

Orchard Community Primary School



Positive Handling Policy

To be read alongside the Restrictive Interventions Policy

Version	Date	Author	Reason for Change
0.1	2017	AS	/
0.2	9/2018	FS	Updated Policy to include more information and appendices
0.3	5/2021	FS	Reviewed and updated
0.4	12/2023	FS	Reviewed
0.5	9/2026	FS	Updated to reflect new Restrictive Intervention policy

Review Frequency	Next Review Date
Every 3 years	12/2029

Introduction

At Orchard Primary School, the safety, dignity and welfare of pupils, staff and visitors is paramount. This policy outlines the procedures for the use of **positive handling** and **restrictive interventions, including reasonable force**, which will only ever be used as a **last resort** when there is no safe and effective alternative.

This policy reflects current statutory guidance and ensures that all actions taken by staff are **lawful, necessary, proportionate and time-limited**, and always in the best interests of the child.

It should be read alongside:

- Restrictive Interventions Policy
- Behaviour Policy
- Suspension and Exclusion Policy
- Health and Safety Policy
- Safeguarding/Child Protection Policy
- Anti-Bullying Policy
- Equality Policies

This policy is written in line with:

- **DfE (2026): Restrictive Interventions, including the Use of Reasonable Force in Schools**
- **Education and Inspections Act 2006**
- **Keeping Children Safe in Education (latest version)**
- **SEND Code of Practice (2015, updated guidance context)**

Aim

This policy provides clear guidance to ensure that any positive handling or restrictive intervention:

- Is used **only when absolutely necessary**
- Is **proportionate to the risk presented**
- Is part of a wider **preventative and supportive approach to behaviour**
- Protects the **rights, safety and dignity** of all involved

Principles

Orchard Primary School is committed to a **preventative, relational and trauma-informed approach** to behaviour.

The use of restrictive intervention:

- Is a **last resort**
- Must never be used as a punishment
- Must be **reasonable, necessary and proportionate**
- Must be **the minimum force for the shortest time**

Updated terminology (2026)

The term “**restrictive intervention**” refers to:

Any act which restricts a pupil’s movement, liberty or freedom to act independently.

This includes:

- Physical restraint
- Physical guidance or control
- Seclusion (restricted – see below)
- Environmental restrictions

Positive Behaviour Support and Prevention

The school operates within a **Positive Behaviour Support (PBS)** framework.

Priority is always given to:

- Understanding behaviour as communication
- Identifying triggers and unmet needs
- Teaching self-regulation skills
- De-escalation and early intervention

Staff must always attempt **non-restrictive strategies first**, unless there is an **immediate risk of harm**.

All physical interventions at this school are conducted within a framework of Positive Behaviour Management.

Staff can minimise the likelihood of any incidents by:

- creating a calm, orderly and supportive school climate that minimises the risk of violence of any kind
- providing an active approach to teaching children how to manage strong emotions
- effective management of individual incidents

Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence challenging or dysregulated behaviour and taking steps to divert behaviours leading towards foreseeable risk.

All staff need to be aware of strategies and techniques for dealing with challenging behaviour therefore, and steps which they can take to defuse and calm a situation.

Before using physical intervention, staff should always consider the following:

- Have you exhausted non-physical methods of intervention?
- Have you had regard for the pupil's level of understanding and age?
- As far as possible, have you made your intentions clear to the child?
- Have you discussed and agreed with parents the range of acceptable responses to their son/daughter's challenging behaviour?
- How important is the outcome? Does the benefit of achievement involving physical intervention outweigh not achieving without physical intervention occurring?
- Is there another adult present?
- Have you had appropriate training?

The use of the following may exclude the need for physical intervention.

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation, reason and distraction.
- Give clear directions for pupils to stop using simple, clear statements.
- Remind them about rules and likely outcomes.
- Speak and move calmly and confidently.
- Well-chosen language is used to de-escalate situations.
- Remove an audience from the immediate location or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help before the problem escalates.
- Planned ignoring - sizing up which behaviour needs intervention and which to ignore
- Giving a signal - 'the look', catching the child's eye or pointing to him/her when aware that misbehaviour is contemplated or beginning
- Coming closer and touching - having the pupil near an adult or giving a pat on the shoulder while making a limiting demand - proximity
- Showing interest - a student may be diverted from misbehaviour if an adult shows interest in the task
- Humour - kidding the pupil out of it - not sarcasm

