



**ANTON INFANT SCHOOL**

**ANDOVER**

**Behaviour Management Policy**  
**(Including positive touch and physical intervention)**

**THIS POLICY WAS PREPARED BY L SKEATES  
AGREED BY STAFF SUMMER 2026**

**APPROVED BY GOVERNORS SUMMER 2026**

**DATE FOR REVIEW: SUMMER 2027**

Signed: \_\_\_\_\_ (Headteacher)

Signed: \_\_\_\_\_ (Chair of Governors)

Date: \_\_\_\_\_

## Statement of beliefs and values:

At Anton Infant School, we value all children and provide a secure learning community for ALL. We understand that all behaviour is communicating an unmet need and need to ask in incidents of distressed behaviour- What's the function? How can we support? As a school we follow the Thrive approach, which is based on established research in neuro science, attachment research and child development theory. It supports right time development and uses reparative work to fill the gaps in interrupted development. It's important that all adults on school know the impact they can have on behaviour.

### *The teacher*

*'I have come to the frightening conclusion: I am the decisive element in the classroom, it is my personal approach that creates the climate. It is my daily mood that makes the weather.*

*As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated; a child humanised or dehumanised.'* Haim Ginott

***At Anton Infant School we work together to create a safe and inclusive environment, where every child knows they matter. We provide the opportunity for everyone to be nurtured and every experience to be a learning opportunity. Our aim is to promote curiosity, creativity, independence and resilience through an inspiring and engaging curriculum. We set children up to achieve all they are capable of and inspire them to become lifelong learners.***

We give everyone an equal opportunity to become thoughtful, creative and independent learners, and believe appropriate behaviour enhances these opportunities for children to reach their potential. Staff have received 'Prevent Duty' training and have an understanding of how promoting and developing positive behaviours in children impacts on their future. The school community promotes high standards of behaviour.

The purpose of this policy is to inform the whole school community of our intention to maintain and develop positive behaviour at our school. In order to effectively implement this policy we need to gain the co-operation of families, staff, governors and children in taking an active interest in promoting positive behaviour. This policy promotes a consistent approach to supporting all children to learn and play in a calm, consistent and nurturing environment where all children feel safe.

## Principles:

At Anton Infant school we believe and promote the following values to support children to achieve:

- Creativity
- Curiosity
- Independence
- Resilience
- Nurture

Within these values we encourage:

- Self-awareness

- Kindness
- Empathy
- Social skills
- To be responsible citizens
- Awareness of their own rights and needs and those of others
- Self-motivation

We expect mutual respect from adults and children, and challenge any stereotypical behaviour based on age, culture, disability, gender or race.

We will treat people openly, honestly and fairly and we will apply this policy without favouritism or discrimination.

We are role models for good social behaviour.

We expect and promote respect for both the indoor and outdoor environment.

We expect children to take an active role in agreeing the acceptable standards of behaviour within the class and school.

We ALWAYS separate the child from the behaviour.

We encourage regular attendance at school.

We work in partnership with families, governors, staff and pupils in taking an active interest in promoting children's positive behaviour. We address allegations against staff as a matter of priority.

## **Aims**

- To provide a clear and consistent approach to behaviour management that is based on developing strong relationships and restorative practices in addition to being informed by trauma and attachment strategies.
- To support children to regulate their own behaviour
- To provide a safe and inclusive school where learning opportunities for all are maximised and children feel valued.
- To provide all staff the tools to enable them to support and equip children with strategies to develop their behaviour and to build positive relationships with others
- To support children to understand and be accountable for their actions and the impact this may have on themselves and others, promoting a solution focussed approach to changing future behaviours
- To ensure that our school values and rules are embedded in our whole school ethos and demonstrated by the conduct of our children.

## **Promoting positive behaviour**

It is the expectation that all children demonstrate our school values and follow our school rules. Anton Infant School recognises that good behaviour management sets children up to make good choices. Strategies to promote positive behaviour include;

- An exciting and appropriately pitched curriculum
- Clear and consistent boundaries and routines

- A calm and organised environment
- Adults modelling the behaviour we expect to see from children.

