Christ Church & Lewis Street Primary Schools
Behaviour Policy – Post COVID-19

	Christ Church C.E	Lewis Street
Date	June 2020	June 2020
Review Date	June 2021	June 2021

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Introduction

This policy supports the school statement of intent that we strive to provide a caring, structured learning environment in which all students can develop academically, socially and emotionally to their full potential and in which pupils and staff feel safe, secure and valued. The policy is supported by the aims and methodology of an approach described as "Team Teach".

It incorporates the Royal College of Nursing Guidance (2014): Positive and Proactive Care; Salford's Safeguarding Children's Board Managing Challenging Behaviour Policy (2014) and the DFE policy 'Use of Reasonable Force' (July 2013).

Aim

The aim of the policy is to ensure a consistent approach to supporting pupils in maintaining good behaviour patterns.

Objectives

The objectives of the policy are to promote:

- The highest possible standard of pupil behaviour
- A shared understanding of what constitutes good practice in fostering good behaviour
- Consistent approaches which encourage pupils to develop their ability to manage their own behaviour
- A clear overview of the school's approach to the physical management of pupils.

How we promote positive behaviour throughout our school

- Generic school rules – displayed throughout school and adhered to by all pupils
- Individual class rules are displayed; referred to as required and applied consistently. These are to be based on the generic school rules
- Individual pupil target and reward systems
- Consistency of approach and maintenance of boundaries
- School Mission Statement is displayed in all rooms
- School values displayed and referred to by all staff
- Staff model positive behaviour at all times
- Celebration assemblies
- Peer mediators
- School council
- Young sports leaders
- 'Blue lagoon' option for lunch times.

How we promote positive behaviour within our classrooms

- Specific interventions may need to be used at times with a particular aim (e.g. team building/noise level etc.) staff must discuss this with their phase leader and behaviour lead before introducing additional strategies within classrooms.
- Being specific in terms of expectations matched to needs including the implementation of the advice received from specialist e.g. educational psychologist; primary inclusion team / SALT / SEND coordinator.
- Individual targets for identified children

- 1.Good to be Green reward system (years 2-6)
- 1.Sun and Cloud reward system (Phase 1)
- Good behaviour Game (year 3)
- Understanding of the importance of praise and that for some children praise may need to be given in a variety of ways (secret signals/ 3rd party), but that the principles of PIP/RIP apply to all.
- 2.Staff understanding of the impact that the physical environment has on behaviour: we are a communication friendly school and follow the guidelines regarding labelling, resources, display, colour etc. (please see Appendix for more detailed guidance regarding the physical environment).

How we promote positive behaviour for individual children

- Target/ reward chart
- 2.Behaviour plan
- Play plan/IEP
- Home school books
- 3.Interventions (Messy Play, Wild Tribe, Forest Crew, Where the Wild Things Are, Fun with Food, Happy to be Me, Pyramid Club)

Rewards and Praise

Rewards and praise may be communicated in a number of ways such as:

- Use the school's 'good to be green' system.
- Specific verbal praise.
- Reinforcing positive behaviour through offer of favourite activity.
- Stickers and badges for good work / behaviour / progress from the class teacher to be carefully monitored by phase leaders to ensure consistent approach as the whole school system should take priority.
- 4.Visits to leadership team with good work and exhibiting school values.
- Information shared with parents.
- 5. Weekly celebration of achievement and presentation of certificates during assembly.

Agreed consequences

The samples below have been organised into gradually rising levels of severity:

- Immediate verbal or equivalent alternative visual mode of communication to address misbehaviour by member of class team, privately where possible.
- 6. Creating a consequence, which is relevant to the action e.g. pick up paper having made a mess; staying in at break time to complete work unfinished because of inappropriate behaviour. This should be time limited. Consequences of classroom behaviour must be dealt with in the class room by the class teacher and not as a lunchtime consequence and vice versa.
- 6. Loss of playtime (2 minutes for yellow card; 5 minutes for red card).
- 7. Referral to a member of the leadership team for repeated misbehaviour. This should be initially the phase leader and then if repeated, the Head of School.

