



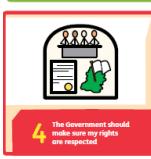
Behaviour and Physical Interventions Policy

September 2025

Article 3 – Adults must do what's best for me



Article 4 – The Government should make sure my rights are respected



Article 6 – I should be supported to live and grow



Article 12 – I have the right to be listened to, and taken seriously



Article 19 – I have the right to be protected from being hurt or badly treated



Article 29 – I have the right to an education which develops my



personality, respect for others' rights and the environment

Article 34 – Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad



Article 37 – I have the right not to be punished in a cruel or hurtful way



Key Contact Personnel in School

Nominated Member of Leadership Staff Responsible for the policy:
Jaime Cronk

Named Governor with lead responsibility:

Date written: September 2018

Date agreed and ratified by Governing Body: 20th November 2018

Date reviewed: December 2021

Date agreed and ratified by Governing Body: December 2021

Date of next review: December 2022

Date reviewed: September 2023

Date agreed and ratified by Governing Body: December 2023

Date of next review: September 2024

Date reviewed: September 2024

Date agreed and ratified by Governing Body: October 2024

Date of next review: September 2025

Date reviewed: September 2025

Date agreed and ratified by Governing Body: January 2026

Date of next review: September 2026

This policy will be reviewed following any concerns and/or updates to national and local guidance or procedures

1.0 INTRODUCTION:

- 1.1 The young people at Five Acre Wood have learning difficulties, autism, and needs which are complex in nature. In order to ensure that all learning opportunities are maximised, and pupils and pupils feel valued we need a behaviour policy which is CONSISTENTLY delivered by all staff. This will enable staff to encourage pupils and pupils to adopt socially appropriate behaviour which will, in turn, enable them to participate in community life.
- 1.2 Staff will set high expectations for all pupils and pupils whilst valuing each child individually. All pupils will be treated with the same respect and dignity regardless of the degree of learning difficulty or behavioural challenge.
- 1.3 Successful positive management of behaviour is dependent on the philosophy of the school and its ethos. Positive behaviour should be constantly and appropriately reinforced. This is necessary to ensure that pupils develop positive behaviours for learning and life. It is also imperative that all staff are aware that their own behaviour and attitudes can influence our young people, so it is necessary for us to continually evaluate our own behaviour and attitudes in order to assess whether we are providing appropriate role models.
- 1.4 Behaviours which challenge adults can be stressful, so it is important that staff feel able to discuss problems regarding behaviour management. Staff must be able to rely on and support each other and recognise that there may be times when another adult needs to step in to offer support.
- 1.5 We recognise that some behaviours may stem from past trauma. Staff are encouraged to view behaviour through a lens of curiosity ('what has happened to this child?' rather than 'what is wrong with this child?').
- 1.6 Five Acre Wood uses PROACT-SCIPr-UK® as a behavioural framework. This is a values-based approach with an emphasis on being proactive. *'The aim is to raise the person's self-esteem, improve quality of life, empower them and enable them to live a more independent and fulfilling lifestyle'.*
- 1.7 Physical intervention should only be used as a last resort (proportionate and least restrictive) and when other proactive and active strategies have been exhausted. Always remember **TRINA** (There Really Is No Alternative).
- 1.8 In line with 'Restrictive interventions, including use of reasonable force, in schools' Guidance for schools in England April 2026, all schools must have a procedure to record and report each significant incident of physical intervention or seclusion. This must include, the exact nature, triggers, preventative steps, duration and support offered. This will also include low-level incidents where behaviours form part of a pattern or where a pupil or others are impacted. SLT should be informed in line with the Level 1-5 Behaviour Framework (see appendix 10)
- 1.9 Staff who are involved in incidents that require physical and/or restrictive intervention should request a debrief, which will be arranged promptly with an appropriate colleague (LAL/AHT/HR/ PROACT-SCIPr-UK® instructor). This structured post-incident evaluation provides space to reflect on feelings, ensure health and safety, review risk assessments and/or PSPs, and agree future strategies. (See appendix 12)
- 1.10 Restrictive Interventions is an umbrella term that prevents, restricts or subdue movement of the body, or part of the body of a pupil.
- 1.11 The behaviour policy will be continually updated as new legislation or behavioural approaches are introduced. This will also be influenced in the light of our own experience.

1.12 This policy should be read in conjunction with all other school policies but in particular with our Safeguarding policies and Health and Safety Policy.

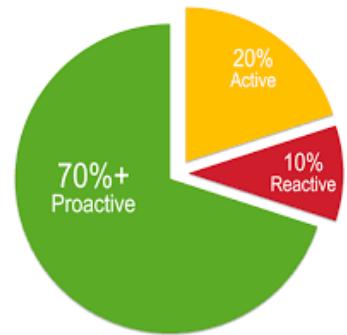
1.13 The organisation and management of behaviour is underpinned by a whole school approach based on the six principles of nurture. FAW school does not operate a punitive based behaviour system that is based on sanctions. Instead, all staff adopt a positive approach to the behaviour of pupils and pupils with an emphasis on rewarding good behaviour and achievement.

1.14 The role of governors and parents/carers is integral to the success of the behaviour management policy.

1.15 As a school we operate a tiered approach to PBS (Positive Behaviour Support) that incorporates the PROACT-SCIPr-UK® Framework whereby staff recognise the need to be proactive - foreseeing possible behavioural difficulties before they occur, rather than adopting a reactive approach - coping with challenges after they arise.

PROACT-SCIPr-UK® Framework

1.13 By using a tiered approach as a school we are able to identify what level of behavioural support each individual pupil receives and clearly identify what other options for support are available.



2.0 AIMS:

2.1. The school policy for behaviour support aims:

- **Safety and Belonging**
To create a safe, supportive, and predictable school where every pupil feels safe, valued, connected, and able to learn.
- **Respect and Rights**
To uphold the rights of all members of our school community to feel safe, respected, and included in learning and social opportunities.
- **Clear and Consistent Boundaries**
To provide fair, consistent, and transparent boundaries that help pupils feel secure, supported, and successful.
- **Co-Regulation before Self-Regulation**
To recognise that pupils may need adult support with emotional regulation before they can regulate themselves, ensuring staff respond with attunement, patience, and care.
- **Teaching Positive Skills**
To actively teach, model, and reinforce positive choices, respectful relationships, and self-regulation skills, while nurturing an environment where pupils first feel safe, understood, and connected

3.0 OBJECTIVES:

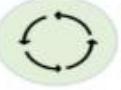
3.1. To have agreed behaviour management procedures which are known by all staff.

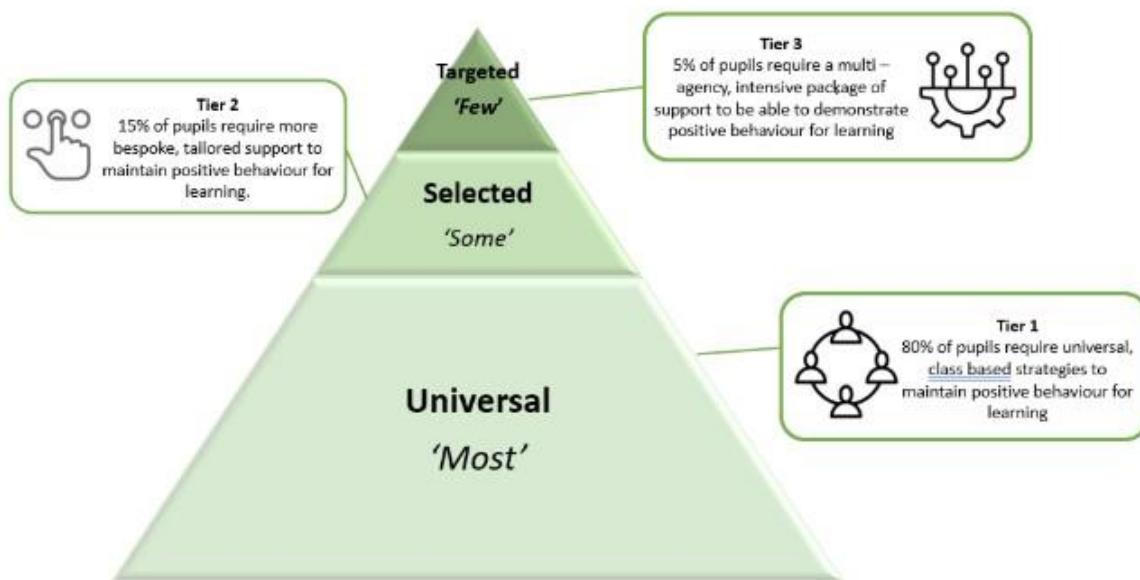
3.2. To have a defined structure for behaviour management to support staff, which incorporates rewards, natural consequences, procedures, behaviour requiring special behaviour management, and working with parents. These responses will be directly correlated to an individual pupil's cognitive and developmental level and need.

3.3. To provide a varied, interesting, challenging and relevant curriculum which promotes links between learning and fosters positive self-esteem and independence.

4.0 The Tiered Approach

At FAW we operate a tiered approach using 3 tiers of behavioural support. Below lists the support offered to pupils at each stage of this tiered approach.

Our Universal Offer						
Pupils in Tier 1 will receive...						
						
Quality First teaching	PSP Section 1	PSP reviewed at Annual Review	Class Based Support	Communal or personal rewards	Visual Supports	Safe Classroom environment



4.1 **A child may move from Tier 1 to Tier 2 if there is regular presentation of unhelpful behaviour and:**

- Weeks of behaviour data has been collected.
- Data shows increase in challenge and risk.
- Behaviour is a barrier for learning.
- Triaged by SLT/Class Team and a decision is then made to Tier 2 support.
- A class team can refer to the MDT (Multidisciplinary team) or Snodland Intervention team at Satellites in order to be solution-focused and discuss possible strategies or onward referrals to make positive change

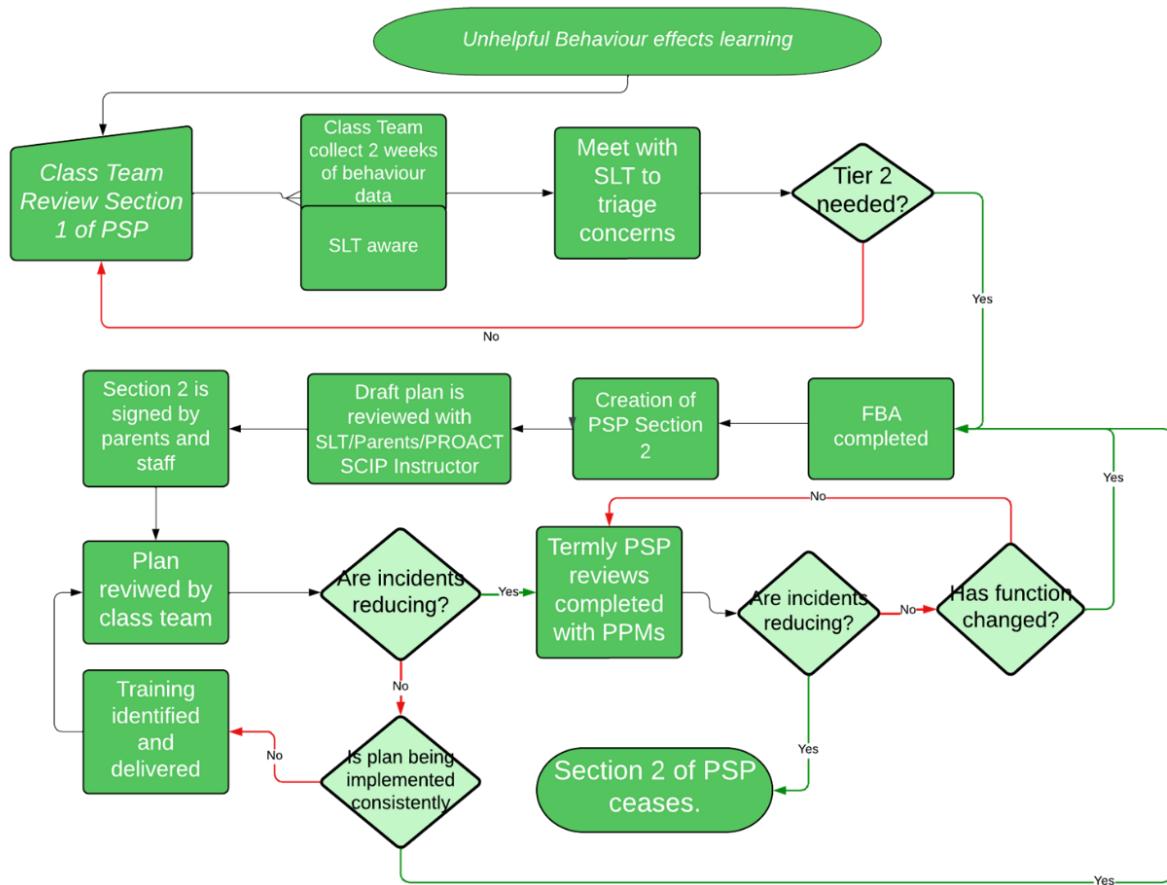
4.2 **A child may move from Tier 2 to Tier 3 if:**

- Unhelpful behaviour is not decreasing.
- All Tier 1 and 2 support is in place and risk remains.
- Risk remains high.

