Everybody Learns - Everybody Cares

Bede Community Primary School

Positive Handling and Restrictive Interventions Policy

1. Introduction and Purpose of this Policy

Bede Community Primary School believes that the achievement of high standards of behaviour is sustained through positive relationships, mutual respect and a consistent whole-school approach. Every member of our community should feel included, supported, valued and safe.

This policy sets out the school's approach to positive behaviour support, positive handling, the use of reasonable force and other restrictive interventions, and the arrangements for recording, reporting and reviewing significant incidents. It should be read alongside the school's Behaviour Policy, Safeguarding Policy, SEND Policy and any individual behaviour support plans or risk assessments.

The school's primary aim is to maintain a calm, orderly and supportive environment in which effective teaching and learning can take place. The school seeks to reduce the need for restrictive interventions through early intervention, de-escalation, consistency and strong relationships.

2. Aims in relation to Positive Handling

At Bede Community Primary School, we aim to:

- safeguard all children and staff
- create a positive environment where effective teaching and learning can take place
- promote good relationships and mutual respect between all staff and pupils
- promote high expectations for pupils' academic and social development

- recognise that pupils have individual responsibility for their actions and the consequences of those actions
- work in partnership with parents and carers where behaviour gives cause for concern
- minimise the need for restrictive interventions through proactive support, de-escalation and planned strategies
- ensure that any use of reasonable force is lawful, necessary, proportionate and recorded appropriately

3. Principles

The school believes that:

- positive behaviour is best secured through calm, consistent adult practice
- adults should model controlled, respectful and professional behaviour at all times
- every pupil should be treated with dignity and respect
- restrictive interventions should only ever be used as a last resort
- any intervention must be reasonable in the circumstances
- force must never be used as punishment
- the least restrictive option should always be used
- intervention should only continue for as long as is necessary to reduce risk
- the individual needs of pupils, including SEND, communication needs, medical needs and vulnerability, must always be considered

4. What we do to promote positive behaviour

In order to support children to succeed academically and socially, the school will:

- offer a broad and balanced curriculum with realistic expectations
- ensure that children are made to feel important, valued and included

- maintain a positive approach to behaviour, with praise and rewards used generously
- use negative reinforcement only when necessary and in line with school policy
- ensure behavioural concerns are recorded on CPOMS
- monitor and review behaviour records to identify patterns and need for support
- encourage staff to seek support from Phase Leaders where necessary
- involve the Leadership Team, including the Deputy Headteacher or Headteacher, where behaviour is repeated, serious or extreme
- involve parents and carers at an early stage where further intervention is required

The school's values of We are kind, We are respectful, We will do our best underpin this policy.

5. Teaching Positive Behaviour

All adults in school model and expect calm, respectful and controlled behaviour. Positive behaviour is explicitly taught, reinforced and celebrated.

The school will support positive behaviour through:

- well-planned and engaging teaching and learning
- clear routines and consistent expectations
- a calm and predictable classroom climate
- weekly PSHE lessons which address key personal, social and emotional issues
- praise, encouragement and recognition of positive choices
- opportunities for pupils to reflect, repair and improve

6. Behaviour for Learning

At the heart of the school's behaviour approach is the promotion of positive behaviour for learning.

Bede Community Primary School has high and consistent expectations for pupils' behaviour in lessons. Staff will ensure that:

- lessons are well paced and purposeful
- tasks provide appropriate challenge
- all pupils are actively engaged
- children are given clear instructions and opportunities to succeed
- minor distractions are dealt with promptly and consistently
- transitions are well rehearsed and calm
- full attention is expected when staff or peers are speaking

To remove barriers to outstanding behaviour for learning, staff will:

- build firm, trusting relationships with pupils
- develop an in-depth knowledge of the whole child
- use positive and assertive discipline alongside careful praise
- use school reward systems selectively and effectively
- use non-verbal signals where appropriate
- ensure classroom routines are clear and consistent across the school

7. Classroom Environment

The school is proud of the teamwork among teaching and non-teaching staff. Consistency of approach supports pupils' sense of security and familiarity.

Classrooms should provide:

- effective organisation for whole class, group and individual learning
- continuity of resources, furniture and access to books and equipment
- a layout that promotes independence

- clear daily routines so pupils know what is happening next
- support from teaching assistants, learning support assistants and HLTAs where appropriate

Wherever possible, classrooms should be calm, orderly and arranged to support learning, movement and supervision.