Lunchtime

8.Children who are finding it difficult to manage their behaviour at lunchtimes will spend a short time in the Blue Lagoon to reflect. In extreme circumstances where children have repeated instances there will be a lunchtime exclusion the following day where they will be taken home by parents/carers.

Children should be given time to reflect on their actions, as the purpose of the consequence is to change behaviour.

Approaches to behaviour management

Some pupils may seek confrontation. Such confrontation will need to be de-escalated skilfully by staff. They should ensure they do not model aggressive behaviour. Rather such behaviour should be discouraged in a calm and well-measured style. The basic school rules and generic behaviour system should reduce the possibility of major issues occurring. 9.The restrictive physical management of pupils should only be used in **extreme** situations – a last resort rather than a first response.

The concept of behaviour management understood and used in our school is based around the positive philosophy, aims and ethos of the school in conjunction with current legislation. **Central to this is the positive encouragement of individual pupils by all relevant parties using specifically designed and agreed individual programmes of learning and behaviour**.

Behaviour improves best where there is a shared agreement between pupils, parents, the local children's services and the school as to the best approaches to be used. Each party involved must accept their responsibility and work together to achieve the desired outcome for the individual pupil's welfare, education and development.

9. When a pupil is regularly displaying behaviours which are inappropriate or challenging and which require strategies which are above and beyond those which are part of everyday classroom management and organisation, the pupil will need a Behaviour Support Plan. It is expected that such behaviour will fall into one or more of the following categories:

- Danger to self or others, either intentional or unintentional.
- Behaviour preventing access to learning.
- Disruptive behaviours in particular settings, making it unsafe for others.
- High frequency of unsafe behaviours.
- Refusal to work / disruptive behaviour, but not a danger to others or self.

The physical interventions that may be used with an individual pupil are listed within the Behaviour Support Plan.

10. Behaviour Support Plans are discussed with parents / carers, at Learner Review Week and Annual Review meetings, and some strategies may require parental support, e.g. pupil being told that his/her parents will be called to take him/ her home once his/her behaviour reaches an agreed level. Where a pupil's behaviour is considered to be unduly disruptive to others or causing distress to the pupil themselves, regular withdrawal or time out may be negotiated.

11. The Use of a Time Out area

The use of the welcoming looking time out area needs to be planned carefully around the needs of the young person. It should not be seen as a negative sanction but as a place of safety that allows the pupil to manage their own behaviour in a quiet place. Staff will be with the pupil at all times. Under

no circumstances will any young person be left in a room by themselves. The use of the time out area for any individual young person is reviewed regularly to ensure that its use does not actually lead to further negative responses but helps the young person manage their own emotions in a safe manner.

School Exclusions

12. The next level of intervention in terms of severity of behaviour would be an internal exclusion. A child would be taken to another class for a fixed period of time (half or full day) depending on the severity of their behaviour.

If in school exclusions do not result in an improvement in behaviour, a pupil may be temporarily excluded from school. This may be:

- As a result of a single incident of such severity that a 'breathing space' is required.
- As a result of continued unacceptable behaviour which has not proved amenable to in-school interventions, and which is preventing other pupils from accessing the curriculum within school.

The Executive Head teacher/Head of School will follow the LA's set procedures in any instance of exclusion. The governors will be kept fully informed of any temporary exclusions and any move to permanently exclude will be as a result of a decision taken by the governing body.

Managed Moves

For children who may be at risk of permanent exclusion, the option of a managed move to another mainstream school may be appropriate. This is carried out in conjunction with the local authority.