- Strategies in place are consistent but not effective.
- Current knowledge and skills are exhausted.

4.3 Personal Support Plans (PSPs) are drawn up for all pupils, use a common format and are comprised of two sections (See Appendix 1). The PSP is formulated by pupils/pupils (if appropriate) school staff, parents and any other appropriate external agencies (e.g. social worker). The plan will be agreed and signed by the appropriate member of staff (LAL or/and Senior Leaders) and parents. All staff must then adhere to the principles and practices which have been set and agreed for a particular child. Personal Support Plans should include planned and agreed approaches to the management of pupil behaviour (including physical intervention if required) within their day-to-day routine. It also outlines how the child can be best supported in all aspects of their school life to enable them to maintain positive behaviour and learning. Any unplanned intervention will prompt a review of the Personal Support Plan. Any plan that includes any restrictive physical intervention must include a restraint reduction plan. *'It is in the context of a shared commitment and belief that the use of all restrictive interventions and practices should be minimised.'* (Restraint reduction network, 2019)

4.4 Where appropriate, pupils will be supported to contribute to their own PSPs, promoting autonomy and empowerment



Review of Personal Support Plans:

4.5 A pupil's Personal Support Plan (PSP) is underpinned by Functional Behaviour Analysis (FBA). This process uses the information collected through Arbor data, class records and

observations to link staff responses to unhelpful behaviour to its function. Strategies that come out of this analysis are rooted in an understanding of a pupil's individual background and are completely personalised to how they demonstrate the need further support to resolve their behaviour.

- 4.6 Arbor (or PowerBI) is used to report and monitor. It is an online system that can support real time reporting and analysis. It provides very detailed reports which are used to monitor behaviour, to support developing Personal Support Plans and physical interventions.
- 4.7 It is the responsibility of all staff to ensure that behavioural/intervention incidents are recorded in as much detail as possible and in line with the school's information recording guidelines. Parents/carers should be kept informed at all times if any behavioural intervention takes place. All incident reporting should be completed within 24 hours of, or the same working day as the incident taking place. A Body Map should be completed if a significant injury has occurred (Appendix 2)
- 4.8 All **significant incidents involving the use of reasonable force or restrictive intervention** must be recorded and reported to parents in line with statutory guidance. Significant incidents are those that go beyond normal, day-to-day physical contact and involve restriction of movement, distress, or injury.

5.0 ORGANISATION & DELIVERY

- 5.1 Five Acre Wood aims to provide a positive climate with high expectations for all pupils in respect to personal achievement in the curriculum and behaviour. Staff recognise the association between high expectations, quality of teaching, and good behaviour. The following strategies and entitlements support the school's ethos. It may be necessary for some children to be taught behaviours which are the pre-requisites to successful learning. The teaching of behaviours for learning may be the focus of lessons while a subject area or theme may be the vehicle for the teaching of these key life skills.
- 5.2 Staff should offer consistent communication when carrying out behaviour support, paying attention to both body language and speech. Support can be given via the MDT team (with therapists, SLT and Pupil Intervention staff attending) via a referral process. All staff need to be aware of how individual pupils receive and process language. This needs to be recorded in the pupil's support plans and shared with all staff through team meetings, learning approach meetings, department meetings, or staff meetings and a copy of the plan is kept on the pupil server.

Pupils need to be aware of both school and class expectations and understand acceptable standards of behaviour. When communicating with pupils, staff will use positive, rather than the negative, language e.g. instead of "stop running down the corridor" say "good walking, thank you". Staff should also use emotionally attuned language where, as appropriate, feelings are named, to validate emotions. Staff have been taught the WINE acronym : I Wonder, I Imagine, I Notice with Empathy.
- 5.3 It is necessary to adopt a team approach when dealing with unhelpful behaviour. Class teams need to ensure that there is continuity and that specific techniques used are monitored as necessary.
- 5.4 Staff will prioritise support over control, ensuring connection comes before correction. After any incident, the focus will be on repairing relationships and restoring a sense of safety, trust, and belonging.
- 5.5 Pupils should be given the opportunity to discuss behavioural issues and participate in problem solving and resolution. This includes allowing and enabling pupils to express

themselves appropriately. Opportunities are given through activities such as role play and through the PSHE curriculum to recognise and practice positive behaviours, develop understanding, empathy, trust, and support. Following all behavioural incidents, pupils should have the opportunity to reflect upon what happened. They should be supported as appropriate to be able to engage in the process, through for example, the use of simplified language, visual imagery, or alternative and augmentative communication.

- 5.6 Good classroom practice, including learning approach non-negotiables, support and promote good behaviour. Targets should be clearly communicated to pupils. At the start of each lesson the teacher will inform them what they are going to do within that session and what they are expected to achieve. Teachers, HLTAAs, and Senior Teaching Assistants ensure that through their differentiated planning, targets are realistic.
- 5.7 Classroom management is also integral to behaviour management. It is important that classrooms are calm, have well-established routines, and class rules. There should be sufficient resources and equipment to ensure that the learning environment is stimulating. Class groupings and the management of individuals within groups is also an important factor to consider.
- 5.8 The curriculum should be interesting, varied, exciting, relevant, and fun. Activities should be changed regularly to prevent boredom. Variety can increase attention and motivation. A range of teaching strategies should be employed to ensure that the preferred learning styles of all pupils are met. There should always be equal opportunities.
- 5.9 Staff need to be confident and demonstrate sincerity when implementing PSPs, as pupils may play on any staff insecurities.
- 5.10 At Five Acre Wood we use a system of positive rewards and incentives rather than relying on negative sanctions. Staff can often avoid confrontational situations by building positive relationships and developing rapport with pupils. This is paramount. Arbor is also used to record positive points for pupils demonstrating positive behaviours.
- 5.11 It is important to remember that all new strategies will take time to work and will frequently initially result in an escalation of behaviours. Pupils also require time to understand information and instructions and to respond. An important skill for staff to adopt is one of listening.
- 5.12 Consequences should avoid shame-based practices as this can re-traumatisate pupils and staff should reflect on whether a consequence increases or reduces connection and feelings of safety.
- 5.13 **All staff** should provide a good example to the pupils within the school. Sarcasm and belittling of pupils is not acceptable. Staff should not shout or raise their voices unless the pupil or others are in danger. Assertive command is an appropriate intervention in this instance. Staff will implement the Pupil Charter (Appendix 4).
- 5.14 As previously stated, good classroom practice promotes good behaviour. Strategies which can be used to support good behaviour management include:
 - Use of role models
 - Setting clear expectations
 - Using peer pressure/modelling
 - Establishing clear boundaries
 - Involving the pupil in a discussion about their behaviour and the consequences
 - Consistency of approach adopted by staff

5.15 Positive behaviour outside the School premises including online activity should be encouraged and themes addressed through curriculum delivery and specific individual interventions.

6.0 DAY TO DAY MANAGEMENT

6.1 REWARDS. The use of rewards to motivate pupils and pupils is very effective in motivating and promoting good behaviour. Positive behaviour will be always encouraged. Staff will understand which reward would be most suitable for each pupil and this will be evident in their individualised PSP.

6.2 Examples of rewards which may be used are:

- Verbal raise and encouragement
- Gesture/non-verbal prompts
- Smiling
- Reward certificates
- Stickers
- Privileges
- Choosing a favourite activity
- Celebrating with the whole class
- Sharing good work/news with a different staff member e.g. LAL, Assistant Head, Deputy Head, Headteacher, or Principal.
- Note/certificate sent to parent/carer.
- Claps/cheers/handshake
- Displays of work
- House Points
- Virtual earnings/reward money

6.3 All rewards should be within agreed school guidelines.

6.4 **Once given rewards should not be taken away** – if a pupil makes a poor choice after receiving a reward then apply a consequence

6.5 Rewards are most effective when

- They are an integral aspect of teacher planning and classroom management
- Pupils see they are related to acceptable behaviour
- They are immediately available
- They are appropriate to the age/development stage of the pupil
- The individual is clearly told why they are being praised or rewarded

6.6 General expectations of positive behaviour are promoted at all times. We recognise that pupils may sometimes need gentle reminders or redirection during the school day. Staff should use calm tone of voice (never shouting), supportive language, and appropriate facial expressions to guide pupils back to positive behaviour.

6.7 When issues arise, it is important to

- Separate the behaviour from the person and respond to the problem by making it clear that the behaviour is disapproved of while the person is still valued.
- Seek creative solutions.
- Look at and more fully understand the functions of the behaviour and the Antecedent, Behaviour, and Consequence (before, during and after).
- Identify where changes can be made so that further recurrences of the undesired behaviour can be reduced.
- Recognise and respond to the fact that some staff may be more effective when dealing with a particular pupil

Consequences:
We do not believe in sanctions or punishment.

Example:

Behaviour	Consequence
Pupil disrupts learning activity in a way that is unsafe.	<p>Pupil has a break/movement break</p> <p>Pupil is supported by an adult to reflect about their behaviour and its impact.</p> <p>Learner is not able to join in with the activity because they are not ready to learn even though it is a preferred activity because they are not ready to learn. This is a natural consequence.</p>

- 6.7 We must clearly link a specific behaviour with its consequence and if appropriate, pupils should be part of this process.
- 6.8 The consequence needs to be a natural consequence, to support the pupil's understanding of both positive and negative consequences.
- 6.9 It is important when consequences occur to ensure that the pupils' self-esteem is not diminished and that it is the behaviour that is being condemned and not its perpetrator i.e., if a pupil has hit someone else then label the behaviour – 'hitting is unkind'. Do not label the child as being naughty. REMEMBER – **What they do is not who they are**
- 6.10 In this light it is important to remember that discussing the pupil's behaviour with peers/other staff may be done constructively, but if not undertaken thoughtfully may result in a loss of dignity to the pupil.

Reparation:

We believe that the 'Four Rs' (Dan Siegal) are extremely important when dealing with any incidents of unhelpful behaviour.