- Offering help when the pupil is about to become frustrated
- Regrouping
- Changing activities - when tension mounts or interest flags
- Friendly appeal - a) Appeal to a personal relationship; b) Warning of consequences 'that's dangerous'
- c) Peer group reaction "what will the others think?"
- Time out.
- Distraction – refocusing attention to a new task or situation

Risk Assessments and Individual Plans

Risk Assessments & Personal Handling Plans (PHPs)

Where pupils present behaviours that may require intervention:

- A **risk assessment** must be completed
- A **Personal Handling Plan (PHP)** must be developed
- Plans must include:
 - Triggers and early warning signs
 - De-escalation strategies
 - Agreed responses (including any physical intervention)
 - Medical and SEND considerations

Behaviour Support Plans (BSPs)

BSPs must:

- Focus on **prevention and de-escalation**
- Be shared with all relevant staff
- Be regularly reviewed
- Be co-produced with parents/carers where appropriate

Any planned use of restrictive intervention must be clearly documented.

Circumstances where 'Positive Handling' of a pupil may be used

- Guiding a distressed and dysregulated pupil into the school building using a hug hold. E.g. Used with pupils with EBSA (Emotional Based School Avoidance) and Attachment issues, in order to prise a child off a parent at morning drop off
- A pupil is running in such a way in which he or she might have or cause an accident likely to injure him or herself or others
- Separating pupils in a physical altercation
- A pupil is engaged in, or is on the verge of committing, deliberate significant damage or vandalism to property
- A pupil absconds from class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school).
- A child is climbing a high fence in order to try and abscond from school and needs to be brought down for their own safety
- A disruptive pupil persistently refuses to obey an order to leave a classroom – ushered out of the classroom using a shoulder and/or back hand guide
- A pupil demonstrates behaviour which causes significant concern for the health and safety of a group or class.

Positive Handling uses the minimum degree of force necessary for the shortest period of time

Circumstances where 'Restrictive Intervention' may be used

Under the **Education and Inspections Act 2006**, staff may use reasonable force to:

- Prevent injury to a pupil or others
- Prevent serious damage to property
- Prevent a criminal offence
- Maintain good order and discipline

Restrictive physical interventions may include:

- Bodily contact - where the physical presence of one or more people is used to control a pupil, e.g. physically interposing between pupils; blocking a pupil's path; holding or 'shepherding' a pupil; using agreed, approved restricted holds.
- Environmental - where a change is applied within the environment for example shutting a door or the use of locks or key pads to prevent access to a particular area.

The decision to use restrictive intervention will be taken in the context of the level of risk presented by the behaviour, the seriousness of the incident and the relative risks of the use of physical intervention compared with any available alternative.

Use of force must meet ALL of the following:

- **Necessary** – there is a real and immediate risk
- **Proportionate** – appropriate to the level of risk
- **Reasonable** – judged objectively
- **Last resort**

Who can use Positive Handling?

It is the policy of Orchard Primary School that as many staff as is possible are trained in the pre-emptive and responsive positive handling strategies and techniques using Team Teach or an equivalent, to complement the behaviour management approaches and strategies reflected in the school's Behaviour Policy.

Only members of staff in receipt of this training are authorised by the Headteacher to use reasonable force, as a last resort, to control or restrain pupils. Authorisation is not given to volunteers, students on placement, agency teachers and visitors.

It is the responsibility of the Headteacher to ensure that staff are fully informed of the school's policy and understand what authorisation entails. The Headteacher will arrange training and guidance to staff as appropriate.

This school has adopted elements of the Team Teach Method for Restrictive Physical Interventions. All training courses have been led by trainers fully accredited by the British Institute of Learning Disabilities (BILD) in accordance with the DfE and Department for Health guidance, and within rigorous guidelines.

Seclusion

Seclusion is now explicitly addressed in statutory guidance.

At Orchard Primary School:

- Seclusion **must not be used as punishment**
- Must only be used where **necessary to prevent harm**
- Must be:
 - **Continuously supervised**
 - **Recorded**
 - **Reported to parents**

Locked seclusion is **not permitted** except in extreme emergencies and must be immediately reviewed.

Use of Restrictive Intervention – Key Expectations

Staff must:

- Use the **minimum force necessary**
- Continuously communicate with the pupil
- Stop as soon as it is safe
- Preserve dignity at all times

Prohibited Practices

The following are **never permitted**:

- Restricting breathing
- Holding around the neck
- Pain-inducing techniques
- Prone restraint (face-down)
- Any degrading or humiliating treatment

These are considered **unsafe and potentially unlawful**.