13. Risk Assessments

Any pupil that requires a Behaviour Support Plan must also have a risk assessment which considers the identification of any activities or environments that are associated with risk, establish the likelihood of risk for an individual pupil or pupils, estimate the consequences of a negative outcome and take steps to avoid unreasonable risk. Risk assessment should contain all relevant information and be regularly reviewed. In order to preserve the dignity and promote positive community presence of pupils, staff must act to ensure that all reasonable measures are in place to reduce the risk of pupils displaying challenging behaviour in public settings. 14.Staff must carry identification with them when supporting children in community settings and be prepared to explain, or otherwise communicate, the necessity of their actions.

15. APPENDIX 1: Behaviour support plans

Behaviour Support Plans (BSPs): a planned graduated approach to managing challenging behaviour

BSPs contain information about **proactive strategies** which are those strategies used within class as part of the daily routine and organisation, such as:

- Talking to a pupil in a calm and controlled manner, using their name first and a brief instruction.
- 'First....then....' (using symbols).
- Having favoured choice activities available in class.
- If a pupil appears upset, talking calmly to them, repeating what is happening now and what they will be able to do next.
- Having a member of staff assigned to the pupil e.g. key person or guardian angel.
- Organisation of the classroom, e.g. distracting toys not accessible, positioning of pupils in class.
- Advance warning of change of activity, e.g. count down; use of timer / music.
- Staff modelling appropriate behaviour.
- Praise for appropriate behaviour.
- Use of pupil's strengths and interests.
- Any person who comes into contact with a pupil, e.g. supply staff, is informed of what can happen and what strategies are in place to de-escalate situations that may occur.

Active Strategies are those which are used when a pupil is displaying signs of challenging behaviour and consists of strategies used to defuse or de-escalate situations:

- Be aware of any warning signs that inappropriate behaviour may occur.
- Divert and distract by adding another activity or topic.
- Display calm body language.
- Talk low, slow and quietly.
- Use appropriate humour.
- Continue to remind of appropriate behaviour.
- Offer alternatives and options.
- Offer clear choices.
- Give clear directions for pupils to stop.
- Remind pupils about rules and likely outcomes.
- Set clear enforcement limits.
- Catch pupils being good and praise.
- Calmly and quietly repeat instructions.
- 'First....then....' (using symbols) – First do required activity, and then receive favoured activity as reward.
- 16.Remove pupil away from trigger and remove trigger.
- Remove an audience or take vulnerable pupils to a safer place.
- 16.Use safe defensive measures; guiding the pupil away if they are trying to make physical contact.
- Ensure that colleagues know what is happening, and get help.

A well -chosen word can sometimes avert an escalating crisis. When pupils are becoming angry, there is no point in getting into an argument. Telling people to calm down can actually cause more anxiety. Pointing out what the pupil has done wrong can make things worse. **The only purpose in communicating with an angry person is to prevent further escalation.** It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

Reactive Interventions are the strategies that will be used if a pupil's behaviour escalates into a crisis situation, and could include the following:

- Make the environment safe.
- Move furniture.
- Remove objects that can be used as weapons.
- 16.Guide assertively – hold or restrain if absolutely necessary.
- Change member of staff as needed.
- Planned ignoring.
- In a firm tone, repeat instructions.
- Inform pupils of consequences of his actions.
- 16. Remove pupils to a safe area.
- Offer choices.
- Allow pupil time and space to:-
    - Process information and respond
    - Physically recover
    - Talk about the incident

17. APPENDIX 2: Restrictive Physical Intervention

The Restrictive Physical Management of pupils

Restrictive Physical Intervention

Good relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the behaviour management strategies practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that, in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. Working within the philosophy of "Every Child Matters" with a particular force in relation to the strands of 'staying safe' and 'enjoying and achieving', this policy describes the acceptable physical interaction between staff and pupils on a daily basis. Based on the principle of moving from least intrusive to more restrictive holding, interaction can be divided into three definable areas.