Regulate, Relate, Reason, Repair

We believe our learners should always be given the opportunity to repair, and that they want to do this. We believe the most important piece of learning after a behaviour incident is about the impact that a pupil's behaviour had on others and making constructive choices to make it better next time. This is why the focus should be on the repair and not a punishment.

Even pupils with complex difficulties can be supported to repair however we recognise this will look different for each pupil. We can't make assumptions about what pupils feel and our focus should be to support pupils to recognise and manage their emotions rather than closing them down. Repair is not about punishment but about restoring relationships and supporting pupils to re-enter the learning community. We recognise that all our pupils can take different time frames for each process. Staff will go at each individual's pace and not rush into a stage.

7.0 Searching, screening and confiscation

- 7.1 Five Acre Wood follows the DFE guidance on searching, screening, and confiscation (2014)

Searching

- Five Acre Wood reserves the right to search a pupil for any item if the pupil agrees.
- Five Acre Wood deems that the Principal or any member of SLT can authorise a teacher in their place to use the statutory power to search pupils or their possessions when there are reasonable grounds to suspect they are carrying the following prohibited items – knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, Electronic cigarettes/Vaporizer devices, fireworks, pornographic items, items assumed which have been (or likely to be used) to commit an offence or items that could cause personal injury to (or damage the property of) another person.
- The search should include the following locations – pupil's clothes, possessions, desks/work trays and lockers.
- This search will take place with two members of staff, at least one being the same sex of the pupil.
- The search will be logged/recorded and Arbor/MyConcern updated

7.2 Confiscation

- Following a search the school may confiscate, retain or dispose of a pupil's property as a disciplinary penalty, when reasonable to do so.
- If prohibited items are found, they will be destroyed by the school and not returned to the pupil or their family. NB: If the prohibited items are illegal or have been/could be used in a manner constituting to an illegal offence the items will be handed over to the police for them to manage as they see fit.

7.3 Screening

- Five Acre Wood has available a metal detecting screening tool. This is covered under its own policy. SLT can authorise the use of this tool and will be undertaken with at least one member of the same sex of the pupil. The search will be logged and parents/carers will be updated. (Appendix 9)

8.0 PHYSICAL INTERVENTION

- 8.1 Five Acre Wood School adopts the guidance detailed in 'Reducing the Need for Restraint and Restrictive Intervention June 2019, DFE' and 'Positive Environments where children can flourish', October 2021, DFE'.
- 8.2 'Where use of restraint is necessary to safeguard children, young people, and others from harm, it should be consistent with clear values and sound ethical principles, comply with the relevant legal requirements and case law and be consistent with obligations under the European Convention on Human Rights, the UN Convention on the Rights of the Child and the UN Convention on the Rights of Persons with Disabilities (DHSC, DfE 2019)'
- 8.3 If Physical Intervention (PI) is required as part of a Personal Support Plan, then it must be authorised by the appropriate member of SLT/LAL and PROACT-SCIPr-UK® trainer and reviewed by parents. **PI is only used as a last resort** – the acronym 'TRINA' should be remembered – There Really Is No Alternative.
- 8.4 There may be occasions where physical intervention is necessary even though a young person might not have a Personal Support Plan. This may be the result of some unexpected behaviour. When a pupil's behaviour is such that physical intervention will be the only way to ensure everyone's safety and continue to provide education then this is permitted. (2006 Education Act)

8.5 Staff will be trained in the use of PROACT-SCIPr-UK® (Positive Range of Options Avoiding Crisis with Therapy. Strategies for Crisis Interventions and Preventions). This approach is supported by Kent County Council and will be used exclusively unless otherwise agreed following full consultation with all relevant parties. New staff will receive PROACT-SCIPr-UK® training as part of their induction and all staff will attend yearly refresher training. Only staff trained in PROACT-SCIPr-UK® methods may use planned restrictive physical interventions. Untrained staff may intervene **only in an emergency to prevent immediate harm**, using the least restrictive option available

8.6 Key aspects of the training are:

- Clear and unequivocal emphasis on the right of children to be kept safe at all times.
- Physical interventions should only be used when all alternative positive approaches have been tried and the situation is potentially dangerous for children and staff.
- Staff need to keep themselves safe at all times.
- Past experiences of children will affect the way they respond to physical interventions. Those with a history of physical or sexual abuse will often have painful and disturbing memories triggered by such interventions.
- Children with the above experiences could also experience adverse reactions to witnessing physical interventions.
- Lived experience.
- Environmental factors that affect quality of life and ability to function.
- The impact of trauma and attachment on a person.
- Gateways – these are key concepts for all staff to check in the process to better meet pupil needs.
- A holistic approach to meeting individual need.
- All actions must be conducted in the context of the school's policy.
- Staff have a right to be trained in the use of physical interventions, including health and safety and the law.
- Clear and accurate records of the antecedents, behaviour, and consequences must be maintained.
- Positive approaches and appropriate physical interventions should be detailed in the pupil's individual Personal Support Plan.

8.7 Physical interventions should only be used when all other strategies have been tried and found to be unsuccessful (TRINA – There Really is No Alternative). In the first instance staff should always try to plan for an individual's needs by:

- Considering changing the environment
- Providing a range of physical activity
- Offering an alternative curriculum
- Providing sensory input
- Offering individual communication systems

8.8 When trying to diffuse a potentially difficult situation staff should implement strategies that are listed in a child's PSP, examples of these may include:

- Implement individual calming techniques e.g., distraction, singing, food
- Appropriate use of voice in terms of pace, volume and tone
- Adjustment of body position to ensure minimum threat to the young person and maximum safety
- Staff generally adopting a sideways stance
- Using facial expression and eye contact in a positive and calming manner
- Making clear the expectations of all concerned
- Seeking help from other staff to diffuse the situation, offer support and act as a witness – change of face and space.

8.9 **Restrictive intervention** refers to any practice that restricts a pupil's movement, liberty, or freedom to act, including physical restraint, seclusion, or withdrawal.
Seclusion is defined as preventing a pupil from leaving a space of their own free will.
Withdrawal involves removal to a quieter space where the pupil can leave freely.

8.10 We recognise that instances of bullying may occur. All concerns will be taken seriously and responded to in a calm, consistent, and supportive way. When bullying behaviour is observed, staff will intervene promptly to ensure safety, observe and assess the situation, and manage it in line with school procedures. Where necessary, physical intervention may be used to keep pupils safe. All incidents will be recorded accurately, monitored carefully, and reviewed as part of the school's behaviour processes. Alongside this, staff will use restorative approaches to support pupils: ensuring those affected feel safe and heard and guiding those who displayed the behaviour to understand its impact and work towards repairing relationships. The focus is always on safety, learning, and building positive connections

8.11 The Principal authorises staff to use reasonable force **only when necessary and proportionate to:**

- Prevent a criminal offence (or behaviour that would be an offence if the child were older)
- Prevent injury to self or others
- Prevent damage to property
- Maintain good order and discipline (e.g., preventing absconding, serious disruption)

This authorisation applies on school premises and during any situation where staff have lawful control of pupils (e.g., trips, events). It includes teachers, HLTA, teaching assistants, lunchtime supervisors, administrative staff, site team, and all PROACT-SCIPr-UK® trained staff. Other adults formally placed in charge of pupils by the Principal may also intervene if necessary, as a last resort.

Staff should:

- Use the **minimum force necessary** for the shortest time possible
- Avoid intervention if it places them at significant risk; instead, remove other pupils and seek assistance
- Call for help or emergency services if the situation escalates beyond safe control

Training in PROACT-SCIPr-UK® approved physical intervention is strongly recommended. Untrained staff should only intervene in emergencies and avoid restraint methods they have not been trained to use.

8.12 When physical intervention is used relevant considerations should be taken into account

"The use of force can be regarded as "reasonable" only if all the circumstances warrant it – otherwise it is unlawful; therefore, physical force should not be used to prevent trivial misdemeanours

"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. (Section 93 Education & Inspection Act 2006)

8.13 The minimum force necessary should only be used and for the minimum amount of time. It should never be used as a form of punishment.

8.14 Physical intervention can also take a number of forms e.g.

- Physically stepping in between pupils
- Standing in the way of pupils
- Holding, pushing or pulling e.g. pushing/pulling someone out of the way of a vehicle
- Leading a pupil or pupil away from an incident

8.15 Any more restrictive interventions should only be used following training in PROACT-SCIPr-UK® methods. All staff will be trained in PROACT-SCIPr-UK® methods and will receive regular yearly updates.

8.16 Any physical intervention required on a regular basis used within the context of PROACT-SCIPr-UK® will be clearly set out and agreed within the Personal Support Plan. This will look to be reduced over time with a restraint reduction plan.

8.17 No person is expected to put themselves at risk by intervening to support a pupil, however, the safety of the pupil and of other pupils is paramount. Staff may experience physical injury – it is accepted that staff may need time and support to recover. Support may be offered by team members or the Senior Leadership Team

8.18 The Governors and Senior Leadership Team of the school will support the actions of staff in the use of physical intervention provided that they have been conducted in the context of this policy and the methods drawn from PROACT-SCIPr-UK®.

8.19 When intervention is necessary the following factors are important:

- Other strategies have been used first (e.g. the Ten Gateways)
- Intervention is the final resort
- Only use the least restrictive intervention necessary
- Only intervene for the minimum length of time necessary
- Only agreed PROACT-SCIPr-UK® procedures to be used by trained staff unless the duty of care overrides this in an emergency
- The incident and intervention **must be recorded on Arbor as soon as possible i.e. within 24hours or the same working day**
- Parents / carers **must be informed** by the class teacher on the same day whenever an intervention has been used.
- Consideration of medical diagnosis.
- Staff involved will have an opportunity to debrief with a PROACT-SCIPr-UK® instructor or other appropriate staff using the agreed format that will be saved in the pupil's file

8.20 Great care is to be applied when equipment is used that may restrict the movement of pupils and the school has adopted the following guidance from the Department For Education/Department Of Health (June 2019).

'Mechanical restraint involves use of a device to prevent, restrict, or subdue movement of a person's body with the aim of controlling their behaviour. Mechanical restraint may be used to manage extreme aggressive behaviour directed towards others or to limit self-injurious behaviour of extremely high frequency and intensity. This contingency is most notably encountered with small numbers of children and young people who have severe cognitive impairments, where devices such as arm splints or cushioned helmets may be required to safeguard them from the consequences of their behaviour. Any such devices should only be put in place by people with relevant training, qualifications, skill and experience. Wherever

mechanical restraint is used as a planned contingency, it should be identified within a support plan which aims to obviate the need for its continued use’.

8.20 Staff should be aware of the use of lap-belts and trays to keep a child seated. If this is a piece of equipment which has been identified by a therapist then it should be agreed by a multidisciplinary team and this should be recorded in a child’s Health Care Plan and or additional therapy guidance. Parent/carers must agree to the use of this equipment and sign the plan prior to its use. The school should not be using any form of mechanical device as a restraint method.

8.22 Some classes have magnetic doors which are opened by high buttons/switches. These are there to ensure the safety of pupils. There will be no occasions in school where a child is left unsupervised within a room which has a high button/switch. Adults will always be around to let a child out if they make a request or in case of danger. These doors are automatically opened when the fire alarm is activated.

8.23 **Dynamic Risk Assessment**
In rapidly changing situations, staff may need to undertake a **dynamic risk assessment**—a quick mental evaluation of risks and actions to maintain safety. This involves considering:

- The immediate risk to the pupil, others, and staff
- The proportionality and necessity of any intervention
- Available alternatives to reduce harm

Dynamic risk assessments should guide decisions where new or escalating behaviours pose danger.