Anton Infant School supports children's understanding of the school values, behaviour expectations and wellbeing in a number of ways, including:

- School Assemblies
- Class Assemblies
- Trauma and Attachment training
- Thrive approach
- Support and training from Primary Behaviour Service
- Support and training from Hampshire SEND team

### **The School Rules:**

In order to support the children in making positive choices the whole school encourages and promotes our 3 school rules.

- Ready
- Respectful
- Safe

The school rules together with our school values are displayed in working areas around the school and are taught and discussed through PSHE sessions and in our whole school and class assemblies. These are also referred to when dealing with any behaviour incidents.

### **A member of staff will:**

- Build positive relationships with children and families
- Meet and greet children at the start of the day
- Be at the door of their classroom at the beginning and end of each lesson
- Model positive behaviours and build relationships
- Never walk past or ignore children who are displaying behaviour that needs to change or distressed behaviour
- Always refer to our school rules when managing behaviour
- Show unconditional positive regard to ALL children
- Be aware of children's individual needs

### **The Head teacher and The Senior Leadership Team will:**

- Build positive relationships with children and families
- Regularly meet and greet children at the start and end of the day
- Be a visible presence around the school
- Regularly celebrate children whose efforts go above and beyond expectations
- Encourage use of positive praise where appropriate (some children do not respond well to this so other strategies will be used to support them)

- Support teachers in managing children who show more complex or distressed behaviours through regular CPD and support from outside agencies
- Review provision for children who have specific needs which impact on their behaviour and adapt where necessary
- Regularly monitor behaviour records. This information is shared and discussed with all staff and governors as appropriate

#### **Families will:**

- Work in partnership with school to ensure consistent messages are given about expected behaviours
- Support the school's rules and policies
- Inform school about any issues at home that might affect a child's learning or behaviour

#### **A consistent approach**

##### **Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them 'catching good'
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and remember a dysregulated adult cannot regulate a dysregulated child
- Be aware of their own window of tolerance and be confident to ask for a change of face where necessary
- Demonstrate unconditional care and compassion.
- Make time for the necessary repair work after an incident of distressed behaviour to maintain relationships.
- Show unconditional positive regard to ALL children

##### **Children want adults to:**

- Genuinely show love and care for them
- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour
- Ensure they know they matter

#### **Recognition of positive behaviour**

- We recognise good social and learning behaviours in a number of ways including;
- Proximity praise
- Small privileges (lining up first, choosing warm up games etc.)
- Use of stickers
- Celebration assemblies with certificates for demonstrating school values
- Deputy Headteacher and Headteacher awards
- Golden tickets for going above and beyond

**A definition of interventions, consequences and rewards used at Anton Infant School for behaviour when a child is regulated:**

Sometimes, children who are regulated make decisions that are not in line with our school values or rules.

| <b>Positive behaviour</b>   | <b>Behaviour that needs to change</b>   |
|---|---|
| Verbal praise   | Warning- as privately as possible, using please and thank you   |
| Name on recognition board- sticker at end of day  | 30 second script. 'I've noticed you're not making the right choice/ completing your work, this means you're not being RRS. I know you can do this, remember when (mention something positive)That's what I need to see today. Thank you for listening- give enough time for child to change their behaviour |
| Above and beyond. Name in golden ticket box. Children can do this multiple times. The more they go above and beyond, the more chances they have to win a seat at the Friday golden table for lunch. | I've noticed you haven't changed your behaviour, I expect to see a change in ...mins. Also I need 2 minutes with you when the lesson ends. Thank you (Keep them with you at playtime to talk about their actions and how they will turn things around in the next session).                                 |
| Exceptional work to be shown to SLT – stickers and stamps   | I can see you're struggling to change your behaviour so thinking time/ change of face in another classroom for 5 minutes might help you to do this. Use of reflection board to debrief.   |
| Positive note sent home.  | Change of face with SLT. Keep in at play/lunchtime with a member of SLT to reflect (time scale to be discussed). Followed by repair work with original member of staff. Inform families.  |