Physical contact

In school, physical interaction occurs frequently in a number of situations. Examples of this may be when a pupil is distressed, when supporting pupils to access the curriculum, or to assist with the personal care of pupils. In addition, staff will also use positive touch to comfort pupils and as part of PSHE curriculum in order to teach them more appropriate ways of seeking attention. Where possible, staff will use 'help hugs' and the 'friendly hold'.

Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example, guiding or leading a pupil by the arm or shoulder with little or no force. The techniques implemented here will include 'turn, gather, guide' and the 'friendly' or 'small child hold'. The important factor within these situations is the compliance of the pupil.

Restrictive Physical Intervention

The school ensures that the appropriate departments within Children's Services, parents / carers and potential pupils are made aware of the school's policy on the restrictive physical management of pupils. This is discussed with parents / carers and potential pupils at interview where the reasons for and the methods used to physically manage behaviour should be demonstrated. This should ensure that all concerned have a clear understanding of the school's approaches, and should the physical management of a pupil be required, or if a child witnesses the restrictive physical management of another pupil, then the method used should not come as a shock to him/her.

The school recognises that despite its philosophy, ethos, expertise and experience, a pupil may on occasions be unable to control his/her own actions to such an extent that his/her behaviour meets the agreed criteria for the set procedures for a restrictive physical intervention to be implemented.

The use of restrictive physical interventions must take account of the pupil's own best interests, sensitivities and sensibilities, his/her own likely perceptions of situations, his/her emotional state and levels of understanding. Restrictive physical intervention should never be used as a punishment and must only be used in line with agreed criteria and procedures.

"Restrictive Physical Intervention" is defined, in accordance with Section 550A of the Education Act 1996 as the application by a member of staff of a school of some degree of reasonable force in relation to a pupil for the purpose of preventing him/her from doing any of the following:

- Committing an offence.
- Causing personal injury to or damage to the property of, any person (including the pupil himself / herself).

The school recognises that the use of force is only lawful if the circumstances of the particular incident warrant it. Further, it recognises that the degree of force used must 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 achieve the desired result.

Clearly, it is important that when staff are dealing with potentially dangerous situations involving especially difficult pupils, they should be mindful of their own safety and that of all the pupils for whom they are responsible.

Only those members of staff who have been trained in the use of agreed techniques, i.e. 'TEAM-TEACH', will carry out the restrictive physical management of pupils. The school ensures that it has access to qualified trainers and that regular training sessions are provided. In addition, any techniques used should be in line with information contained in the pupil's Behaviour Support Plan. Also, the school endeavours to train identified staff to the appropriate level as soon as it reasonably can. Any member of staff who has not had the updated training must not use restrictive physical intervention. In exceptional circumstances there may be the necessity for an untrained member of staff to intervene if there is a serious health and safety risk for the pupil him/herself, another young person or a member of staff involved.

A range of guides, escorts and restraints ranging from least intrusive to most intrusive
These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force. Restrictive physical intervention where 2 people are used will actually be deemed as a more restrictive hold. As the amount of restriction / number of people increases, so does the risk. Staff need to make a mental risk assessment based on the situation as to the level at which they are going to intervene and communicate with colleagues verbally and non-verbally as taught during the Team Teach Training.

Increase in Level of Intrusion	1 Person Standing / Walking Friendly Hold Single Elbow Figure of Four Wrap Double Elbow		Associated increase in Level of Risk
	2 Person Standing / Walking Friendly Hold Single Elbow Figure of Four Wrap Double Elbow	1 Person Standing / Walking Friendly Hold Single Elbow Figure of Four Wrap Double Elbow	
	2 Person Standing / Walking Friendly Hold Single Elbow Figure of Four Wrap Double Elbow		

The training of staff dealing with behaviour management will be in line with the recommendations of TEAM-TEACH and include:

- Building and maintaining good relationships
- Managing good behaviour through the interpretation of verbal and non verbal cues, conflict management techniques.
- The use of physical intervention.