Recording and Reporting

All **significant incidents** of restrictive intervention **MUST**:

Be recorded:

- As soon as possible (ideally same day, within 24 hours)

Include:

- What happened and why
- Type and duration of intervention
- De-escalation attempts
- Injuries (if any)
- Names of those involved

Be reported to parents/carers:

- **On the same day or as soon as reasonably practicable**
- With clear factual information

This applies even if the intervention is part of a planned response.

Post-Incident Support

Following any incident:

- Pupils must be supported to:
 - Regulate emotions
 - Reflect and repair relationships
- Staff must be offered:
 - Debrief
 - Emotional support
- The incident must inform:
 - Future planning
 - Risk assessments
 - Behaviour strategies

Monitoring and Governance

The Headteacher will ensure:

- Regular review of all incidents
- Identification of patterns (e.g. SEND, individuals, staff)
- Reduction in use over time

Governors will:

- Receive regular reports
- Provide oversight and challenge
- Ensure compliance with statutory duties

Training

- Staff likely to use restrictive intervention must be **appropriately trained**
- Training must include:
 - De-escalation
 - Legal framework
 - Safe techniques

Complaints and Safeguarding

Any concerns or allegations:

- Will be managed under **safeguarding procedures**
- May involve the **Local Authority Designated Officer (LADO)**

Monitoring and Review

This policy will be reviewed:

- Updated from 3 years
- Or sooner if guidance changes

Appendix A

Orchard Primary School

Sample Risk Assessment and Positive Handling Plan (PHP)

Identification and Assessment of Risk	
Why is it necessary to have a positive handling plan?	In response to staff concerns Following a series of incidents Following a major incident
• Anger outbursts – hitting, punching, shoving others; targets anybody who ‘is annoying/irritating him’; shouts and swears at others; throws objects; kicks objects in his way; threatens to ‘kill’ other children who have ‘wound him up’ • Refusal to comply with requests from adults – will answer back, argue, scream and shout, storm off – has a tantrum and loses control over simple instructions e.g. sitting down on a chair • Task avoidance – will rip up work, refuse to participate in lesson, scribble on work or doodle • Constant low level disruption in lessons e.g. shouting out, shouting at other children across the classroom • Poor social interaction with peers – threatening and intimidating behaviour	

Frequency H – hourly, D – daily, W – weekly, M – monthly, T – termly, A - annually	Challenging Behaviours	Estimate, Opinion or known	Intention D – deliberate, A – accidental, I – involuntary, U - unintentional	Risk/ likelihood - (likelihood of that harm happening) 1 – improbable to 5 – almost certain	Hazard/ severity – potential degree = 1 – minor injury to 5 – death	Risk rating (see last page for guidance)
D	Disruption (difficulties staying on task, shouting out, concentrating and maintaining motivation)	K	D	5	1	5 – moderate
M	Violence/Aggression	K	D, I	4	2	8 – moderate
A	Impulsive dangerous behaviour /lack of self-control (X can react violently to stress situation trigger –when feeling unfairly treated)	E	D	4	3	12 – high
M	Self -harm	E	I	3	1	3 – low
D	Non-compliance	K	D	5	1	5 – moderate
W	Confrontational with peers and adults	K	D,I	4	2	8 - moderate
T	Other: Harm from damage to property	K	D	3	1	3 - low
A	Other: Harm from Absconding	O	D	2	4	8 - moderate