|         | Behaviour   | Example  | Actions  |
|---------|---|--|--|
| Stage 1 | Not listening to adults                               | Ignoring, chatting in class, distracting others  | First warning<br>Second warning- 30 second script<br>Time in a different class   |
|         | Not making the right choices                          | Ignoring, chatting in class, distracting others, shouting out, disrupting learning, provoking others | First warning<br>Second warning- 30 second script<br>Time in a different class   |
|         | Not following instructions                            | Ignoring, non-compliance, refusal  | First warning<br>Second warning- 30 second script<br>Time in a different class   |
| Stage 2 | Being verbally unkind to others                       | Name calling, rudeness, intentionally upsetting others   | First warning<br>Second warning- 30 second script<br>Time in a different class to finish work<br>Reflection time   |
|         | Intentionally damaging resources and/or property      | Ripping up work, breaking resources, damaging property   | Natural consequence of tidying up mess<br>Time in a different class to finish work<br>Family informed by class teacher<br>Reflection time  |
|         | Use of inappropriate language towards peers or adults | Swearing, name calling   | First warning<br>Time in a different class<br>Reflection time  |
| Stage 3 | Using words to target a characteristic                | Racial or homophobic language  | Time with SLT<br>Family informed<br>Racial incident form completed<br>Reflection time  |
|         | Threatening behaviour- putting others at risk         | Verbal and or physical threatening   | Time with SLT<br>Family informed<br>Physical intervention is reasonable, proportionate and necessary<br>Reflection time  |
|         | Hurting others- provoked, including retaliation       | Biting, kicking, punching, grabbing, hitting, spitting   | Time with SLT<br>Family informed<br>Physical intervention if reasonable, proportionate and necessary to ensure safety<br>Reflection time   |
|         | Hurting others unprovoked                             | Biting, kicking, punching, grabbing, hitting, spitting   | Time with SLT<br>Family informed<br>Physical intervention if reasonable, proportionate and necessary to ensure safety<br>HT to consider further action (internal/external suspension)<br>Reflection time   |
|         | Using an object as a weapon                           | Use of stick to hurt, throwing classroom resources, using scissors inappropriately                   | Time with SLT<br>Family informed<br>Physical intervention if reasonable, proportionate and necessary to ensure safety<br>HT to consider further action (internal/external suspension)<br>Reflection time   |
|         | Putting themselves at risk                            | Climbing perimeter fence<br>Absconding out of school grounds   | Time with SLT<br>Family informed<br>Physical intervention if reasonable, proportionate and necessary to ensure safety<br>HT to consider further action (internal/external suspension)<br>Reflection time<br>Police contacted if child leaves school site |

All behaviour should be de-escalated within the classroom where possible using co-regulation techniques. Only in cases of extreme behaviour where a child is unsafe or likely to cause harm to others should they be removed from the classroom using reasonable force. In line with the updated guidance [https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive\\_interventions\\_including\\_use\\_of\\_reasonable\\_force\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf)

Staff should remember

- What is above and beyond for one child is different from another. This is where relationships and knowing your children has great impact.
- Children should be recognised for going above and beyond even if they haven't behaved appropriately previously in the last day/week/hour/ minute!
- Repair work with the original member of staff is crucial so that positive relationships are maintained and children know that all staff are able to support and manage their behaviour.

Every interaction needs to be calm and controlled. A dysregulated adult cannot regulate a dysregulated child. If you are too dysregulated to manage the situation then a change of face is needed but you need to manage the repair work after the event. Recognising and asking for this is not a weakness but a strength. We all get pushed beyond our window of tolerance sometimes.