Before using restrictive physical intervention, the following key points should be considered in relation to any given situation:

- It is essential that restrictive physical intervention is only used as a last resort. Every effort must be made to look for effective ways of working with pupils which do not involve using them. Pupils' Behaviour Support Plans should set out clear strategies which should be followed.
- The circumstances in which the use of force is appropriate can include those where it is imperative that pupils comply with instructions, for example to stop hitting another pupil or damaging property, or not leaving the room when repeatedly asked to do so and if there is a risk of injury to the pupil.
- In the overwhelming majority of cases, staff should first give pupils a warning, a clear direction and the opportunity to comply.
- In summary, any restrictive physical intervention needs to be reasonable, necessary and proportionate

Whilst the use of restrictive physical intervention is generally deemed to be the last resort, there are circumstances where this will not apply. Records of incidents involving particular pupils will sometimes show that there are set patterns to their behaviour which, if unchecked, will lead to it becoming dangerous to themselves or others. In these circumstances, it could be reasonable to exercise a mild degree of restrictive physical intervention at a relatively early stage. To ensure that this early intervention is only ever used when justified, records of incidents are regularly reviewed and used to inform the management strategies or the pupils concerned. Such a use of force may include staff physically preventing a young or an upset child from running out onto a busy road.

School, in line with the requirements laid out in Salford's Safeguarding Children's Board's Policy on Managing Challenging Behaviour, maintains a register of young people whose behaviour support plans indicate that restrictive physical management may be used. This register is available for inspection by any regulatory body and can be scrutinised by governors at any time. (check this??)

All incidents of restrictive physical intervention are recorded and monitored. The school keeps detailed, written reports of all incidents where any form of physical management is used. A short report will also be put on SIMS for each restrictive physical intervention incident, so that an annual report can be taken to the Challenging Behaviour Sub Group of the Safeguarding Children's Board, and scrutinised by the Local Authority Designated Officer. The information contained on SIMS further forms a record maintained by the LADO (Local Authority Designated Officer). The LADO is responsible for investigating any safeguarding concerns relating to the use of restrictive physical intervention as outlined in Salford's Positive Behaviour Support Policy.

School, in line with the requirements laid out in Salford's Safeguarding Children's Board's Policy on 'Managing Challenging Behaviour', also provides an annual report which summarises the use of restrictive practices and which outlines the training strategy, techniques used and reasons why. This report will be presented to governors at least once a year to allow them to review the incidences of restrictive practices, agree further training strategies for school staff, plans for reduction of restrictive practices, and to monitor progress made.

The 'Use of Reasonable Force – Guidance Advice for Headteachers, staff and Governing Bodies (DfE July 2013), stipulates that schools can use reasonable force to:

- Remove disruptive pupils from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.
- Restrain a pupil at risk of harming themselves through physical outburst.

This guidance states that 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 Executive Headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Central to this policy is the understanding that any restrictive physical intervention used by staff must be in accord with the idea of "reasonable force" and used only as a last resort once all other strategies have been exhausted. There is no legal definition of reasonable force. The use of force can be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent. Reasonable force will only be used as a last resort when all other behaviour management strategies have failed, or when pupils, staff or property are at risk. Restrictive physical intervention is not an isolated technique and needs to be set in the context of classroom organisation and behaviour management strategies. Other methods can be used in 95% of situations and there will be no need for restrictive physical intervention.

Individual members of staff cannot be required or directed to use restrictive physical intervention, but all teaching and non-teaching staff have a 'duty of care' towards the pupils, so the failure to intervene in the above circumstances could be viewed as negligence.

The use of restrictive physical intervention can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for restrictive physical intervention. In most situations, only those members of staff who are Team Teach trained will carry out restrictive physical interventions, unless there is no trained staff available and immediate intervention is required due to a recognised risk to the pupil, their peers or a member of staff.

Emergency Interventions

Emergency interventions will involve staff employing, where necessary, one of a combination of the strategies mentioned above in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response, e.g. a child running onto a road.