8. Expectations of Pupils, Parents and Carers

The school expects pupils, parents and carers to support the shared responsibility for good behaviour.

We expect pupils to:

- attend school regularly and punctually
- follow the school dress code and wear the agreed uniform
- show respect to staff and visitors
- use civil, appropriate and non-offensive language
- take care of their own working environment and the wider school environment
- complete and return homework tasks within the agreed timescale
- maintain high expectations of their own behaviour and achievement

The school expects parents and carers to:

- support the school's values and expectations
- work in partnership with staff when behaviour concerns arise
- encourage regular attendance and punctuality
- support behaviour plans or agreed strategies where relevant

9. Positive Handling and Reasonable Force

The school recognises that there may be occasions when it is necessary for staff to use reasonable force to prevent a pupil from causing injury, committing an offence, damaging property or causing serious disorder.

Reasonable force may be used only when:

- it is necessary to prevent harm or serious disruption
- there is no safer, less restrictive alternative available
- the force used is proportionate to the circumstances
- the force is applied for the shortest time necessary

Staff should use their professional judgement and, wherever possible, seek support from colleagues before physical intervention becomes necessary.

10. De-escalation and Early Intervention

Staff will always seek to de-escalate situations before resorting to physical intervention. Strategies may include:

- calm, brief and clear verbal reminders
- reduced language and reduced demand
- non-verbal signals
- allowing time and space to regulate
- removing the pupil from an escalating audience where appropriate
- offering a short, safe break
- redirecting attention to a known calming strategy
- involving a familiar adult
- referring to a behaviour support plan where one exists

Staff should avoid confrontational language, public challenge and unnecessary physical proximity where a pupil is becoming increasingly distressed.

11. Use of Force and Restrictive Interventions

All staff have the legal power to use reasonable force in limited circumstances. Force may be used to prevent a pupil from:

- causing injury to themselves or others

- committing a criminal offence
- damaging property
- causing disorder among pupils at the school

The use of force must never:

- be used as punishment
- be used to secure compliance in the absence of risk
- restrict breathing, airway or circulation
- be applied in a way that is degrading, humiliating or excessive
- be continued once the risk has reduced

The school does not have a “no contact” policy. However, any physical contact must be appropriate, professional and justified by the circumstances.

12. Use of Seclusion and Restraint

The school will follow current DfE guidance in relation to seclusion and restraint. Seclusion may only be used as a safety measure where a pupil is experiencing high levels of emotional or behavioural dysregulation and there is an immediate need to protect others from harm.

Seclusion must:

- never be used as punishment
- take place in a safe environment
- be supervised at all times
- end as soon as the immediate risk of harm has reduced

Any use of seclusion or restraint must be recorded and reported in line with statutory guidance and the school’s procedures.

13. Supporting Pupils with SEND and Additional Needs

Some pupils with SEND, communication difficulties, sensory needs, medical needs, anxiety, trauma or other vulnerabilities may be more likely to become distressed in certain situations.

The school will seek to understand the underlying triggers of behaviour and to provide proactive support. Where appropriate, the school will:

- adapt communication approaches
- make reasonable adjustments
- develop or review behaviour support plans
- complete risk assessments
- involve parents, carers and other professionals
- use staff who know the child well to help identify patterns and triggers

The school recognises that a pupil's behaviour may communicate unmet need, fear, confusion or distress. Staff will respond with professional curiosity, patience and consistency.

14. Recording Behaviour and Incidents

Behavioural incidents, including repeated concerns and significant incidents involving positive handling, must be recorded on CPOMS in line with school procedures.

Where a significant incident involves reasonable force, restraint or seclusion, staff must ensure that:

- a written record is completed as soon as practicable, and ideally the same day
- the record contains clear, factual information
- the nature of the intervention and reasons for its use are accurately recorded
- any injuries or follow-up support are noted

Records should include:

- names of the pupil and staff involved
- time, date, location and duration
- what happened before the incident
- any known triggers
- strategies used to de-escalate the situation
- why the intervention was necessary
- the nature and degree of force used, if applicable
- any injury, medical attention or follow-up support

15. Reporting to Parents and Carers

Where a significant incident has taken place, parents and carers will be informed as soon as practicable, and normally on the same school day.