### **Regulated and dysregulated behaviour**

**When children are not demonstrating our school values or following our rules staff are trained to recognise if the pupil is able, at that point, to regulate their own behaviour.**

**Unregulated behaviour in its simplest form as children who are in fight, flight or freeze mode.**

**If children are dysregulated, school staff will prioritise supporting them to regulate their emotions before talking to them about their behaviour and conduct as during dysregulation their thinking brain is 'offline'. Adults will follow the Regulate, Relate, Restore model.**

### **Regulate**

Label the emotion

- I can see you are feeling angry/cross/ upset etc
- Limit the behaviours
- Make sure everyone is safe and share clear boundaries
- Lid closure

When children are dysregulated, the amygdala fires and they are not able to engage the part of the brain that helps them make good decisions, show empathy or problem solve. We describe this as 'flipping the lid' We need to help children 'close the lid' so that the decision making part of their brain is reengaged. A video that explains this in further detail can be found here

[https://www.youtube.com/watch?v=zJqH\\_Ogxle0](https://www.youtube.com/watch?v=zJqH_Ogxle0)

### **Relate**

It is important for the adult to re-establish a bond with the child to enable them to engage with the restorative stage of this process.

### **Restore**

Staff will conduct a restorative conversation with the child. Reflection board can be used to support this.

Staff will support and scaffold the children appropriately according to their age, stage of development and any additional needs they have.

**Key questions asked will be**

- What happened?
- Who was affected?
- What will happen next?

**Children who present with distressed behaviour or have additional needs**

As an inclusive school, we recognise that some children will need different strategies and support to enable them to follow our school rules and demonstrate our school values

When working with children we will tailor our language to the child’s age and needs.

Children who find it difficult to manage their emotions and behaviour may have individual behaviour plans and risk assessments to support them to be successful in school. This must be followed consistently by ALL staff.

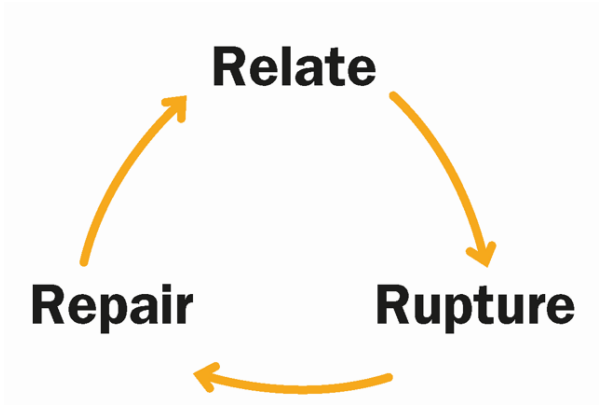
Families will be involved in putting a plan together and other agencies may be asked to support the child. this may include the Primary Behaviour Service (PBS), Hampshire SEND team and the Educational Psychology Service

This type of behaviour does not come out of nowhere so staff need to be as aware as they can of possible triggers and use distraction/ preventative techniques to try and avoid escalation. Examples of these are;

- Giving the child a special job
- Going on a walk
- Adapt the expectation/task
- Sensory/movement break
- Use of PACE to de-escalate (Playful, Acceptance, Curious, Empathetic)

The repair work after an incident of distressed behaviour is vital to support the child.  
*“Making up is more important than messing up” – Dr Suzanne Zeedyk*

We follow the model below



We use a range of resources to support children with understanding their behaviour and supporting them with how they might behave differently next time. These include the use of WIN sentence starters (I Wonder, Imagine and Notice) and visual reset boards.

### **Class community**

Each class has a jar where they collect 30 objects. An object is put in the jar when the class has been recognised for working well together or achieved something that needs to be celebrated. When 30 objects have been collected the children get a treat of their choice e.g. a movie and popcorn, class party or art and craft afternoon etc.

When picking the bead jar treat this should be voted for at the start by the whole class (encouraging skills of British Value). This allows the class to work as a team towards a goal which they have decided.

### **Further Measures:**

In addition to school/class based consequences, and where appropriate, further support measures are taken for individual children. The teacher may be advised to use ABCC charts, home school communication books/ reward charts/ catching good ladders/ options boards. The teacher will work with SLT to choose which behaviour support method meets the needs of each individual child who requires them.

The SENDCo will oversee the setting and implementation of behaviour targets for children with specific needs and will liaise with outside agencies when necessary.

We ensure intervention takes place at different levels as required.

If procedures are not supporting the child and his/her behaviour is not improving, other professionals employed by the Local Education Authority may be asked to support. Such as

- The Primary Behaviour Service
- Educational Psychologist
- Virtual School
- Hampshire SEND team
- MHST
- School Nursing

We follow County guidelines when dealing with stereotypical harassment and report any race or gender related incidents. Any incidents where staff or pupils are harmed are taken seriously and all those involved will be offered a debrief to repair.