Planned Intervention

Planned interventions involve staff employing, where necessary, one of a combination of the strategies mentioned above as an agreed response to an identified behaviour. This will be documented in the pupil's Behaviour Support Plan and will be reviewed regularly. The Behaviour Support Plan will be discussed with parents / carers and they will be asked to sign the Behaviour Support Plan if they agree. The Behaviour Support Plan will list the accepted escorts or holds to be

used in addition to the proactive, active and reactive interventions that may be used at first to defuse or de-escalate the situation.

Help Protocols

The expectation at school is that staff should support one another. This means that staff offer help and accept it, as needed. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Help scripts are in place so that there is no confusion when help is offered and accepted.

> Offer: "Help is available" (do you want an orange?)
> Response: "You can help by …."
>
> Offer: "More help is available! 'Fresh face'

17. Staff Training/Authorisation of Staff

Continuous professional development in the pro-active management of challenging behaviour is offered to all staff on a continuous basis. School will always work towards a reduction in the use of restrictive physical management, keeping up to date with the newest pedagogical research.

Staff will be authorised to use restrictive physical interventions when they have been fully trained and have valid certification in the Team Teach approach. The school provides training for all authorised staff and the keeps a list of all those staff trained and authorised. The list is reviewed on an annual basis (or more frequently if the context requires it).

Authorisation is not given to volunteers, students or parents. Supply staff will not appear on the list of authorised persons unless they can offer valid certification in the Team Teach approach and are familiar with the school's policy. Support services will have their own policies for handling pupils, but they need to be aware of school policy and practice while working within school.

Training in the use of restrictive physical interventions will be made available for all staff as part of an on-going programme of Team Teach training. This training will include sections on the current legal framework, background, theory and rationale behind the Team Teach approach, as well as an understanding of personal space, body language and personal safety, before any physical techniques are taught. Refresher training will be provided for staff as needed (at least every 3 years).

Team Teach techniques seek to avoid injury to the pupils but it is possible that bruising or scratching may occur accidentally. These are not to be seen necessarily as a failure of professional technique, but as a regrettable and infrequent side effect of ensuring that the pupil remains safe.

Post Physical Intervention Procedures

As soon as is reasonably possible after an incident, staff need to fill out a "Record of Use of Restrictive Physical Interventions" (see appendix A) prior to leaving school. The form should identify all the staff involved. This is to be sent to the SENCO for approval, the Executive Headteacher to read and sign and to a named person to number, file and bind. The record will then be saved securely on the admin drive in the child's file. A named Governor will also support this process by undertaking regular audits of incidents and feeding back findings to the executive Head teacher and Governing Body. A brief report will also be saved on SIMS by the person filling in the report.

The record of the restrictive physical management of the young person will indicate:

- The names of the staff and the pupil involved
- The reason for using the specific type of restrictive practice (rather than an alternative less restrictive strategy)
- The type of intervention employed
- The date and the duration of the intervention
- Whether the pupil or a member of staff experienced injury or distress, and if they did, what action was taken
- The outcome of the debrief session

(See incident form: appendix A)

When both the staff member and the pupil are calm, they can discuss the incident and future strategies, where appropriate. It may be decided that the Behaviour Support Plan needs to be reviewed to cover additional behaviours or to include alternative strategies.

When a restrictive physical intervention has been used, it must be reported to the pupil's parents / carers. The method of communication will be agreed and made clear on the Behaviour Support Plan. The written report should tell them when and where the incident took place, why it was decided that a physical intervention had to be used, the strategies used to try to avoid having to use a restrictive physical intervention, what physical interventions were used, whether there were any injuries and what follow up action (support and/or disciplinary) was being taken in relation to their child. If communicating verbally with parents this must be recorded on the RPI form.

The Executive Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Behaviour Support Plan.
- Child Protection Procedure.
- Staff or Pupil Disciplinary Procedure.
- Exclusions Procedure.