M	Other: Self-Harm (banging fist, slapping face)	K	D, I	3	3	6 - moderate
A	Other: Allegations against staff	K/O	D	3	2	8 - moderate
Who/what is affected by the risk?	Self Peers All staff Unfamiliar staff (new/male/female) Visitors Members of the public Other – state: Property; Specific Individuals					
In what situations do the risks occur? (Flash points/high risk situations)	At break and lunch-time if X is requested to improve behaviour, or comply with instructions – exceptionally rude to staff and aggressive towards other pupils Whenever X feels he has a difficulty with an activity in class When X gets frustrated with other pupils or struggles to work in a team e.g. playing football Whenever X feels he is ‘losing face’ because other pupils are not intimidated by hid threats In class if X is requested to improve behaviour, or comply with instructions and he feels that he shouldn’t have to he will become exceptionally disruptive On arrival at school When told of change to routine Meal times When he observes change in routine ‘Fight or Flight’ situations Non-preferred lessons Transition between lessons Out of school activities Risk of absconding PE lessons Other – please state: Assemblies					
Are there any known triggers?	Frustration/Annoyance Conflict Work Pressure/Demands Non-Preferred Activity Change to routine Gender issues Anxiety Learned Behaviour Choice required to be made External e.g. respite Regular staff absent Critical Feedback Perceived injustice /feeling of being unfairly treated Not allowed to do something he wants Inappropriate response to challenge Poor response to environmental changes – noise, crowds etc. Other – state: Poor Peer Interactions during football matches					
Are there any medical or emotional considerations?	Possible psychiatric/psychological difficulties/episode					
What purpose do these challenging behaviours serve?	Sense of injustice; Attention Seeking; Maintaining ‘face’ within peer group; Wanting to get his own way.					
What are the warning signs? (Stage 1 of a developing crisis)	Shows sign of frustration and agitated behaviour Rocking, tapping, fidgeting Refusing to co-operate Making noises and moving around Talks louder - higher – quicker; repeated phrases					
Control methods to reduce the risks	2:1 staffing support – Team Teach trained – for high risk activities off site 1:1 staffing support – Team Teach trained – part-time for higher risk activities					

	Team Teach trained staff with pupil at all times – with whole group, not 1:1 Team Teach trained staff available via Red Triangle System for incident support Additional specific TA support in particular lessons Extra TA support in class – not 1:1 Individual timetable options available to him Flexible timings: Some time in, some time out @ lunch. E.g. 12-12.15 Lunch; 12.15-12.40 in Help Me Room; 12.40-12.55 outside if X is in a good place. Options of going out, staying in at break or staggered break times – 5 minutes, increasing to 10 minutes etc. Restrict a 'circle of friends' or 'Lunch Bunch' for closely supervised games e.g. football Restriction of out-of-school visits – if risk assessment on the day requires Restriction of school-based activities Pre-school telephone call home to ascertain mood/anxiety levels Post-school telephone call home to give feedback – as needed Special seating arrangements – sat near door for escape route, next to staff Special arrangements on arrival/at end of day Behaviour Management plan to be devised/reviewed
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Risk Reduction Options	
Avoidance (Stage 1 and 2 of a developing crisis)	Becomes more belligerent and argumentative Changes in eye contact and posture Breaks minor rules Low level destruction e.g. screws up work Challenges e.g. 'I will not ... you can't make me' Swears Shouts at and intimidates his peers
Strategies (pro-active interventions to prevent risks occurring and strategies to promote alternative and more acceptable forms of behaviour).	Verbal advice and support Increased support and/or supervision – intervene early Offer reassurance Use appropriate humour Display calm body language State boundaries and state consequences Distraction and diversion to another activity Communicate "talk and I will listen (script)" Symbols/PECS book/communication aid available to communicate/request calming activities Ear protectors
Notes: - Revise anger management strategies - teach X how to cope with stress; E.g. Tell yourself to 'STOP'; Give brain thinking time; Encourage X to tell himself 'I can handle this without getting angry'; X to say 'Be, be calm, be calm'; Walk away and tell a teacher when getting frustrated; Count backwards from 20; Breathe deeply; encourage X to tense and relax muscles; calm down by sitting and feeling pulse – feel it slow down as body relaxes. - Create a list of concrete steps that can be followed when he becomes angry; make a visual support of the steps. - Teach X how to identify challenging situations and provide and practice pre-planned, rehearsed steps that they can take. - Use games and PSHE 'tasks' to practise anger management strategies - Help X to develop greater awareness of emotions - teach the link between specific frustrating experiences and negative feelings in a concrete, cause-effect fashion. E.g. X gets angry when other children 'get in his way', wind him up or are 'in his face'; effect – he gets angry and pushes and shoves them out of his way, or hits them. - Class Teacher to work with X to develop relaxation techniques and have a quiet place to go to relax. - Work with X on de-escalation techniques (using time-out and feelings ometer). - Remind X of the (consistent) classroom rules and routines – remind X what we expect of them and how they should behave in school.	