Withdrawal or Seclusion

These measures should only be used as a last resort, for the shortest time possible, and never as punishment. They can be re-traumatising; therefore:

- Ensure the pupil’s safety and dignity
- Record on Arbor the incident and rationale
- Inform senior staff and parents where appropriate
- Review PSP/Risk Assessment

Post-Incident Repair and Review

After any significant intervention, staff should, if appropriate, engage in a supportive conversation with the pupil to help them feel safe and understood. This should be documented and, where possible, include strategies to prevent recurrence.

9.0 CHALLENGING BEHAVIOUR

9.1 Definition – behaviour of such intensity, frequency or duration that the physical safety of the person or others is likely to be placed in jeopardy, or behaviour which is likely to seriously limit or delay access to, and the use of, ordinary community facilities. (Emerson et al. 1997).

9.2 A small number of pupils present behaviours that challenge the total resources of the school.

9.3 Such behaviours may be typically aggressive or self-injurious but also may include pupils presenting high levels of ritualistic or stereotypical behaviour.

9.4 The nature of challenging behaviour is such that even with all the expertise available there exists no simple, easy, answer to its management or model that can generally be applied to its manifestations.

9.5 Behaviour that may cause high risk or threat to others when in school, exhibited by pupils when not on the school site such as: on a school trip, travelling to/ from school or online activity, can be considered by School and a consequence applied, if deemed reasonable to reduce risk for others. (Section 90 & 91 Education & Inspectors Act 2006). Working with parents and a multi-agency approach is encouraged to provide support and appropriate learning for the pupil exhibiting the behaviour.

9.5 Staff therefore must approach such behaviours with calmness and open mindedness using careful observation, analysis, and planning. Tier 3 of the PSP must be adopted in this case and support services may be useful to assist with this. The adopted Risk Assessment Proforma is included in Appendix 5 for pupils showing high incidence of challenging behaviour over an extended period of time.

10.0 UNDERSTANDING THE BEHAVIOUR

10.1 The PROACT-SCIPr-UK® framework supports the understanding that:

1. All behaviour is a form of communication
2. All behaviour has a function (Sensory, Escape, Attention/Connection, Tangible)
3. The whole approach
4. The understanding of the setting events, antecedents and consequences within a behavioural episode
5. The assault cycle and calming times
6. Individuals needs e.g. sensory, health, physical, mental, social, and wellbeing.
7. The use of Proactive (70%) Active (20%) and reactive strategies (10%)

10.2 It is recognised that a pupil's need could be disguised or the same behaviour used to communicate a number of different needs. Even if interventions, given reasonable time, do not seem to impact upon the behaviour they may well still assist in its diagnosis. It is recognised that it takes time to learn a new, more appropriate, behaviour.

10.3 Behavioural Interventions – when prescribing individual programmes different aspects of function must be taken into account:

1. Pattern of behaviour
2. Developmental level
3. Physical disability
4. Associated neurological impairments
5. Underlying aetiology and pathology
6. Social and emotional factors

10.4 Prevention of violence and inappropriate behaviours through manipulation of antecedents and calming techniques should always be the initial choice of strategy. The procedure for intervening in an aggressive situation is specific to each individual. The minimum amount of staff intervention for these incidents must always be stated. No behavioural programme will be devised without liaison with parents/family unit. Understanding the probable causes of behaviour is a pre-requisite for developing a positive behaviour programme.

11.0 STAFF SUPPORT

11.1 Most staff at some time in their careers will be challenged by pupil behaviour and be unable to make an appropriate response.

11.2 Shared Responsibility for Behaviour Management

At this school, the management of problem behaviour is regarded as a **collective responsibility**. It is not solely the responsibility of the staff member dealing directly with the pupil. This means:

- Staff should seek support promptly when behaviour escalates beyond safe control
- Senior leaders and colleagues will provide assistance and guidance as needed
- Using Arbor, incidents must be recorded and communicated
- Individual staff remain accountable for following school policy and acting within statutory guidance

Our approach ensures consistency, safety, and a supportive environment for both pupils and staff.

11.3 The ethos of the school is such that all staff can discuss with colleagues concerns they have about individual children and obtain support and guidance.

11.4 A team approach is adopted and maintained. Opportunities exist to discuss problems at class team and department levels.

11.5 Staff wellbeing is crucial to trauma-informed practice as dysregulated or burnt-out staff are less able to co-regulate with pupils.

11.6 As soon as possible after the use of physical intervention, the member(s) of staff involved should be de-briefed by a member of SLT/LAL/ PROACT-SCIPr-UK® instructor other staff member confident in the process (that was not involved in the incident), to allow for reflection upon the event and a facilitated discussion re. the warning signs of an impending incident, whether any previously agreed behaviour plans were followed, what de-escalation strategies were used and how effective they were, and what might be done differently in future. If required, support from HR to signpost to relevant agencies can be offered (e.g. school counsellor).

11.7 Appendix 6 is a list of strategies which may help with behaviour management.

12.0 PREVENTION CHECKLIST:

12.1 Physical interventions are only employed after other, less intrusive, methods e.g. de-escalation strategies have been fully explored and found wanting. Prevention of challenging behaviours through alternative methods should reduce the extent to which physical interventions are employed.

12.2 Prevention Checklist (Based on BILD 1996)

Staff should use the following steps to reduce the likelihood of challenging behaviour and maintain a safe, positive environment:

1. Analyse environmental and personal factors
 - Review classroom layout, routines, and pupil-specific needs regularly.
2. Reduce exposure to high-risk situations
 - Avoid combining conditions that increase stress or trigger behaviours.
3. Identify triggers for distress
 - Use observations and pupil profiles to understand patterns.
4. Avoid presenting triggers at critical times

- Plan transitions and demands carefully to minimise stress.
- 5. Adapt the environment to reduce harm
 - Remove hazards and create calming spaces where possible.
- 6. Promote positive behaviours
 - Reinforce desired behaviours and teach coping strategies.
- 7. Monitor personal and environmental triggers
 - Respond to needs such as hunger, thirst, pain, and factors like heat, noise, or overcrowding.

Note: These steps should be incorporated into PSPs and reviewed regularly.

12.3 Physical interventions are not seen as a discrete self-contained package, but a graduated response to minimise conflict/anxiety and avoid confrontation. Physical interventions are only employed when other less intrusive approaches have been fully explored. Physical interventions are always combined with other strategies designed to support the development of more appropriate behaviours (BILD 1996).

12.4 At the school there are a wide variety of incidents in which physical interventions may be appropriate or necessary to support, calm, escort or “restrain” a child.

12.5 Supportive physical contact

Touch Support : At the school, many children require gentle touch/contact throughout their school day. During these times PROACT-SCIPr-UK® principles and techniques will be implemented to ensure safe handling at all times, in order to:

- Encourage them to move from A to B
- Remain seated or in close proximity of adults
- Encourage gentle physical contact of others and demonstrate appropriate gentle handling
- Support children with mobility difficulties
- Assess the level of physical stress, anxiety in children
- Place adults in safe physical position to monitor possible escalation in challenging behaviours. Children who experience difficulties with physical contact and touch will not be held using supportive physical contact. Close proximity and modelling of these techniques may be appropriate.

12.6 **PROACT SCIPrUK® Physical Interventions:** The following interventions may be used:

Assertive Commands
Touch support
Two Person Touch support (R)
Protective Stance 1 & 2
One Person Escort (R)
One Person Escort Kent Variation (R)
One Person Escort with touch support (R)
The Hug (R)
Front Arm Catch (RC)
Front Approach Prevention (RC)
Front Hair Pull Stabilisation and release / with assistance (PS)
Back Hair stabilisation and release/with assistance (PS)
Front Choke Windmill Release
Back Choke Release
Two Person Arm Support (RC)
Two Person Escort Kent Variation (R)

12.7 Physical Intervention – when it may be necessary

Physical intervention may be considered **only when reasonable, proportionate, and as a last resort** to prevent imminent harm. (TRINA) Examples include:

1. Imminent Risk to Self

- Absconding where the child would be at risk outside school
- Self-injurious behaviour (e.g., head banging, biting, scratching, eye poking)
- Dangerous actions (e.g., climbing in unsafe areas)
- Ingesting harmful substances (e.g., plastic bags)

2. Imminent Risk to Others

- Physical aggression (biting, kicking, punching, hair pulling, scratching)
- Use of weapons or dangerous objects
- Throwing objects likely to cause harm

3. Imminent Risk of Serious Property Damage

- Actions that could endanger safety (e.g., smashing windows, cutting electrical wires)
- Large-scale destruction of school environment

4. Imminent Risk to Wellbeing, Good Order, or Security

- Extreme behaviours causing significant disruption (e.g., flooding classrooms, urinating in communal areas, persistent food throwing)
- Behaviours that compromise dignity or safety of others

5. Criminal Acts

- Where necessary to prevent harm or serious disruption

Important Principles:

- Use the **minimum force necessary** for the shortest time possible
- Prioritise safety over property
- Using Arbor, record and report all incidents promptly
- Follow post-incident review procedures

12.8 The interventions trained each year are planned following a pre-audit based on the changing needs of the school, pupils, staff or classes. Additional class/person specific training may take place outside of the normal training programme based upon a risk assessment as required.

12.9 All incidents will be logged and recorded using the school Arbor behaviour system and accident proforma as appropriate. Meditracker will be used for any injuries of pupil or staff.

12.10 All staff are given induction PROACT-SCIPr-UK® training in PBS, positioning, and proactive PIs (Assertive Commands, Stance, Protective Stance and Touch Support) All teaching staff have the introductory and (annual) refresher training (subject to individual risk assessment).

13.0 TIME OUT – WITHDRAWAL/SECLUSION

13.1 Pupils may actively choose “time out” to calm down from an episode of challenging

behaviour. This could involve pupils choosing to move to a quiet space for a period, for example when their anxiety level rise and they become agitated, in order to calm down and 'self-regulate' their behaviour, averting the need for physical intervention.

WITHDRAWAL

This may take one of two forms – open or closed and be for non-exclusionary or exclusionary purposes. Open time-out may be in an open area such as in the classroom e.g. at their work station, outside the class e.g. on a chair or nearby. They may be also in the field or gated playground, under staff supervision. Closed time-out may be in a quiet room or group teaching area.

Staff should normally supervise or monitor from an appropriate distance, to support the pupils and monitor their progress until they are ready to resume their usual activities; pupils can go to, enter, or leave the area of their own free will. The use of such spaces will be written into a Personal Support Plan and should be agreed by parents. Pupils may choose to take themselves to the Quiet Room to opt into time-out to calm. For other pupils the use of the Quiet Room as a calming room may be preferable to the use of a physical intervention. This is considered time-out as they can exit at any time. This space is used to provide the pupil with an experience of a low arousal environment to help them calm.

13.2 SECLUSION

Seclusion refers to an **exceptional and emergency restrictive intervention** where a pupil is **prevented from leaving a space of their own free will** in order to prevent **immediate and serious risk of harm** to the pupil or others. This may occur only where pupils present with **severely disturbed behaviour** and **all reasonable de-escalation strategies have been unsuccessful**. Any use of reasonable force to move a pupil to such a space must be **lawful, proportionate, and the least restrictive option available**.

Seclusion is **never used as a punishment, sanction, or behaviour management strategy**, nor is it a planned or routine intervention. It is used **solely to maintain safety** and is **not promoted** by the school or the PROACT-SCIPr-UK® framework. The pupil will be **continuously supervised**, the environment will be **safe, dignified, and non-threatening**, and the pupil will remain in the space **only for the shortest time necessary** to restore safety and emotional regulation.

Use of seclusion requires **immediate authorisation from a member of SLT**, and its use will **automatically trigger a review of the pupil's support plans**, including risk assessments, PSP and restraint-reduction strategies, to ensure future incidents are minimised.