The member of staff will be kept informed of any action taken. In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association / union.

Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be investigated through the school's complaints policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

Note

If at any time a pupil complains of an injury or the use of unreasonable force as a result of physical management by staff, the school child protection procedures must be followed.

APPENDIX 3

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Restrictive Physical Intervention (RPI) Form

Lewis Street/Christ Church C.E Primary School

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SECTION A
Report compiled by
Name: Designation:
Date: Time:

SECTION B	
Date of incident:	**Time of incident:**
Name/s of pupil/s involved:	
Name/s of staff member/s involved:	
Name/s of any witness/es (staff or pupils). (Please attach to this Report any witness statements gathered)	

SECTION C
Brief description of incident: **This should include:**   • **any identifiable triggers**   • **strategies used to try to deescalate the behaviours**   • **reason for the RPI**
Please describe the staff intervention, including any physical control used.   • **Type of RPI (see above) and duration**

SECTION D
Young person's account of the incident. (Must be completed)

This will need to be completed after the child has calmed

SECTION E
Details of any resulting injury, including to whom and any medical treatment received.

Any other relevant information.	

SECTION F	
Who was the incident reported to?	
Senior member of staff's comment / further action taken.	
parents/carers informed:	
Headteacher's signature:	**Date:**

18. APPENDIX 4 Example behaviour support plan and Risk Assessment

Example behaviour support plan: Name _____   date _____

Level 1 behaviours	Level 2 behaviours	Level 3 behaviours	Signs of recovery	Follow up
First refusal to follow instructions Toy fighting Disrespectful attitude Interrupting Not listening/ignoring Inappropriate noises Invading personal space but not threatening Lying Moving around the room Commenting on other people consequences Grabbing toys/ resources	Continual low level negative behaviour Discriminatory comments Continual refusal to work Damaging property Throwing objects Swearing directly at others Negative verbal comments	Continually making others feel unsafe by gesture or verbally Damaging resources by throwing/ ripping Physical aggression to others Biting / spitting/ kicking Racial comments/abuse Running from room Climbing where he is unsafe	Change in facial expression Begins to talk to staff Suggests getting a book or continuing with his activity	When calm discuss incident Can s/he explain why it happened What could s/he do next time to prevent? Encourage to take responsibility for his/her actions and not blame others Carry out consequence even if apology given etc

responses	responses	responses	responses	
Praise those around and nearby Distraction Use calm voice Use non-threatening body language Use script to remind of targets ignore	Ignore Turn body to be less threatening and use calm voice when speaking Use script and timer to give time to respond Move others away and praise sensible behaviour	Use calm voice to remind of targets and consequence Remove from room Physical intervention as a last resort (2 staff present) Use 2 elbow wrap until calm enough to remain in safe place	Respond to talk as appropriate Do not immediately expect discussion of the incident Offer drink or story	

Signed by _____ (parent/carer)   _____ (staff)

Risk assessment

Describe the foreseeable risk (i.e. what specific behaviours have occurred or may occur in the future if current behaviour escalates)	Is the risk potential or actual? i.e. has this behaviour already occurred (A), or is it a potential risk as a result of other behaviours, (P)?	Who is at risk of harm from this behaviour? List all persons who may be harmed. e.g. child themselves, peers, adults	When does this risk arise and in what circumstances? (Triggers and Setting factors)	How likely, on a scale of 1-5 is this behaviour likely to occur? (1=very unlikely, 5=almost certain) (Probability)	How serious is the potential harm? (1-5) Disruption - injury (1 Minor, 5 very serious risk of injury) (Hazard)	Risk Factor Probability x Hazard (Multiply Numbers in the previous two columns) (risk factor =1-25)	Is the behaviour identified on the behaviour support plan

APPENDIX 5: Creating a working environment

There are many studies showing the impact of the physical environment on young children (see some below). These are some points to consider:

1. Lighting – Get natural light into the room wherever possible. You may not have control over what type of main lighting is in the classroom, but you may be able to add a lamp to an area to create a different type of lighting.
2. Seating: ensure that the children are grouped to reflect how you teach. Think about what a child sees when they are seated: for children who have difficulties with attention, what distractions are within their line of sight? These may be displays, views through windows or open doors, other children.
3. Clutter – if you can't be bothered, why should your pupils? Consider who the classroom is for? Not storage for staff. A clear and tidy classroom shows your values: resources for children, labelled and accessible
4. Temperature: some research shows that people are more productive in a warm environment; however a 'stuffy' room needs to be avoided.
5. Fresh air: have a window open if at all possible, even if this is for short periods of time
6. Use of scent (pine – increases alertness; cinnamon improves focus; lavender – calm; citrus increases alertness and lifts mood). Be aware that some people may react to air fresheners so consider using natural materials for specific times
7. Nature – bring in plant or picture of nature
8. Use of colour/ displays: In educational studies, the colour red has been proven to have a positive effect on memory and aid focusing, but too much red caused an increase in anger, stress, and frustration. The colour blue was shown to promote creativity, but also created a soothing atmosphere because it helped produce calming chemicals. Moreover, it was also found that extended exposure to blue caused an increased risk of depression. Orange (red and yellow combined) was proved to generate happiness (Effect of Different Colors, 2013). Too much of any colour can be a distraction.

Reading

1. Stephanie, B.R., 2013. A Study of Stimulating Versus Non-Stimulating Visuals in a Preschool Classroom. Effect of Different Colours on Human Mind and Body : Human N Health. (2013, October 5).
2. Effect of different colours on human mind and body: human n health. Retrieved from http://humannhealth.com/effect-of-different-colors-on-human-mind-and-body/243/

3. Heavily Decorated Classrooms Disrupt Attention and Learning In Young Children: Retrieved from https://www.psychologicalscience.org/news/releases/heavily-decorated-classrooms-disrupt-attention-and-learning-in-young-children.html#.WPsUoWe1vIV

Items highlighted in the main text are explained below

	Item	Action
1	Good to be Green / Sun and Cloud reward system	Children to only touch their own cards. Staff do not touch any cards
2	Staff understanding of the impact of the environment	Fabric and soft furnishings to be removed. Staff need to consider alternatives for reading corners, blankets etc. if needed. Behaviour plans will need to be adapted as necessary.
3.	Interventions	Postponed at present.
4.	Visits to leadership team	Children won't be able to visit other adults: take photos and email as an alternative
5.	Weekly celebrations	Postponed: staff to use social media to share postives
6.	Loss of playtime	Children cannot be left alone during playtimes. If children are refusing to work speak with phase lead initially and if it continues speak with parents.
7.	Referral to LT to repeated misbehaviour	Staff to send email to phase lead
8.	Lunchtimes	Consultation with phase lead and parents: children may need to go home for lunch as part of their provision
9.	RPI/ Behaviour support plans	Refer to Team Teach guidance and update behaviour support plans
10.	Learner reviews	These will take place over the phone
11.	Time out area	This must be created within the room to support children within the bubble

12.	Internal exclusion	These cannot be used
13	Risk assessment	These need to be updated to reflect COVID 19 guidance
14.	Staff carrying identification	Staff will remain at one setting
15	Behaviour support plans	These need to be updated and strategies included that reflect COVID 19 guidance e.g. social distances
16.	Moving / guiding pupils	This must be a last resort and staff must follow Team Teach guidance: child to be supported by a member of staff wearing PPE as soon as is possible.
17	Appendix 2: Team Teach guidance	Staff to follow new guidance and complete risk assessment for any child needing RPI Team Teach will extend certificates for staff for an additional 60 days if staff are close to needing refresher
18	Appendix 4	This risk assessment to be used for any child that poses a risk or has had 2 RPIs since January 20