### **Exclusions and suspensions**

In extreme cases the Headteacher has the authority to suspend the child for one or more days whilst a solution is sought. Hampshire County Council guidance and procedures are followed and are consistently referred to for the most up to date recommendations.

<https://www.hants.gov.uk/educationandlearning/educationinclusion/service/exclusion>

Definition of suspension: Where a pupil is temporarily removed from school

Definition of permanent exclusion: Where a pupil is not allowed to attend school or go onto school premises permanently.

If your child is excluded or suspended you will be notified by the Headteacher (or their nominated representative) immediately. As part of the conversation you will be told the length of the suspension and the reason for it. A further meeting or conversation will be had to discuss the next steps following the suspension.

If your child has been suspended you can make all the difference with getting them back on track and helping them to be successful in school. Work will be set by the school for your child to complete at home during the first five days of suspension. Please note that it is your responsibility to ensure completed work is returned to the school.

The use of suspension and exclusion is taken very seriously and is ALWAYS a last resort.

It will only be used

- In response to serious or persistent breaches of the schools behaviour policy and where allowing the child to remain in school would seriously harm the education of the child or others in school

Suspension of a child will be considered for the following reasons:

- Physical assault against pupil or adult
- Verbal abuse/threatening behaviour against pupil or adult
- Bullying
- Racist abuse
- Sexual misconduct/Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour

The time that the child is suspended will be used by staff in the following ways

- The school needs time to make a plan for the child's support when they return to school with a view to preventing further suspensions or permanent exclusion
- A plan needs to be made to keep the child and others around them safe and ensure they are successful in school
- It is used as a strategic way as a 'circuit breaker' to reflect, repair and restore

We adhere to the 'Manual of Personnel Practice' when dealing with allegations against staff.

We seek guidance from other professionals when necessary.

We adhere to a range of support strategies and consequences, in accordance with the aims of the school

We refer to linked school policies:

SEN  
Child Protection  
Equality

Teaching and Learning  
Health and Safety  
Attendance

## Reasonable Force

ALL staff follow the DFE guidance on reasonable force

[https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive\\_interventions\\_including\\_use\\_of\\_reasonable\\_force\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf)

'For clarity, this guidance will use the following definitions:

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

**Reasonable force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.<sup>4</sup> Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

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

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

**Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint. The various restrictive interventions above have been defined for completeness and should not be construed as an endorsement or otherwise for their use in schools. Some will not be relevant to most schools.

Reasonable force will be used only if a child is putting themselves or others in danger. We recognise our legal duty to make reasonable adjustments for children with a disability and children with special educational needs (SEND).

### **Physical Intervention – See separate Hampshire PBS policy**

Specific members of staff are Team Teach trained. Physical intervention is always a last resort and should only be used when a child is at risk of hurting themselves or others or severely disrupting the learning of others. Only Team Teach approved holds will be used which limits injury to both children and adults, however there is always the possibility of injury due to the nature of physical intervention. See appendix A for further guidance.

Where a pupil or pupils are causing minor disruption the class teacher will follow the agreed behaviour steps to de-escalate the situation. Where a pupil or pupils are causing major disruption or where pupils are in danger of being hurt a member of the SLT or other adult will attend to support both the child and the member of staff.

All staff will follow the guidelines below:

- Physical intervention is only ever used as a last resort
- Physical punishment is never used
- Physical intervention is never used as a punishment
- Children are always asked to comply with an instruction first
- Seclusion is only ever used as a risk reduction strategy
- Children will then be offered the opportunity to talk quietly with a member of staff
- Should the Headteacher/SLT believe that physical intervention may be needed in future when dealing with a particular child, families will always be involved in a discussion and an action plan will be devised to reduce the need for physical intervention
- If a child leaves the school premises without permission, staff will attempt to keep them in sight and encourage them to return. They will contact the police if the child does not return to school. If they are in danger, physical intervention can be used to keep them safe. Families will always be contacted.
- All incidents of Physical Interventions are recorded on CPOMS. If a Team Teach hold is used the additional physical intervention form needs to be completed in the bound physical intervention book see Appendix C
- In line with the latest guidance families are informed verbally and in writing if physical intervention has taken place Appendix D
- Any incidents of seclusion (a risk reduction strategy) will also be recorded in a bound seclusion record book Appendix E and families informed verbally and in writing using a seclusion record form Appendix F