• Make sure that these rules are explained explicitly using visual supports. • Sign set of similar rules for X as a contract. E.g. I am gentle – when I get angry I will not hurt another person. I listen – if I get frustrated because I don't know what to do, then I ask Mrs X. • Remind X that there will be consequences for rule-breaking – develop a list of clear consequences with X (see plan).	
Rewards	
• Verbal praise • Written praise through celebratory comments in marking • Affirmation stickers and stampers in books • 'Praise Postcard' and 'Ask Me What I Did' stickers to share good news with parents • Giving positive oral feedback to parents/carers • Merit certificates written by class teachers or Teaching Assistant's • Special stickers awarded by the Midday Supervisors • A mention in 'The Golden Book' • Allowing X to share work with the rest of the class, other classes or teachers • Showing work to the Headteacher • The use of Merit Points • The use of House Points • Golden Time • Sharing achievements in assemblies • Individual class-based systems of praise and reward • Giving X additional responsibilities • Additional 'X' time for free-choice reward	
De-escalation Strategies - early interventions to manage risk (Stage 1 and 2 of a developing crisis)	Verbal advice and support Giving space (Calm down space available – Safe Space/Time Out Zone; Supported withdrawal to "calm down" area; Specified withdraw) Reassurance Help scripts Negotiation and Limited Choices Humour Remind Consequences Planned ignore Supportive touch Transfer adult Success reminded Simple listening Acknowledgement Apologising Agreeing Removing audience Others: Referral to Headteacher
High Level Behaviours (Stage 3- crisis)	Shouts and screams Cries Head banging/fist banging Slaps own face Damages property Becomes more of a risk taker e.g. threatens to abscond Threatens others Hurts others
Positive Handling Strategies (as above plus Team Teach Physical Interventions including RPI)	Single Elbow and Guide and Steer Hair Responses; Clothing Response; Bite Response
Reactive interventions	Removal of peer group; Removal of staff Physical holding/positive handling by staff – state number: 2-5 as appropriate to situation, only as an extreme measure as escalates situation

	initially Temporary suspension following a major incident Temporary suspension Permanent exclusion
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Action	Sanctions/Consequences
Task <u>avoidance</u> – wastes learning time in class due to lack of focus (Does not apply to pupils who are simply slower workers)	Completes any un-finished work at break, lunch-time and/or Golden Time
Low level disruption in class –shouting out, intentionally distracting other pupils so that the lesson is disrupted, seeking attention etc.	2 verbal warnings, as in the policy, then loss of Golden Time in 5 minute increments If disruption prevents other pupils from learning successfully, then the pupil will be removed from class for a) a time out, or b) given the choice to work in the corridor. c) If disruption is more severe, then the pupil is removed from class to work under the supervision of the Headteacher, or in her absence, a senior teacher
Rudeness towards staff or ignoring instructions both in and out of class e.g. answering back, arguing with an adult	2 verbal warnings, as in the policy, then loss of Golden Time in 5 minute increments. If challenging behaviour is severe and persistent, and time out strategies etc. have failed, then loss of break/lunchtime up to 2 days. 'Repair' work undertaken with the Headteacher
<u>One</u> act of deliberate, <u>unprovoked</u> physical aggression towards another pupil, which compromises the health and safety of that child will be sanctioned by ...	Internal suspension from the class for up to 2 days e.g. if incident was at lunchtime, would not go back into class in the afternoon; Internal suspension from the playground at lunch and break-time for up to 5 days (depending on the level of regret demonstrated by the pupil and how the 'repair' work is received and undertaken). Parents informed - warning of fixed-term suspension given for any re-occurrence of <u>deliberate aggression</u> towards others. BSP and Risk Assessment drawn up.
A second/re-occurring <u>deliberate and unprovoked</u> physical assault on another child, which has compromised the health and safety of that pupil.	2 day fixed-term suspension with an extension to up to 5 days if other unacceptable behaviours present themselves during any investigation.
<u>Provoked</u> attack on another child – triggered outburst of aggression. E.g. Pupil has lashed out in response to being badly tackled in football by another pupil.	Internal suspension from the class if warranted, and/or playground at lunch and break-time for up to 3 days. 'Repair' work undertaken.
Unprovoked threatening and unpleasant behaviour towards other pupils - name calling, swearing etc.	Loss of lunch and break-time for up to 2 days. 'Repair' work undertaken, including writing an apology to the victim.
Deliberate damage to property e.g. knocking over furniture, throwing chairs etc.	Loss of lunch and break-time for up to 2 days. 'Repair' work undertaken e.g. anger management.
Racist Comment e.g. calling someone a Paki	Loss of lunch and break-time for up to 5 days (depending on the level of regret demonstrated by the pupil and how the 'repair' work is received and undertaken). Parents informed - warning of fixed-term suspension given for any re-occurrence.