All incidents of seclusion constitute a **significant restrictive intervention** and will be **recorded promptly and accurately in Arbor**, including the rationale for use, duration, supervision, antecedents, de-escalation attempts, and post-incident support. Parents/carers will be **informed without delay** in line with statutory guidance. Recorded data will be analysed to identify patterns, triggers, and preventative strategies, and will inform ongoing monitoring and governance oversight.

This approach reflects the school's statutory duty to **have regard to the Department for Education guidance *Restrictive interventions, including use of reasonable force, in schools* (2026)**.

14.0 EQUAL OPPORTUNITIES

14.1 Five Acre Wood seeks to eradicate unfair and discriminatory practices, especially those that are to the detriment of pupils and pupils on the basis of any group; including gender, sexual orientation, family circumstances, ethnic or national origin, disability, religious or political beliefs, or any other irrelevant distinction.

15.0 HEALTH & SAFETY

15.1 Unfamiliar and/or cover staff must read and understand individual pupils' Personal Support Plans (PSPs) before working with them. These plans contain essential information for safeguarding, behaviour management, and pupil wellbeing.

To ensure compliance:

- Time is allocated for this review during induction or briefing prior to the start of the school day
- Staff should seek clarification from teachers/LAL/SLT if any aspect of a PSP is unclear
- No staff member should work with pupils without first reviewing relevant PSPs

15.2 All staff will be made aware of any behaviour programmes and procedures relating to particular pupils. It is the responsibility of the class teacher to ensure that personal support plans are regularly reviewed, updated and signed by the LAL/SLT.

16.0 MONITORING AND EVALUTION

16.1 Individual class teachers will ensure that all behaviour incidents/intervention that take place in their class are recorded on Arbor. This information is used to target resources, review Personal Support Plans and target those who may require support from the behaviour manager in the form of a meeting with class, pupils and families. Meditracker will be used where injuries have occurred to either pupil, pupil, staff or cover staff. Information is reported to governors on a regular basis.

16.2 The policy will be reviewed annually. Its effectiveness will be judged by the confidence of staff in managing behavioural difficulties because of the strategies and procedures outlined in the policy.

Documents used in the formation of this policy:

Section 550A of the Education Act 1996: The Use of Force to control or restrain pupils. Circular 10/98 DFEE

Education & Inspections Act 2006

KCC Invicta Manual – Model School Policies

Kent Guidelines "Developing & Implementing an Effective Policy"

DFEE Circular 9/94 "The Education of Children with Emotional and Behavioural Difficulties"

RISK ASSESSMENT PROFORMA – Use of FORCE TO CONTROL OR RESTRAIN PUPILS – John Perryman

SEN Department DFES

The Children's Act 1998

Use of reasonable Force – Advice for Principals, staff and governing bodies July 2013

BILD Guidance on Time Out and Seclusion (2009)

Kent PROACT-SCIPrUK® network (2020)

Human Rights Act 1998

BILD Guidance on Time Out and Seclusion (2009)

DFES (2003) Guidance on the use of restrictive physical interventions for pupils with severe behaviour difficulties

The Department for Education / Department of Health (June 2019) document “Reducing the Need for Restraint and Restrictive Intervention. Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings

Behaviour and discipline in schools Advice for headteachers and school staff
January 2016

Improving behaviour in school, Education Endowment Foundation 2019

RRN Training Standard July 2021

Siegel, D.J & Bryson, T.P (2012). *The Whole-Brain Child: 12 proven strategies to nurture your child's developing mind*. London: Robinson.

Revised Use of Reasonable Force and Other Restrictive Interventions Guidance December 2025

Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026

Appendix 1 – Personal Support Plan

	Personal Support Plan Section 1 	Name: _____ Age/Class: _____ Need: _____ Wellbeing/trauma needs Start date: _____ Update/ review: _____
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Proactive (Calm/Ready to learn)				
What we see:		My Motivators/Important to me:		
How you can best support me				
Communication and Interaction	Cognition and Learning	Social, Emotional & Mental Health	Sensory & Physical	PFA/Independence
What I need: <ul style="list-style-type: none"> • • 	What I need:	What I need:	What I need:	What I need:
Resources <ul style="list-style-type: none"> • 	Resources	Resources	Resources	Resources

Personal Support Plan

Tier 2

Antecedent intervention - targeted support 1. 2.		Positive Programming Teach.....to.....	
Function Escape	Active (on the edge/ becoming anxious)	Reactive (crisis/ significant incident)	Recovery (calming/ relaxing/ back to base state)
	What we see: 1. 2.	What we see: 3. 4.	
	What we do: When..... staff will.....	What we do:	
Restrictive intervention Reduction Plan:		Approved PROACT-SCIPr interventions:	Vulnerability assessment complete? Yes/No

Parents/Carers

I confirm I am happy for this information to be shared with all staff working with the named pupil

Name	Signed:	Date:
Staff		
Name	Signed:	Date:

PSP Tier 3 Individual Pupil Risk Assessment

INDIVIDUAL PUPIL RISK ASSESSMENT – (Name) To Be Read In Conjunction With Pupil's Behaviour Support Programme

Summary of Statemented Needs:	
--------------------------------------	--

Potential Hazards (and description)	People Specifically At Risk From Identified Hazards	Control Measures Required To Reduce Risk To Acceptable Level

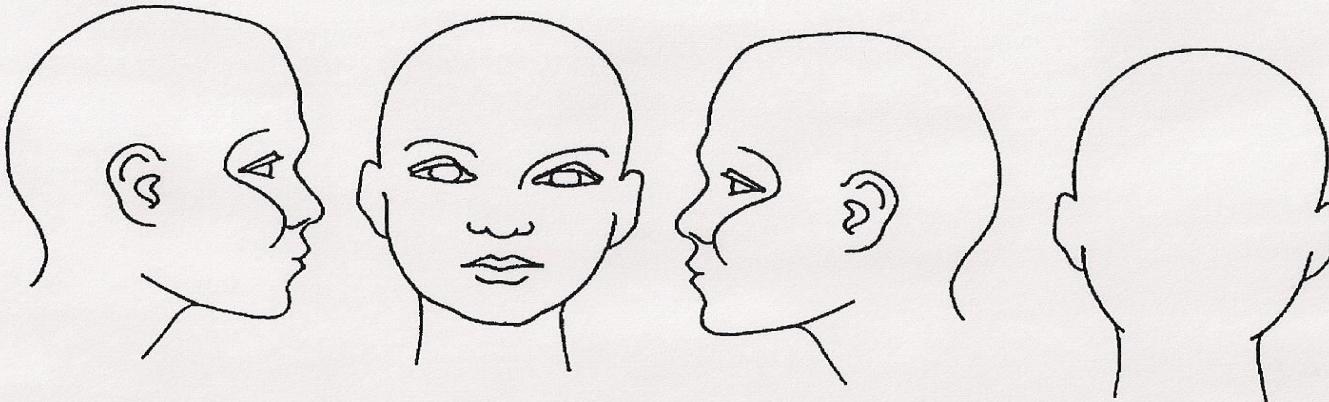
SUMMARY OF RECOMMENDATIONS

Completed By		
Name		Date:
Signed		
Role		
Formal Review Date		

Appendix 2 – Body Map

APPENDIX 4: BODY MAPS

Body Map: Child



Child & Young Person Name..... Date of Birth.....

Date & Time Body Map Completed.....

Name of Person Completing Body Map..... (Please Print Name)

Signed..... Designation/Base.....

Witnessed by..... (Please Print Name) Signature

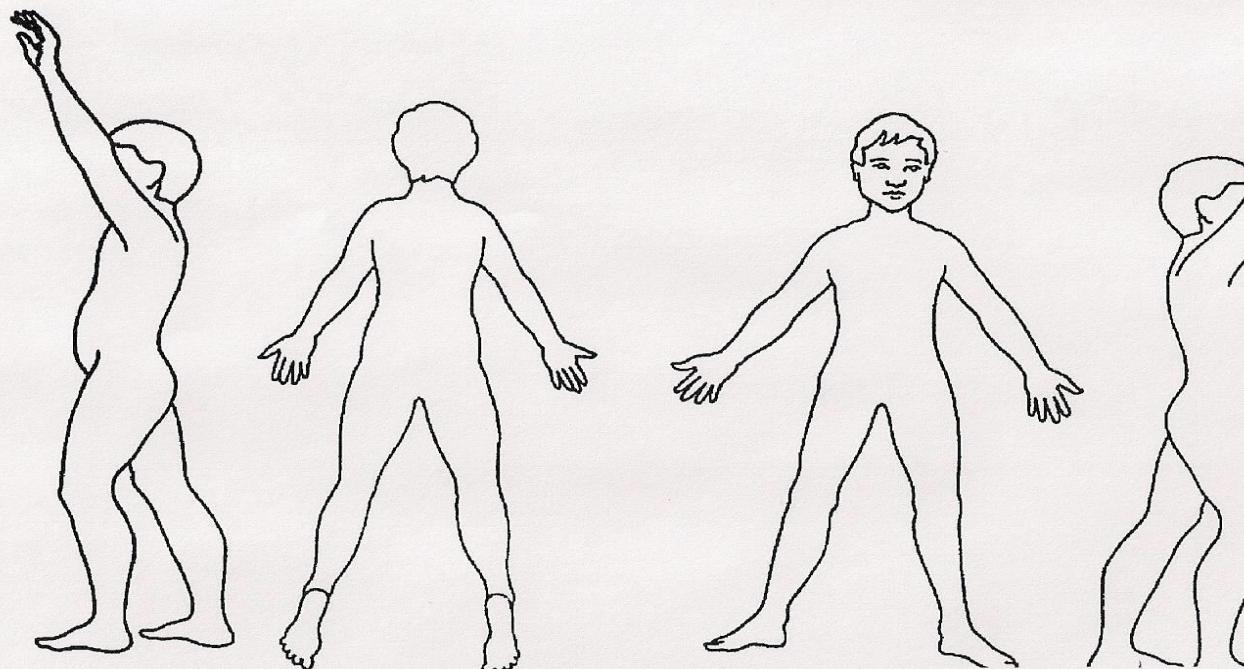
When you notice an injury to a child, try to record the following information in respect of each mark:

- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in appropriate centimetres or inches
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab? / any blistering? / any bleeding?
- Is the injury clean? or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?

30

Appendix 2 – Body Map

APPENDIX 4: BODY MAPS



Child & Young Person Name..... Date of Birth.....

Date & Time Body Map Completed.....

Name of Person Completing Body Map..... (Please Print Name)

Signed..... Designation / Base.....

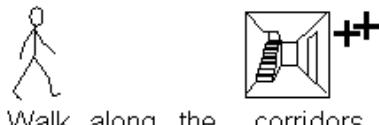
Witnessed by..... (Please Print Name) Signature

When you notice an injury to a child, try to record the following information in respect of each mark:

- Exact site of injury on the body, e.g. upper outer arm/left cheek
- Size of injury - in appropriate centimetres or inches
- Approximate shape of injury, e.g. round/square or straight line
- Colour of injury - if more than one colour, say so
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab? / any blistering? / any bleeding?
- Is the injury clean? or is there grit/fluff etc?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?

Appendix 3 – School Rules

SCHOOL RULES



Walk along the corridors



Move around quietly, respect that others may be working



Care for and respect your peers



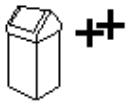
Be courteous and polite to visitors



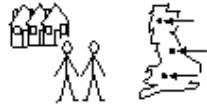
Care for equipment, either your own, that of others or belongings to the



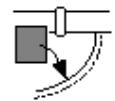
community



Put litter in the bins provided



Behave appropriately in public places



Know how to keep safe - knowledge of the fire drill etc

Appendix 4 – Pupil Charter

Pupil Charter

Please respect me by following this charter, especially when you are designing your behaviour support plans for my challenging behaviour.