## **Positive Touch**

Touch is essential in order to provide sensitive and good quality care for the pupils we support. Used in context, and with empathy, touch supports the development of natural interactions with our pupils. Staff are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. We may choose to touch children for a variety of reasons, some of which are listed below. We may also need to physically touch, guide or prompt children if they require personal care, assistance with writing, eating, dressing etc.

Refraining from physically, safely touching a child in the face of their intense grief, stress and distress can lead to a state of hyper-arousal, in which toxic levels of stress chemicals are released in the body and brain. The severely damaging long-term effects of this state have been intensively researched worldwide and are well documented.

## **Purposes**

Touch is important and may be used routinely for any of the following reasons:

### **For communication:**

- To reinforce other communication (e.g. hand on shoulder when speaking) or to function as the main form of communication in itself
- To respond non-verbally to another person's use of physical contact for communication and to make social connections. This is particularly likely to occur during day to day greetings (handshakes, hugs etc.).

### **For educational reasons:**

- To direct pupils in educational tasks and essential skills eg supporting hand control with scissors or a pencil grip

- As support or guidance, for example, during transitions between activities and during P.E. sessions

### **To play:**

- Play activities naturally include touch. People of any age who are at early levels of development may be quite tactile and physical.

### **For therapy:**

- Massage, sensory stimulation, physiotherapy etc. provided either by the therapist or by another member of staff carrying out a therapy programme or following therapy advice.
- For emotional reasons
- To communicate affection and warmth, to give reassurance and to communicate security and comfort when sought by the child.
- To enable the child to develop understanding of these positive emotions and the ability to communicate them.

### **For the purposes of care:**

- To support personal care eg nappy changing. There will always be a personal care plan and two adults present.
- To give medical and first aid care.

### **To give physical support:**

- To children who have physical and/or visual impairment difficulties and to guide children between places, rooms or activities.

### **During physical intervention:**

To protect children and young people from danger by physically intervening and managing distressed behaviours including Team Teach strategies, while following the recognised guidelines and policies of the school.

### **Guidelines**

Staff need to recognise that some children who have experienced abuse may seek inappropriate physical contact. Adults should be particularly aware of this when it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to some actions being misinterpreted. In all circumstances where a child or young person initiates inappropriate physical contact, it is the responsibility of the adult to sensitively deter the child and help them understand the importance of personal boundaries. Such circumstances must always be reported and discussed with a member of SLT and the family.

- Physical contact should never be secretive, or for the gratification of the adult.
- Staff need to be clear and open about why they are using touch and be able to explain their practice.
- There must be clarity and transparency in issues of touch.
- The use of touch should be discussed openly and regularly between staff.

- People of any age can want and need physical support or touch. Staff can be concerned about the issue of age-appropriateness; however, the developmental age and emotional and communication needs of the individual are just as important as chronological age.
- While gender and cultural factors have relevance in issues of touch, the emotional and communication needs of the individual are due equal consideration.
- As far as possible, the young person involved should consent to any touch given and staff should be sensitive to any verbal and non-verbal communication they give that might indicate that they do not want to be touched. It should always be considered by staff and pupils that for touch to provide positive experiences it should be consensual.
- Staff should be sensitive to any changes in the young person's behaviour or negative reactions that might indicate the need to reduce or withdraw touch. Significant changes in behaviour should be clearly recorded on CPOMS and flagged to a DSL
- The people we support should be given opportunities to touch each other while interacting and playing as would happen naturally for any child or young person. Attention should always be given to ensure that both parties are happy with this. Understanding of consent to take place as part of an age appropriate curriculum, e.g. circle times. This will also include regular NSPCC assemblies.
- It is never appropriate for staff to touch a young person's intimate body areas.
- If staff are in any doubt about issues concerning appropriate touch or observe any practice that causes concern they should discuss this with the Designated Safeguarding Lead.
- Staff should be aware that there have been many instances of abuse perpetrated in education and care establishments. The best method of prevention is transparency, openness and teamwork, and staff should try to monitor and assist each other in carrying out their work.