Actions following any incident:	People take time to recover from a serious incident. Immediate action should be taken to ensure medical help is sought if necessary. All injuries
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	should be reported and recorded using the school's system (injury in itself is not evidence of malpractice). Time needs to be found for both staff and students for recovery and for the possible depression that will follow a distressing incident as well as the time needed to repair relationships. The outcome of a serious incident can be learning, growth and strengthened relationships.
De-brief structure: (Reflect; Repair; Reconnect)	• Medical checks • Basic needs met e.g. drink • Child given opportunity to talk • Staff given opportunity to talk • Support; Re-assure; Monitor
Recording and Reporting Required:	• Inform X's parents by phone • Inform parents/carers of any other child injured, by phone • Record in school's incident book (Head's office) • Record injuries on appropriate accident forms • Inform Headteacher if any pupils injured

“Team Teach Techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe”. (George Matthews – Director of Team Teach).

Signature of Headteacher: **Date**

Signature of Parents/Carers: **Date**

Signature of Pupil: **Date**

This document has been read by the following staff:

Print Name

Signature

Date

Orchard Primary School Behaviour Support Plan.

(Developed from Team Teach Training)

Name: **D.O.B:** **Year:** **Completed By:** Fiona Shields **Review date:** **PHP:** Yes

Whole School Inclusive Behaviour Support: Awards e.g. Star of the week; Merit Point Reward System; Prompt /praise; Clear expectations, Positive relationships.
Personalised Behaviour Support: LSA support; 'Working Towards' personal reward system, individual nurture time with peer buddies', work station, clear consequences.

Level 1 Anxiety Behaviours.	Level 2 Defensive Behaviours.	Level 3 Crisis Behaviours.	Level 4 Recovery Behaviours.	Level 5 Depression Behaviours.	Level 6 Follow up Behaviours.
Shouting out. Fidgety. Low level disruption. Silly noises and behaviour. Facial expressions change. Gets up out of seat and wanders around class.	Refuses to co-operate. Turning away and refusing to speak. Screaming/shouting. Hurting other pupils. Challenges – (you can't tell me what to do). In tense disruptive behaviour – (picking up objects, pacing, breaking minor rules). Makes abusive remarks.	Hurts himself and others. Yelling/screaming. Throws objects/furniture. Grabbing/threatening others.	Reverts to normal behaviour. Wants to play and have fun.	Doesn't want to interact with others. Wants to be alone. Wanders around class or outside.	Wants to play and interact with others. May be open to talk about what happened.
Strategies to De-escalate	Strategies to De-escalate	Strategies to De-escalate	Strategies to Support	Strategies to Support	Strategies to Support
Intervene early. Distract using another activity. Diffuse using guided chat about a topic that interests X. Deflect with a job. Reminder of reward – (remember once we have done this we can...). Use help script. Display calm stance.	Continue to use responses from Level 1. Keep within social space. Planned ignoring (if appropriate and time limited). State desired behaviour. Use 1-5 count down. Offer clear choices. Assess situation/get help if needed. Guide away from situation with caring C's if needed.	Stay calm and assess health /safety situation. Make environment safe (move furniture /weapons). Give time. Use PHP procedure if Positive Handling is absolutely necessary. Ensure face, voice and posture are calm and supportive.	Closely support/monitor. Allow time and space to calm down. Offer distraction. Look for signs X is ready to talk.	Continue to use Level 4 responses. Reassure. Show concern (we care about you). May accept touch on arm to 'reassure'.	Gently talk about what happened without confrontation. Look for signs X is ready to talk. Use visual prompts if necessary to discuss what happened and how we could avoid similar events in the future. Explain any consequences (if appropriate). Integrate back into class or school activity when X is ready to re-engage.

APPENDIX B – Recording an incident

Orchard Primary School Use of Restrictive Intervention Record		
Name of Pupil		
Class, Year Group & DOB		
Date and time of incident		
Location		
SEND/Vulnerable	Y/N	
Staff involved directly		
Staff witnessed		
Other pupils involved directly		Any SEND/Vulnerable needs? Y/N
Other pupils involved as witnesses		Any SEND/Vulnerable needs? Y/N
Description of incident		
De-escalation attempts/strategies used		
Reason for using intervention		
Type of intervention used		
Details of intervention		
Start Time:	End Time:	Duration:
Description:		

Was the force proportionate?