- ❖ Be consistent with me.
- ❖ Allow me time to think about what is happening and time to respond.
- ❖ Give me various and regular opportunities to communicate in my chosen way.
- ❖ Encourage me to make choices and allow me to tell you what I do not like.
- ❖ Remember to let me know what I am going to do, talking to me, warning me, using consistent and gentle cues that you are going to communicate with me.
- ❖ Let me know what is going on around me.
- ❖ Please talk to me and explain things simply so that I can understand and in an age appropriate way.
- ❖ Do not talk over me unless I am involved in the conversation.
- ❖ If it is necessary then please explain this to me and keep it brief.
- ❖ Let me help you, open doors, take my coat off etc. allowing me to be as independent as possible.
- ❖ Please think about the school and how it is different when you are not independently mobile.
- ❖ Try not to interrupt me when I am communicating with others.

- ❖ Consider where I am positioned - is it too hot? In the suns glare? Next to a noisy computer? - I need to be comfortable.
- ❖ Please give me privacy and dignity at all times.
- ❖ Respect my property and equipment.
- ❖ *Help me feel safe by noticing when I am worried or upset, and supporting me to calm.*
- ❖ *Give me time and space when I need it, but stay connected so I don't feel abandoned.*

Appendix 6 – Strategy Bank

Strategy Bank

1. Consistency with communication; attention to both verbal, augmentative communication and body language.
2. Have confidence in self, sufficiently so, to generate confidence in the pupils. Carry conviction.
3. Consistency in approach - good communication systems. Keeping other staff members and other professionals (e.g. therapists) informed of the approaches being used. Support colleagues. Active team membership of class/department/school teams.
4. Give strategies time to work.
5. Communicate clearly targets to pupils. Ensure that the targets are realistic for the pupil in relation to his present performance and in relation to the performance of his peers. State criterion of success.
6. Environment/atmosphere, calm, having routines, rules, encouraging security, sharing values, adequate equipment and resources.
7. Allowing and enabling pupils to express themselves appropriately. Opportunities for self advocacy and opportunities for pupils to question and make informed choices.
8. Appropriate response to unacceptable behaviour. If any controversial methods of management are to be utilised e.g. "time out", seek advice/support/oversight.
9. Avoidance of confrontation - know one's pupils.
10. Give pupils time to assimilate (let things sink in) and to respond. Listen to what pupils say.
11. Developing understanding, empathy, trust and support.
12. Attention to group formation and to the management of groups within the classroom.
13. Be positive! Encourage a system of positive rewards/incentives, to be developed and consistently maintained to encourage appropriate behaviour rather than a reliance on negative sanctions. Ensure that the pupil perceives that rewards are related to good behaviour.
14. Well planned/prepared **individual education Plan and targets** /group lessons. Structure lessons to account for individual differences.
15. Provide a good model of behaviour and attitudes. Avoid cases of "Do as I say and not what I do" e.g. "I won't have you shouting in my class" shouted at the class by the teacher.
16. Teaching children through symbols, signs etc how to recognise emotions both in themselves and others.
17. Respond with **WINE** - I Wonder, I Imagine, I Notice with Empathy!

Appendix 7 – Suspension Statement

Five Acre Wood Suspension statement

Suspensions

At Five Acre Wood, suspensions are a last resort, used very rarely and only after all other supportive strategies have been tried. The school provides alternative internal provision for children whose behaviour requires a temporary change of environment, allowing them to continue learning safely.

In exceptional cases, a fixed-term suspension may be imposed, usually for one day. This is never intended to shame the child, but to provide a structured opportunity to reflect and reset. Patterns of repeated suspensions trigger a review of the child's placement to ensure their needs are being met.

All instances of alternative internal provision and suspensions are recorded, including reasons, duration, and support provided, to track learning and progress. Parents/carers/stakeholders are notified in all cases. The School is empowered to operate a fixed-term suspension for a period of up to 45 days in any one school year. Where suspensions exceed 1 day then homework must be given and marked.

After a suspension has taken place, parents will be expected to accompany the child back to School to meet with the Principal/Head or Deputy Head Teacher (AHT if not available). The purpose is to review the situation and plan next steps collaboratively.

Permanent Exclusions

As far as the school is concerned, this is the last resort. It is the end of the line in terms of failed initiatives, strategies, programmes, and contracts. Very rarely would a child receive a permanent exclusion unexpectedly (i.e. as a result of an out-of-character incident). There has to be substantial documentary evidence to support a permanent exclusion, and this has to be reinforced with clear explanations of strategies and difficulties.

Where it is shown that:

- There has been a clear decline in the quality of a child's behaviour and a defiant lack of conformity to the authority structure of the School at an extreme level; and
- A variety of approaches have been tried with the child in consultation with parents
- The continued influence of the child in the class and School environment is detrimental to the wellbeing of the overwhelming majority of children
- The child has infringed the strict rules on drugs and dangerous weapons.

The School is placed in a situation where permanent exclusion is forced upon it. The rules for a permanent exclusion are subject to a strict legal code and this step can only be taken by the Principal. The associated notification and appeals process is clearly set down in the School (see the Principal for information). The Governing Body and Local Authority have an automatic role at this point and in certain instances, reinstatement of an excluded child may be ordered.

Points to bear in mind:

- 1 In all cases there must be clear evidence to support the case for a child's permanent exclusion
- 2 There should be a detailed incident log
- 3 There must be evidence of behaviour programmes and other strategies employed
- 4 There should be evidence of multi-agency input and advice having been sought
- 5 There should be evidence of a Personal Support Plan (PSP) detailing inter-agency and parental agreement on other strategies which could be adopted.

Permanent exclusion is never an answer to a child's behaviour difficulties. It is never imposed lightly or in the heat of the moment. It is used extremely rarely by the School, but in circumstances which leave no other choice.

The school follows county guidelines for both fixed and permanent exclusions and full procedures are available for scrutiny in the Principal's office.

Appendix 8

<u>How to complete a high quality Arbor behaviour log at FAW</u>	<u>Complete?</u>
1 - Ensure that all relevant drop down boxes are completed and accurate to when the incident happened (not the time of recording) e.g. date of incident, time, location	
2 - The incident has been assigned to the 'Form Tutor'	
3 - Ensure that the incident summary is completed, this must be: <ul style="list-style-type: none"> - Written in third person e.g. Jim was on the trim trail, Bob (staff) approached to..... - Based on the ABC of the behaviour (see guidance below) – use the headings Antecedent, Behaviour, Consequences - Be objective and factual. - Be written using standard English and correct spelling and grammar. - Give enough detail of the incident to be able to inform next steps. 	
4 - Once the incident has been 'logged', add notes to the record to summarise any follow up actions that were taken e.g. Parents were informed via telephone, first aid given.	
5 - Ensure that all pupils involved are listed under 'pupil participants' but that the behaviours are listed as 'victim' for those that were not exhibiting challenging behaviour.	
6 - All incident logs must be proofread before submitting.	

Guidance for Incident Summary:

Antecedent:

What happened before (positive or negative) and can include any triggers, signs of distress or any environmental information

This can sometimes be clear-cut such as somebody saying 'no' to a request but for some of our pupils it can be more difficult to identify because the cause may be related to internal factors that we cannot easily see e.g. sensory systems being dysregulated or an environmental factor such as heat or hunger. We also need to recognise that antecedents can be cumulative over time. Whilst on its own, one 'trigger' may not lead to behaviour that is unhelpful, if there are multiple antecedents over time that aren't noticed, this can lead to a seemingly disproportionate reaction later on.

Behaviour:

Record details of the behaviours, without judgements or assumptions. Describe the behaviour rather than jumping to conclusions as many of our pupils will have difficulties expressing their feelings in an appropriate way.

For example, anxiety may present as worry but could also present in repetitive behaviours or aggression

Think about the purpose of the behaviour

- To fulfil a **sensory** need
- To **escape**
- To gain **attention**
- To gain a **tangible** (to get an object or event that fulfils a need)

Consequences:

Often the consequence or outcome of the behaviour can provide clues as to what the child is feeling, by showing what the child is trying to achieve. It is also important that we think of consequences as the action taken after the behaviour, not what sanction was applied. Consequences can sometimes be reinforcing the behaviour. Record exactly what happens including what the children does and what adults do to support them. E.g. follow up talk, phone call to parents etc.

Some behaviours serve more than one purpose: your pupil may make noises when in assembly so is removed – they make noises because it has an echo in the hall, and they do not enjoy assembly so is rewarded

Debrief:

After each significant incident, but especially where a child has hurt themselves or others it is important that staff involved are given sufficient time to discuss the incident when it is over. This time can be used to discuss the antecedents with the ideal being that triggers can be identified so that strategies can be put in place to minimise the frequency of the behaviour.

Staff should request a debrief as appropriate

Details of any actions taken as a result of a debrief should be added to the Arbor report.

Incident Summary Example:

After snack time, Jay Class were playing on the trim trail. Oscar was climbing on the wooden train. Bob asked him to stop as it might be unsafe and began walking over. Oscar climbed down. Lily then began climbing the train. Bob asked her to stop, but she did not. This upset Oscar, who shouted at Lily to stop.

Oscar became visibly distressed and close to crisis. Jim attempted to comfort him, offering choices such as moving to a quiet space. Meanwhile, Ethan and Freya continued talking to and shouting at Oscar despite being asked to stop. This increased Oscar's agitation and triggered a crisis.

Oscar began screaming loudly and shouted that he was going to hit Ethan. He attempted to move towards Ethan. Bob intervened, using touch support to safely redirect Oscar to another area of the trim trail. Bob instructed the rest of the class to move to the gate for safety. He continued supporting Oscar to calm, while Charlotte assisted with transitioning the rest of the class away.

Once Ethan left the area, Oscar began to calm slightly but continued screaming. Bob asked if he wanted to sit down, and Oscar agreed. They sat under the climbing frame, where Oscar cried, appeared hot, sweaty, and shaking. After a short while, Oscar began speaking again, still expressing anger towards Ethan.