Touch is necessary and desirable as part of the development, emotional wellbeing, care, education and quality of life of the children we support. This policy outlines when this may be needed and gives staff the direction and security for this to occur positively and productively, while still protecting the children at Anton Infant School.

## Appendix A - Guidance on the use of Restrictive Intervention and Reasonable Force

See DFE guidance

[https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive\\_interventions\\_including\\_use\\_of\\_reasonable\\_force\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf)

### **Suspension/exclusion**

#### Appendix B – Guidance on Exclusion

Our school is committed to the philosophy and practice of inclusion. When a pupil is at risk of suspension/ exclusion we will work with families to:

- Secure a referral to the Primary Behaviour Service, requesting support (consent required from adult with PR)
- Put strategies into place to reduce the risk of exclusion
- If appropriate, the school will also work with a range of external agencies to reduce the likelihood of exclusion.

In any circumstances where it becomes necessary to exclude a pupil the guidelines/regulations currently in force will be stringently followed. We will follow Hampshire's guidance.

Exclusion or suspension is an extreme consequence and is only administered by the Headteacher (or, in the absence of the Head, the Deputy Head who is acting in that role). It is ALWAYS a last resort.

A parent's guide to the exclusion process can be found via the following link:

<https://www.hants.gov.uk/educationandlearning/educationinclusion/service/exclusion>

DFE exclusion guidance

[https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions\\_and\\_permanent\\_exclusions\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf)

#### Appendix C – Recording Physical Interventions

All incidents involving the use of physical intervention must be recorded on the day of the incident on CPOMS and in the bound physical intervention record book. Families are also informed verbally of any restrictive interventions of incidents of seclusion which is then followed up in writing. If injury has occurred the violent incident form must be completed. The link for the form is: <https://incidentreporting.apps.hants.gov.uk/p/corporate-incident-reporting>

Details of the incident will also be entered onto CPOMS and monitored by the DSL team. It is important that there is a detailed, immediate, written report of any occasion physical intervention is used. Using the agreed form

Following any such incident the member of staff concerned should tell the Headteacher or a senior member of staff and complete the form as soon as possible afterwards. Information should include:

- Name of pupil and all staff involved – participants and observers.
- Any relevant needs including the SEND status code (K, EHCP)
- Time, date, location and approximate duration of the intervention or series of short interventions.
- What was happening before?
- What do you think triggered this behaviour?
- What de-escalating techniques were used prior to physical intervention?
- Any other information relevant to include.
- Why was restrictive physical intervention used?
- Post incident support.

Staff may find it helpful to seek advice from a senior colleague when completing the form. The Headteacher or, in their absence, a member of the Leadership Team, must be informed of any incident so that families can be informed and invited to discuss the incident. The type of incident, as well as the type of physical intervention used, will be considered by the member of staff concerned. The best person to inform families of such an incident may well be the class teacher, at the end of the school day but this should be discussed with and agreed by the Headteacher.

Form Number:

Appendix C physical intervention form



**Physical Intervention Record Form**

School ..... DFE No.....  
 Name of child/young person .....  
 Year Group ..... Child in care: Yes / No SEN Register: Yes / No

**When did the incident occur?**

|      |             |      |        |
|------|-------------|------|--------|
| Date | Day of week | Time | Where? |
|------|-------------|------|--------|

**Staff involved:**

| Name | Designation | Trained in an accredited physical intervention package (e.g., Team Teach) | Involved: physically? (P) observer? (O) | Staff signature |
|------|-------------|---|---|-----------------|
|      |             |   |   |                 |
|      |             |   |   |                 |
|      |             |   |   |                 |
|      |             |   |   |                 |

**Please describe the incident using additional pages if required:**

1. What was happening before?
2. What do you think triggered this behaviour?
3. What de-escalating techniques were used prior to physical intervention?
4. Any other information relevant to include.