Details of any injury suffered by staff/pupils (including first aid/medical attention)

Pupil Voice

Follow Up Actions (including post incident support and any disciplinary action against pupils)

Date parent/carers informed of incident:

Time:

By whom informed:

Outline of parent/carers response:

Has any complaint been lodged by parents/carers? Y/N

If yes, give details by whom and who to:

Name of person
compiling report

Role:

Name of person
countersigning report

Role:

Senior Leader Review

Name:

Outcome/Comments:

Signature:

Date

APPENDIX C

Orchard Primary School De-escalation Techniques

Consistency is nearly always trumpeted by most staff as the most important behaviour management tool. Therefore, we should all act in a similar way & know what the general response should be.

Staff interactions with pupils are crucial to limiting the frequency, duration and intensity of disruptive behaviours and to promoting their behavioural growth. It is axiomatic that, if some staff responses promote positive and appropriate behaviours, then others, inadvertently, increase the likelihood of acting-out behaviours.

These responses are grouped as a series of Techniques.

- 1. GROUP CONTROL**
- 2. ATTITUDE & APPROACH**
- 3. NON-VERBAL BEHAVIOUR**
- 4. VERBAL BEHAVIOUR**

For each factor there are Behaviours which reduce problems and Behaviours which, potentially increase problems.

GROUP CONTROL - Good group control is an integral aspect of effective work with young people. If there is no order to group functioning, then neither individual, nor group objectives can be met.

DON'T

- Be unclear and hurried in speech or actions.
- Overreact.
- Issue complicated instructions.
- Show favouritism or be inconsistent.
- Use ridicule or sarcasm.
- Have inappropriate expectations

DO

- Be on time. Starting and finishing on time are very important. This sends signals to children about the importance and value that the adult places upon the activity/lesson and makes colleagues tasks easier.
- Settle the group to its task with as little delay as possible.
- Clearly state the expected task, which must be relevant to the ability and interest levels of all the children.
- Check that you have been understood.
- Be clear and decisive.
- Address and resolve situations – don't let them drag on or escalate without attention.
- Be alert to what is going on and ensure that your attention is distributed across the whole group. Scan the group regularly.
- Relate to all the children by verbal exchanges and social reinforcers such as eye contact, facial expressions and nods.
- Most importantly know the Behaviour Policy and stick to it.

ATTITUDE AND APPROACH - Staff members' attitude and approach in all situations affects the quality of relationships

with pupils. In situations of rising tension, staff attitude and approach is crucial. It can improve or complicate the chances of success.

DO

- Appear calm and collected if possible – you are communicating messages. Be clear and firm about boundaries of acceptability.
- Show a non-biased nature and be aware of self-fulfilling prophecies and labelling.
- Be prepared to listen.
- Know when the situation is stalemate. Don't create a win – lose situation without it being a calculated decision.

- Be flexible in thought and response. Use tangential techniques.
- Value people as individuals.
- Wherever possible, show trust and allow pupils to solve their own problems.

DON'T

- Be fooled into thinking you should always be able to deal with any situation.
- Expect colleagues to do without your support.
- Be unfair or hostile.
- Inflate the situation out of proportion
- Allow yourself to be wound up.
- Carry on, if you know you are wrong.
- Re-start the argument or incident once calm has been achieved.
- Use unnecessary peer group pressure.

NON – VERBAL BEHAVIOUR - The primary reason for using and interpreting non-verbal signals is to reinforce positive behaviour quietly, but frequently; to de-escalate at a very early stage, or signal low key staff involvement. Once sent, there will normally be a response. Similarly, acknowledging such signals from a pupil or the group also enables low key responses from staff.

DO

- Make an attempt to look at an individual when you are making an important point.
- Be aware of the signals given out by your body position and posture. Try to sit down.
- Nod your head to indicate attentiveness.
- Smile – particularly to show agreement.
- Be aware of the physical distance between yourself and others and the message it conveys.
- Raise your eyebrows to question.
- Use hand, shoulder and whole body gestures to support decision.
- Seek signals that your message has been correctly received.