After around 30 minutes of sitting and talking with staff, Oscar requested to return to class for a rest. He was calm and regulated from this point. Parents were informed via the contact book, and a debrief was planned with staff and pupils involved to support reflection and understanding of the incident

Appendix nine

Searching, Screening & Confiscation Recording Form

Name			
Date of search			
What items are being searched for?			
Reason for Search (must have reasonable grounds to search for a prohibited item)			
Parents contacted	Y / N	Time:	
Parents advised	Y / N	Comments:	
Pupil agreement	Y / N	Signature:	
Search authorised by			
Location of search			
Staff present	SLT	2 nd Staff Witness	
Gender	Male / Female	Male / Female	
Signatures			
List what was searched	Bag / Locker	Pockets	Outer clothing ONLY: Shoes, gloves, scarves
List any Items found during search			
Handheld Metal detector Wand used	Y / N		
Action taken			
Follow up action/s			

Appendix 10

Level 1-5 Behaviour Framework

Level	Behaviour		Possible response/consequence to record in Notes/Actions in Arbor	Possible responses for all behaviours	Communicate with Parents/Carers?	Communicate with SLT?
	OFSTED	ARBOR				
1	Minor non-compliance with routines Off task Mild inappropriate language (not directed at others) Low-level disruption without aggression	Defiance Insolence Bullying Remove clothing	<ul style="list-style-type: none"> • Calm, non-confrontational reminder using supportive tone and proximity • Offer regulation or sensory break if dysregulation suspected • Model self-regulation and co-regulation through calm body language • Use curiosity ("I wonder if...") to understand unmet need • Reinforce positive behaviour through relational connection and praise (e.g. "I really enjoy hearing your ideas when you raise your hand like that.") 	<p>Prioritise Safety First (Protect)</p> <ul style="list-style-type: none"> • Ensure physical and emotional safety for pupils, staff, and peers before addressing behaviour. • Even for minor behaviours, model calmness; for serious behaviours, remove risk first. <p>Regulate Before Correcting (regulate)</p> <ul style="list-style-type: none"> • Use co-regulation strategies: calm tone, proximity, gentle touch if appropriate, or visual cues. • Avoid escalating confrontation; help the pupil regulate their body and emotions first. 	<p>Typically, these behaviours are managed within the classroom and do not * require parent/carer contact, unless they become persistent.</p> <p>* unless there are specific arrangements for individual pupils</p>	No routine involvement: inform only if repeated/persistent patterns emerge
2	<ul style="list-style-type: none"> • Repeated low-level disruption after Level 1 support Refusal to follow instruction (not aggressive) Moderate non-compliance or defiance Inappropriate language directed at peers Behaviour affecting group engagement 	Absconding - class Grabbing Inappropriate touching Smearing Disruption (addressed in class) verbal - pupil verbal – staff (no swearing) pushing	<ul style="list-style-type: none"> • Regulate first — use quiet space or sensory activity before discussion • Acknowledge emotions and validate feelings ("I can see this is hard for you") • Collaborative problem-solving ("Let's think what might help next time") • Update PSP with known triggers and helpful strategies • Reflective restorative chat at a calm time, not immediately after incident • Ensure consistent adult connection to reduce shame or isolation 	<p>Use Empathy and Curiosity (Relate)</p> <ul style="list-style-type: none"> • Approach behaviour with curiosity: "I wonder what's going on for you?" rather than blame. • Always validate emotions, e.g., "I can see that you're frustrated." 	Parents/carers should be informed to ensure consistency of support and to collaboratively address any emerging needs.	Optional; inform if patterns persist or additional guidance needed

				Separate the Behaviour from the Person		
3	Persistent defiance verbal aggression Throwing items, (no serious harm) Bullying discriminatory comments Behaviour causing moderate risk to safety or wellbeing property damage	Disruption (whole class) Cyber bullying Spitting Hitting Bullying Kicking Intimidation	<ul style="list-style-type: none"> Prioritise emotional safety of all involved; remove audience if needed Ensure staff remain regulated and model calm tone <ul style="list-style-type: none"> Provide recovery/regulation space — sensory, movement, or trusted adult time Use “restore, not punish” language when addressing harm cause Review PSP (if needed) 	Separate the Behaviour from the Person <ul style="list-style-type: none"> Focus on actions, not identity: “That behaviour isn’t safe” vs. “You are bad.” Reinforce that everyone can repair and learn from mistakes. Restore Relationships (reflect) <ul style="list-style-type: none"> Use restorative conversations after any incident (even low-level) to repair harm, rebuild trust, and teach skills. 	Parents/carers to be contacted to discuss the behaviour, review support strategies, and plan next steps together	SLT should be informed to support any additional guidance e.g. MDT review
4	<ul style="list-style-type: none"> Physical aggression towards staff or peers Repeated bullying or harassment Serious disruption to learning environment Health & safety risk requiring immediate response 	Verbal – teacher (swearing) Assault (pupil) Hair pull	<ul style="list-style-type: none"> De-escalate using calm, non-threatening stance and language Prioritise safety — remove risk, not relationship Immediate co-regulation and emotional containment by trusted adult Hold restorative meeting only when the student is regulated Develop or update risk reduction and regulation plan with student voice Engage parents/carers in solution-focused, non-blaming conversation possible internal suspension <ul style="list-style-type: none"> Review PSP (if needed) 	Consistent Communication <ul style="list-style-type: none"> Use predictable language and routines so pupils know expectations and consequences. Always name the behaviour, explain why it matters, and show alternatives. Review and reflect <ul style="list-style-type: none"> Review/reflect on PSP Possible referral to MDT? 	Parents/carers will be contacted promptly. Possible meeting to discuss possible further interventions e.g. Functional Behaviour Analysis, Tier 2 PSP, support from MDT and a joint plan will be made to ensure safety and support	SLT involvement with persistent L4 behaviours. Support from MDT. Tier 2 PSP.
5	Major property damage and/or unsafe behaviour violence or severe injury to peers and/or staff	Physical bullying Assault – staff	<ul style="list-style-type: none"> Ensure safety of all immediately; staff maintain regulated presence 	Positive Reinforcement <ul style="list-style-type: none"> Whenever possible, highlight and celebrate positive behaviour alongside addressing challenges. 	Parents/carers to be informed as ASAP. External agencies (e.g. Social services/Police/ NELFT) may also be involved	SLT made aware via staff and/or ARBOR reports to support long-term planning including Tier 3 PSP/Risk Assessment

	<ul style="list-style-type: none"> • Sexual assault Weapon possession/use Criminal behaviour or major safeguarding incident 	<ul style="list-style-type: none"> Whole school disruption Absconding – site Homophobic incident Sexual incident SEN bullying Racist incident Choking 	<ul style="list-style-type: none"> • Follow safeguarding and statutory processes with compassion and transparency <ul style="list-style-type: none"> • With support from SLT, possible internal or external suspensions • Review of PSP • Discuss Tier 3 support and Pupil specific Risk Assessment 	<ul style="list-style-type: none"> • Reinforcement can be verbal praise, attention, or tangible acknowledgment. <p>Communication with Parents/carers/other stakeholders</p> <ul style="list-style-type: none"> • Ensure parents/carers are informed (incident dependent and on a pupil to pupil case) • Debriefs for staff as required 		
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Appendix 11

Statutory Definitions aligned with Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026

The school adopts the statutory definitions used in the DfE guidance:

- **Restrictive intervention:** Any action that prevents, restricts or subdues a pupil's movement, freedom or behaviour, including physical and non-physical interventions.
- **Reasonable force:** The use of force that is proportionate and necessary in the circumstances, used for the shortest possible time to prevent harm.
- **Restraint:** A non-disciplinary intervention that limits or immobilises a pupil's movement.
- **Seclusion:** A non-disciplinary intervention where a pupil is prevented from leaving a space of their own free will, used only in exceptional circumstances to maintain safety.
- **Significant incident:** Any incident where the use of force goes beyond appropriate day-to-day physical contact.

Prevention and Minimisation of Restrictive Interventions

The school prioritises **prevention, early intervention and de-escalation** through:

- Trauma-informed and relational practice
- Positive Behaviour Support (PBS) and the PROACT SCIP® gradient
- Individual risk assessments and PSPs
- SEND-informed reasonable adjustments
- Annual PROACT SCIP® for all staff in de-escalation and emotional regulation strategies

Restrictive interventions are used **only as a last resort**, where there is an immediate risk of harm.

Use of Reasonable Force and Restrictive Interventions

- All staff have a legal power to use reasonable force in emergencies.
- Planned restrictive physical interventions may only be used by appropriately trained staff.
- Any intervention must be lawful, proportionate, reasonable, and the least restrictive option available.
- Restrictive interventions are never used as punishment or to enforce compliance.

Seclusion Safeguards

- Seclusion is an **exceptional emergency measure**, not a routine or planned intervention.
- It is used solely to maintain safety during severe dysregulation.
- Pupils are continuously supervised in a safe, dignified environment.
- Duration is limited to the shortest possible time.
- Use of seclusion requires SLT authorisation and triggers an immediate review of support plans.

Recording, Reporting and Parental Communication

In line with statutory requirements:

- All significant incidents involving restrictive intervention are recorded promptly.
- Records include the nature of the intervention, rationale, duration, de-escalation attempts, supervision, and post-incident support.
- Parents/carers are informed without delay following a significant incident.
- Data is monitored by senior leaders and governors to identify patterns and reduce future use.

Post-Incident Review and Support

Following any restrictive intervention, the school ensures:

- Pupil wellbeing checks and emotional repair
- Staff debrief and support
- Review of risk assessments and Positive Support Plans
- Analysis of triggers and preventative strategies

This process supports continuous improvement and reduction of restrictive practices.

Appendix 12



Debriefing staff following an incident

PROACT-SCIPr-UK®

What are the aims of a Debrief?

- **Reduce immediate potential for psychological harm**
- **Prevent misinterpretation of what has happened**
- **Prevent rumours from spreading**
- **Explain what response will follow**
- **Affirm value of staff involved**
- **Evaluate immediate reactions & normalise if appropriate**
- **Begin to assess whether formal debriefing is necessary**
- **Encourage mutual support from this point on**
- **Re-establish social network of staff group & prevent feelings of isolation**

Following an incident both parties should have the opportunity to talk about what happened separately and in a safe calm environment. Interviews should only take place once the person has recovered their composure and received any required medical attention. The interviews are not used to apportion blame or to punish those involved. It is a professional and therapeutic discussion to support the individual to reflect on an incident, identify any learning points and establish if the individual requires further support.

The goals of the interview are to help the person to return to a level of emotionality at which the person can function appropriately. Identify and clarify where possible the underlying causes or issues that caused the crisis in the first place and to develop a strategy for change with the person. The interview has seven steps which can be recalled by the use of the acronym **I ESCAPE**.

I = Isolate

Encourage the person to leave the problem situation, meet in a neutral setting and create an environment that is conducive to encouraging the staff member to speak. You may need to think about seating, temperature of the room, lighting, phones and not being disturbed. The person facilitating the conversation should bring with them the debrief recording sheet.

E = Explore

Explore the person's point of view; start the conversation by asking the person how they are feeling and really listen to his/her account of what has occurred without interruption. **It is important that you are not perceived as being judgmental or trying to attribute blame**. Explore the person's concerns about the situation, what they were seeking to achieve. It is important to gain a sense of whether or not the person thinks his/her choices were good. Don't put words into the person's mouth e.g. you must be feeling really angry/sore/relieved etc. whilst still recognising that they may still be feeling emotional at this point.

- Ask the person to tell you what happened in their own words; again this is not an interrogation but an opportunity for the individual to contextualise the incident. Encourage the person to speak by asking open questions: What happened after that? Is there anything else you want to tell me?

- Next ask the staff member about the strategies they used, these may already be documented within a support plan or risk assessment and you may be assessing procedural reliability at this point. Again if the person hasn't followed the strategy it is important to ascertain why - don't jump to conclusions

S = Share

Share your views of what has occurred. Share your sense and understanding of his/her point of view. Sensitivity, honesty and directness are essential as well as sharing your expectations.

C = Connect

Help the person to see the bigger picture. Frame the problem as a choice that needs to be made when he/she is faced with a particular feeling or want e.g. frustration, disappointment, hurt etc. Often anger is not a sufficient description and is too ambiguous.

A = Alternatives

Ask the person to reconsider the incident, given what has happened ask them to consider if there is anything they would have done differently. Resist making suggestions or giving directions. Ensure that at the end of the interview the person has a clear sense of what he/she should do and feels supported.

P = Plan

Review plans and risk assessments, ensure interventions remain appropriate given the incident. Ask the person to think about what they will do if another incident occurs; ensure the person considers their support plans too.

E = Enter

Return the person to their life space. Support the person to return to the place where the incident took place, prepared to deal with any residual emotions. Support the person to carry on and maintain their normal routine.

What incidents need a debrief?

