impending incident
- whether agreed support plans were followed
- what de-escalation strategies were used and how effective they were
- what might be done differently in the future



Roles and Responsibilities

Our governing body has oversight of our procedures, reporting and recording for use of force and seclusion in our setting. They receive regular reports on the number of incidents and use it to identify and implement improvements to policies and practices. They will:

- identify areas of learning and development for school staff
- understand repeat patterns and triggers to interrogate the effectiveness of pupil support measures
- identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

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 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.



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Appendix B –Recording incident

Statutory record of an incident of the use of force, seclusion and non-force related restraint

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

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)			

Reason for the restrictive intervention:	To prevent or stop a pupil from causing injury to themselves or others	
	To prevent or stop a pupil from committing a criminal offence	
	To prevent or stop a pupil from damaging property	
	To prevent or stop a pupil from causing disorder among pupils at the school, whether during a teaching session or otherwise	



Detail of the incident:
<p><i>(brief account of the incident, including what led up to it, identified or potential triggers / stressors if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained)</i></p>

Detail of intervention:			
Time started	Technique	Duration	Staff name
Any physical mark or harm caused by the use of the intervention to the CYP:	Yes/No	Details	
Any immediate response to harm caused to the CYP:			

Action following the incident:			
	Name	Date / time	Detail
Incident reported to senior staff by:			
Verbal communication to parents / carer by:			
Written communication to parents / carer by:			
CYP wellbeing and medical check by:			
Staff wellbeing check by:			
Restorative conversation with CYP by:			
Medical / First Aid / record of injury completed by:			



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Review of incident to identify learning by:			
CYP's personalised plan updated by:			
Incident recorded on system for data analysis purposes:			

SLT monitoring and quality assurance:		
	Yes / No	Detail:
Staff wellbeing checks undertaken:		
Witness accounts obtained and verified:		
The intervention was acceptable <i>(and in accordance with statutory guidance)</i> :		
Any learning identified:		
Report to LADO (if required):		
Any safeguarding or other response required:		
SLT member name:		SLT member signature:
Date:		

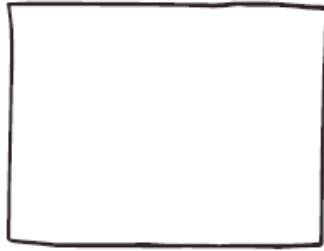


Appendix C (Restorative practice proforma)

We may 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

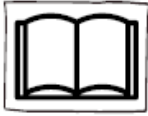


Scared

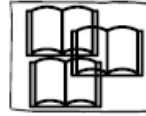


Annoyed

What was the impact of your choice?



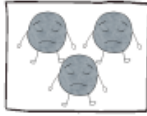
I stopped myself from learning



I stopped others from learning



I feel sad

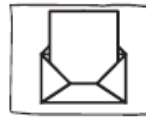


I have made others feel sad

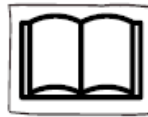
What can you do to make it right?



Say Sorry



Write a sorry letter



Complete my work



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





Appendix D - 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.



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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				
Hard to co-regulate after 'alarm' is triggered				

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



Appendix E - 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 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"> • have difficulty focusing attention • give up at the slightest frustration • daydream during class • be distracted by impulsive thoughts 	<ul style="list-style-type: none"> • preferential seating • providing instruction in more than one mode • 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



		<ul style="list-style-type: none"> • 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 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>As above</p>	<ul style="list-style-type: none"> • collaborative learning experiences • teaching how to read social cues • using expected and unexpected behaviour prompts • teaching social media communication skills • reinforcing rules • reassurance



Appendix F – 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.

In line with our policy and procedures, I am sharing the detail of the incident with you in line statutory guidance. It is a copy of Appendix B from our policy.

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



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

Level 1	Level 2	Level 3	Level 4
<p>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.</p>	<p>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.</p> <p>When there was a need for non-restrictive physical intervention.</p>	<p>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.)</p>	<p>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.)</p>
<p>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.</p> <p>Examples of such behaviours</p> <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 	<p>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.</p> <p>These behaviours may also</p> <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. 	<p>These will encompass behaviours that are harmful in that they compromise the safety and wellbeing of the child/young person or staff:</p> <p>This will include</p> <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 	<p>These will encompass behaviours that are harmful in that they compromise the safety and wellbeing of the child/young person or staff:</p> <p>This will include</p> <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)



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<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>