DON'T

- Invade personal space.
- Stand over pupils in a threatening manner.
- Appear to lack confidence.
- Appear tense.
- Retaliate with physical gestures.
- Use inappropriate physical contact with any child.
- Be oblivious to signals within the environment.
- Remain static.
- Appear intimidated

N.B. People on the autistic spectrum often have difficulties interpreting non-verbal communication.

VERBAL BEHAVIOUR - Verbal communication operates at many levels within the teaching, caring and therapeutic processes at school. It is probably, the most important tool staff have in helping young people towards personal growth and, employed correctly, the most powerful de-escalation skill staff have in their possession.

DO

- Acknowledge the existence of a problem – check for anxiety (however it is manifested).
- Give reassurance and offer support.
- Be aware of voice quality, pitch and power, make good use of pauses allow take up time.
- Paraphrase what has been said and check back with the child that it is understood.
- Present facts or issues which may not be known to the child.
- Put the onus on the child to resolve the situation wherever possible; pointing out consequences, offering choices and alternatives. Always provide an 'escape route'.
- Use the word "we" in discussion and explain that the solution can be a "together" one.

- If you can, offer “If I were you....., but it’s up to you”, programming leads.
- Identify the options – give three, with the preferred choices always last.
- Use thank you to assert pupil compliance.

DON'T

- Ever place the young person in a position of no escape.
- Use destructive criticism, sarcasm, belittling method to humiliate.
- Remind the child of previous incidents.
- Use personal details in front of a group.
- Make unrealistic threats.
- Make insensitive remarks.
- Lose your temper.
- Make “You Will’ statements.
- Allow the “You can’t make me – I won’t” type situations to develop.
- Get involved in “You did – no I didn’t”, type arguments.
- Argue with adults present – if you think parents may disagree with the school’s position see them separately to the pupil. Then invite the pupil in to discuss “we have agreed that” decision made.

Procedures/Action Steps

If physical intervention is necessary staff should follow the guidelines below to ensure the protection of pupils and reduce their own vulnerability to complaint.

- Be sure that you are aware of and complying with the school policy for behaviour and discipline.
- Staff should have good grounds for believing restraint to be necessary.
- Physical intervention should only be used after all other less intrusive methods have been attempted or considered.
- Wherever possible call for assistance using the agreed help protocol (red triangle) and secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
- The lead person in any restraint (normally the staff member who has been challenged) must be clearly identified; they will be the one to decide when to ask for assistance from others present. The exception to this is when others in the area perceive the pupil or the staff member to be in danger.
- Staff teams may decide in order to avoid confusion, interrupt, or inflame a situation to use an agreed ‘key’ word to ask for help. This use of the key word (agreed by all staff in preparation for such an incident) does not alert the pupil with challenging behaviours that you are calling for help. This may help the situation to be kept as calm as possible.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Restraint should be an act of care and control, not punishment. Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate danger present to people and property.
- Tell the pupil why you are restraining them i.e. to avoid the pupil harming themselves or others or property. It is helpful for witnesses to hear you make these statements
- Whilst holding a pupil, speak calmly as a way of reassurance e.g.; “I’m doing this to keep you safe” or “I’m going to hold you until you are calm.” Continue to communicate with the pupil throughout the incident e.g. “I am holding you safely until you can hold yourself safely” when holding a child to ensure their safety and that of others around. “I care too much to let you hurt.....yourself....other people.....let yourself do something you would later feel bad about....”
- Make it clear that restraint will be removed as soon as it ceases to be necessary;
- Once safe, restraint should be relaxed as soon as possible to allow the student to gain self-control.
- The circumstances and justification for physical restraint should be noted immediately on the Physical Restraint Recording Form and added to a pupil’s BMP record.
- Senior staff not involved in the Positive Handling episode should be informed. They will take an early opportunity to discuss the incident with staff or respond to any request for supportive discussion.
- The restraint should be discussed with the pupil (if appropriate) and shared with parents at the earliest opportunity.

- All those involved should be de-briefed after incidents to explore more positive/effective responses to future difficult situations.

Staff have a duty of care to themselves and to others; the duty of care includes taking reasonable measures to prevent harm. When it appears necessary to restrain a pupil, physical restraint is a form of control that is legally defensible once other alternatives have been employed or considered or when the urgency of the situation does not allow for other methods to be employed.

Staff should be aware that they might need to justify their actions if they have used physical intervention.

The use of physical intervention will take into account the characteristics of the pupil, including their age, gender, SEN, physical needs or disability, developmental level or cultural issues.