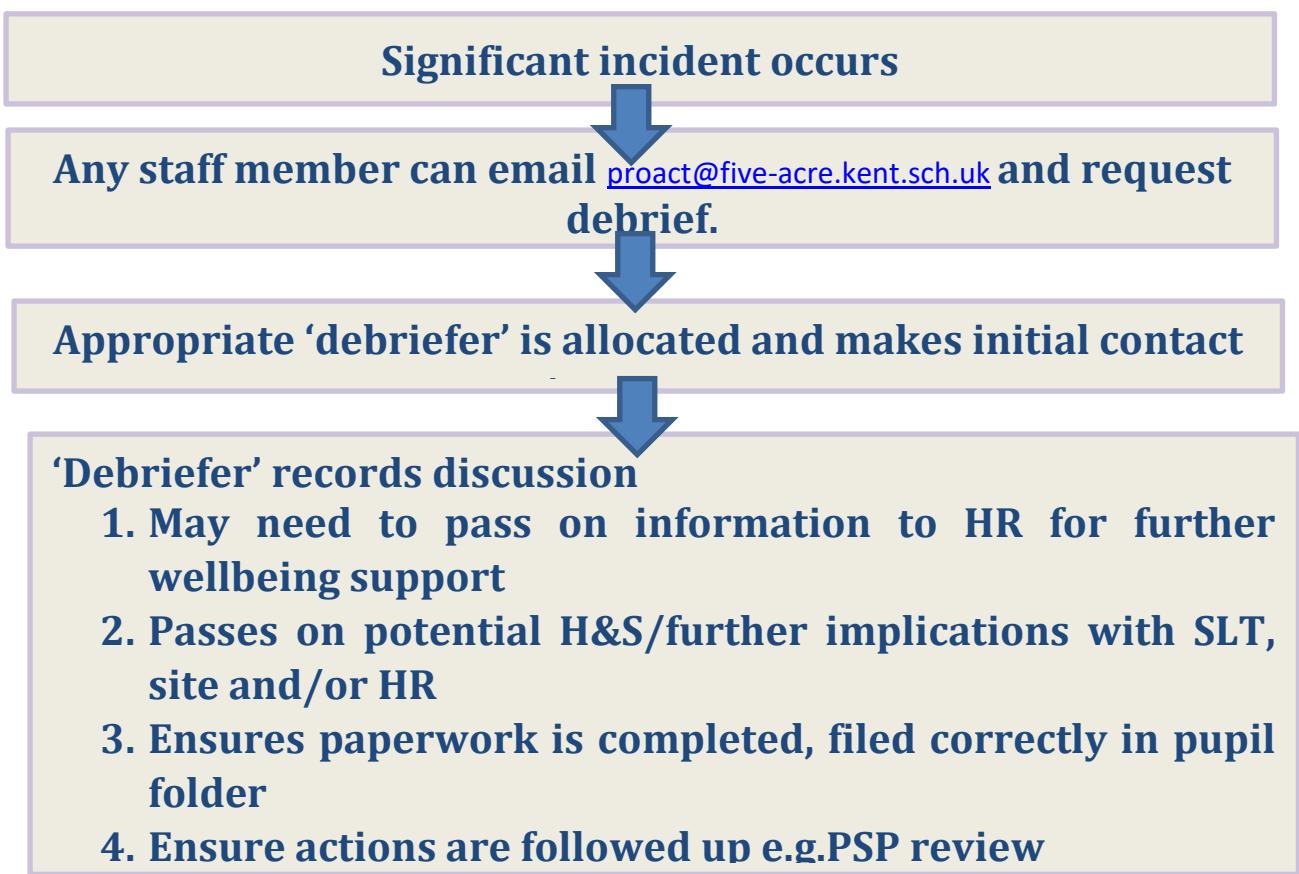
- If staff / pupil physically hurt, (this includes staff members/ pupils sustaining actual bodily harm, needing to go to hospital/ or where they have had to leave the class for recovery time)
- emotional harm to pupils or staff, (this includes an incident that has resulted in staff / pupils indicating they have suffered a high level of stress/ anxiety to the extent where they need support/ acknowledgement / or where they have had to leave the class for recovery time)
- high level of disruption, (significant disruption is when other pupils are intimidated/ scared by an incident, pupils learning is negatively affected)
- notable damage to property, (damage includes breaking fixtures such as doors/ windows, destroying or damaging significant items of technology which affects the whole class, trashing other pupils' work on display)
- difficult or high level of physical intervention required (this includes incidents where staff have had to use repeated, or lengthy periods of time involving PI, and/ or they have had to use emergency intervention outside of the scope of PROACT SCIPr, or have had to use a unusual level of strength/ physical exertion)

What should happen next?

Following a significant behavioural incident individual staff members or class teams need to debrief within 24 hours (as far as possible), or prior to the pupil returning. However, if the debrief cannot happen on the day in question a staff facilitator needs to check with staff welfare

- The key issues to cover include:
 - staff / pupil welfare – need for possible further support,
 - learning from the incident – what could we do differently next time
- The class teacher or STA is responsible for ensuring a request for this is made: email sent to proact@five-acre.kent.sch.uk or speak directly to AHT
- Debriefs can be carried out by the following staff members:

- Member of SLT or LAL
- TALP
- PROACT SCIPr® Instructor
- HR
- Positive Behaviour Support Practitioner (Amy Hallett)
- Completed debrief forms to be saved on the pupil server (F drive) and a copy sent to appropriate member of SLT/ HR/ LAL when not present
- From the debrief, facilitators need to consider the following, (outside of the meeting) - Staffing implications, space/ environment issues/ provision issues i.e. appropriateness of class/ disruption to others/ ongoing safety issues for all/ further specialist training.
- If there are clear concerns from the debrief SLT/HR will be made aware to ensure all actions/support has been implemented



De-briefing proforma for staff following significant incidents.

Name: (Key pupil/ staff member)	Date of debrief:
Staff Facilitator:	Date of incident:
Individuals involved: (staff & pupils)	
How are you (all) feeling :(Detail any injuries or emotional upset) –look for necessary/ useful post support.	

Injury to pupil(s):	Injury to staff:	Significant damage to property/ resources:
Potential/ actual effects on other pupils/ members of the public:		
Was there a warning stage? (What were the antecedents?)		
What happened in the incident?		
What did you try – what worked/ didn't work?		
Did you physically intervene? Y / N What were the reasons?		
Was the PI the least restrictive? Could we have used a different intervention?		
Has there been any consequence/repair?		
Does the PSP or Risk Assessment need changing/ altering? Y / N		
On reflection, is there anything you would have changed or should we remember to manage a similar situation going forwards?		

<p>What additional support can be offered/put in place for you?</p>								
<table border="1"> <thead> <tr> <th data-bbox="36 473 822 512">Actions</th> <th data-bbox="822 473 1203 512">To be completed by:</th> <th data-bbox="1203 473 1553 512">Date to be completed:</th> </tr> </thead> <tbody> <tr> <td data-bbox="36 512 822 1019"></td> <td data-bbox="822 512 1203 1019"></td> <td data-bbox="1203 512 1553 1019"></td> </tr> </tbody> </table>			Actions	To be completed by:	Date to be completed:			
Actions	To be completed by:	Date to be completed:						
<p>Signed: (by all attendees)</p>								
<p>Follow up needed/actioned:</p>								



PRINCIPAL: PEGGY MURPHY, MA HEAD OF LOOSE SITE: TIM WILLIAMS, MA (Ed) HEAD OF SATELLITE PROVISION: KIRSTIE HEMINGWAY, BA
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Appendix 13

Five Acre Wood – Behaviour & Physical Intervention Policy

(Trauma-Informed Staff Summary)

Core Principles

- **Trauma-Informed:** All behaviour is communication. Ask “*What has happened....?*” not “*What is wrong with....?*”.
- **Support, not control** – Connection before correction.
- **Consistency** – Predictable responses help pupils feel safe.
- **Respect & Dignity** – Behaviour is separated from the child.
- **Safety & Belonging** – Staff and pupils must feel safe, valued, and connected at all times.
- **Psychological Safety** – use calm voices, kind words, and gentle body language so that everyone feels safe, respected, and comfortable in the classroom
- **Student Voice** – everyone should communicate to pupils that their role is to keep everyone safe and to help students feel calm when situations feel overwhelming.

Behaviour Support

- **Co-regulation before self-regulation** – Adults model calm and support emotional regulation.
- **Attuned language:** Use WINE – *Wonder, Imagine, Notice, Empathy*.
- **Teach and model** positive choices and respectful relationships.
- **Relational Repair** – take time to calm, talk, and rebuild trust after something has gone wrong, so both the pupil and adult feel safe, understood, and connected again
- **No punitive sanctions** – Use natural consequences that increase learning and connection. Consequences should always be specific to the individual pupil
- **Belonging & Restoration** – Use circle repair, peer reconnection, or community restoration where appropriate.
- **Parental Partnership** – Parents and carers are key relational partners in Tier 2–3 support.
- **Small, but mighty!** – Use a kind voice, stand or sit nearby, use the pupil’s name, and speak in a way that shows you understand and care. Meet and greet with a smile!

Tiered Support

- **Tier 1 – Universal:** Positive reinforcement, predictable routines, consistent expectations.
- **Tier 2 – Additional support:** Functional Behaviour Analysis, PSPs, personalised strategies, close parental/carers partnership. Use of school multi-disciplinary/therapy team (referral needed)
- **Tier 3 – Intensive support:** Bespoke plans, external multi-agency involvement, restrictive interventions (only when agreed and essential), high parental/carers involvement. A Pupil specific Risk Assessment will be written with support from all agencies involved
- **TIS Practitioners** – Support across tiers using PRRR (Protect, Relate, Regulate, Reflect) models to guide staff understanding and support with training where appropriate

Personal Support Plans (PSPs)

- Every pupil has a PSP co-created with staff, parents, and, where possible, the pupil
- Tier 2 PSPs include **proactive, active, and reactive** strategies and a **restraint reduction plan** if PI is required
- All staff must follow PSPs consistently; plans are regularly reviewed
- **Reflecting questions** - 'What helped you feel safe again?' 'What could help next time?', supporting non-verbal pupils with Makaton, visuals or devices, and making informed guesses when needed

Recording & Reporting

- All incidents logged on **Arbor** the same day (see further information on best practice for this)
- **Body Maps** completed for any significant injury.
- **Parents/carers informed** whenever intervention occurs.
- **Debriefs:** Staff involved in PI receive a timely debrief that supports emotional regulation as well as procedural reflection.
- **Wellbeing Check-ins:** Emotional wellbeing of both staff and pupils monitored after any incident.

Rewards & Consequences

- **Rewards:** Praise, certificates, stickers, privileges, positive calls home.
- Rewards are **never removed** as a sanction.
- **Natural consequences** only – repair, don't punish. (e.g., if something is knocked over, adult helps the child tidy it).
- **Label the behaviour, not the child:** e.g., "*Hitting is unkind,*" not "*You are naughty.*"

Physical Intervention (PI)

- **TRINA – There Really Is No Alternative.**
- Used **only as a last resort**, for the **shortest time**, and **proportionate to risk**.
- Staff use only PROACT-SCIPr-UK®-approved techniques (unless emergency procedures are required).
- Physical Intervention may be necessary to prevent imminent harm to self/others or serious property damage.
- **Never used as punishment.** Always followed by repair, reflection, and wellbeing support.

Staff & Pupil Wellbeing

- Behaviour is a **shared responsibility** – staff support one another.
- **Calm, regulated staff** enable calm, regulated pupils.
- Pupils are always offered the opportunity to **Regulate, Relate, Reason, Repair.**

Trauma-Informed Practice Reminder

- ✓ Stay curious, stay calm.
- ✓ Use WINE (Wonder, Imagine, Notice, Empathy).
- ✓ Support before control.
- ✓ Prioritise dignity and connection.
- ✓ Always repair afterward