The school may communicate this:

- by telephone
- in writing
- by email
- through the school's usual communication system

Where appropriate, parents and carers will also be invited to:

- discuss the incident
- consider possible triggers
- review behaviour support strategies
- work with the school to reduce the likelihood of recurrence

16. Post-Incident Support

Following any significant incident, the school will consider the needs of:

- the pupil involved

- any staff member involved
- any pupils who witnessed the incident

Support may include:

- first aid or medical attention
- a calm debrief
- pastoral support
- reflection and repair
- review of support plans or risk assessments
- additional staff supervision or wellbeing support

The school will use incidents as opportunities to learn, review practice and strengthen future support.

17. Staff Training and Support

The school will ensure that relevant staff receive training in:

- behaviour management
- de-escalation
- safe positive handling
- safeguarding
- SEND awareness
- recording and reporting procedures
- supporting pupils following incidents

Staff are expected to act in line with their training and professional judgement. Where staff have acted reasonably and in accordance with this policy, the school will support them.

18. Managing Challenging Behaviour

Initially, it is expected that staff who are working directly with pupils will deal with incidents as they arise, addressing the behaviour

rather than the child, and ensuring that respect is maintained at all times.

Staff may use the following responses where appropriate:

- non-verbal reprimands
- low key verbal reminders
- warnings of consequences
- moving a pupil to a different seat or space within the classroom
- repeating unsatisfactory work where appropriate
- removal from a group, class or activity
- loss of some playtime
- referral to a senior member of staff
- loss of all playtime privilege, including lunch break, where appropriate
- isolation from class or at break with supervised work

If initial interventions do not lead to improvement, staff may:

- arrange a meeting with parents or carers
- share concerns with a colleague who knows the child well
- involve the Deputy Headteacher or Headteacher
- consider a behaviour support plan

Where behaviour remains challenging, the Headteacher or Deputy Headteacher will determine the next appropriate steps, which may include further sanctions, parental meetings, fixed term exclusion or, in extreme cases, permanent exclusion.

19. Anti-Bullying

Bullying can happen in any school, although it is extremely rare at Bede Community Primary School. Staff remain vigilant to signs and symptoms of bullying and will respond promptly and seriously to any concerns.

Bullying is behaviour that is intended to hurt and happens repeatedly. It may be:

- physical
- verbal
- indirect, such as excluding or ignoring someone
- racist
- homophobic
- cyber bullying
- any other persistent behaviour that causes distress

All bullying concerns will be addressed seriously and in line with the school's behaviour and safeguarding procedures.

20. Use of Force to Restrain Pupils

In extreme cases, staff may use reasonable force where necessary. Staff should seek to de-escalate first and should only use physical restraint when this is necessary to prevent harm or serious disruption.

Physical restraint should only be used in exceptional circumstances and should not be considered routine. Staff should not be obliged to intervene where their personal safety is at risk or where intervention may lead to allegations of assault or child abuse.

21. Exclusions

When the school has exhausted all available strategies for dealing with a pupil's behaviour, exclusion may be used as a last resort.

Exclusions will only be used for serious and extreme breaches of school policy. Only the Headteacher, or in their absence the Deputy Headteacher, has the power to exclude a pupil.

The school will follow current legal guidance and statutory requirements in relation to:

- fixed term exclusions
- permanent exclusions
- internal exclusion or alternative provision where appropriate
- parental notification
- local authority and governing body reporting

Where a pupil is excluded, the school will provide appropriate work for the pupil to complete during the exclusion period.

Any pupil at risk of permanent exclusion will have an individual pastoral support programme in place, and the school will seek advice from external agencies where appropriate.

22. Success Criteria

The school will judge the effectiveness of this policy by whether:

- pupils understand the expectations placed upon them in lessons and at break times
- pupils understand the gradual steps used by staff to address unacceptable behaviour
- parents and carers are supportive of the school in managing challenging behaviour
- pupils accept the seriousness of sanctions and consequences
- pupils respond positively to motivational rewards and recognition
- the number of incidents of challenging behaviour reduces over time
- behaviour remains conducive to high-quality teaching and learning
- staff feel confident in using the policy consistently and professionally

23. Monitoring of the Policy

This policy will be shared with all staff and governors. It will be reviewed regularly and amended when necessary to reflect current statutory guidance, school practice and local need.

The Headteacher and governing body will monitor:

- behaviour records on CPOMS
- repeated incidents and patterns of concern
- the use of restrictive interventions
- the impact of support plans
- staff training needs
- parental communication and follow-up

24. Policy Review

This policy will be reviewed every two years, or sooner if required by changes in legislation, guidance or school need.

Review date: October 2028