**Why was Physical Intervention deemed necessary?** Please circle the reason and give a brief description

| Reason                       | Descriptions of risk |
|------------------------------|----------------------|
| Prevent harm to self         |                      |
| Prevent harm to others       |                      |
| Prevent damage to property   |                      |
| Maintain safety              |                      |
| Other – specify and describe |                      |

**Which physical intervention technique/s were used?** Tick as applicable and record duration of technique.

|                                      | Breakaway | Standing/escorting | Seated (chairs, beanbag, floor) | Lying prone (face down) or supine (face up) * |
|--------------------------------------|-----------|--------------------|---------------------------------|---|
| One person                           |           |                    |                                 |   |
| Two person                           |           |                    |                                 |   |
| More than two people (specify) ..... |           |                    |                                 |   |
| OTHER (please specify)               |           |                    |                                 |   |

\*Due to the increased risk to breathing, holding the child/young person in either of these positions requires an advanced level of training from an accredited provider.

**Please give details about the above technique/s** .....

|   |          |
|---|----------|
| Has the child/young person been held before?  | Yes / No |
| <i>If no:</i><br>An individual plan and risk assessment for the child/young person must be put in place, clearly detailing proactive, reactive, and physical intervention approaches. |          |
| <i>If yes:</i><br>Does the individual support plan need to be reviewed as a result of this incident?  |          |
|   | Yes / No |

|  |          |
|--|----------|
| Does the risk assessment need to be reviewed as a result of this incident? | Yes / No |
| Who will action these reviews and when? (less than four weeks) .....       |          |

|   |  |
|---|--|
| Who was the incident reported to and when? .....                        |  |
| .....   |  |
| Was there any medical intervention                                      | Yes / No   |
| Include names of any injured person and brief details of injuries ..... |  |
| .....   |  |
| .....   |  |
| Please specify any related record form:                                 |  |
| Accident Book <input type="checkbox"/>                                  | Anti Bullying and Racist Incident Record Form <input type="checkbox"/> |
| Skin map for child/young person and/or adult <input type="checkbox"/>   | Violent Incident Record <input type="checkbox"/>                       |
| Complaints recorded <input type="checkbox"/>                            |  |
| Others (please specify) .....   |  |

|                               |          |
|-------------------------------|----------|
| Was the pupil debriefed?      | Yes / No |
| Were staff offered a debrief? | Yes / No |
| Was it taken up?              | Yes / No |

**Parents/carers were informed:**

| Date | Time | By whom? | How? |
|------|------|----------|------|
|      |      |          |      |

| Form completed by: | Name | Designation | Date and time |
|--------------------|------|-------------|---------------|
|                    |      |             |               |

*Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.*

**If further advice is required around any issues related to physical intervention or the completion of this form, please contact : [pbs.teamteach@hants.gov.uk](mailto:pbs.teamteach@hants.gov.uk)**

Appendix D physical intervention form for parents



**Parent Physical Intervention Record**

Following on from a recent conversation with a member of staff regarding a physical intervention involving your child, please see below the parent record.  
If you have any further questions, please do not hesitate to contact the school office.

|  |                            |                          |
|--|----------------------------|--------------------------|
| Child's name:                              |                            | Date:                    |
| Where:                                     |                            |                          |
| When (date and time):                      |                            |                          |
| Adults involved:                           |                            |                          |
| Behaviors seen:                            |                            |                          |
| Physical Intervention used:<br>How long:   |                            |                          |
| Reason for seclusion:<br><br><u>Other:</u> | Prevent harm to self       | <input type="checkbox"/> |
|  | Prevent harm to others     | <input type="checkbox"/> |
|  | Prevent damage to property | <input type="checkbox"/> |
|  | Maintain safety            | <input type="checkbox"/> |

Appendix E record of seclusion form

**Seclusion and Risk Reduction Strategy Form**

School ..... DfE number .....

Name of child .....

Year Group ..... Child in care: Yes / No SEND Register: Yes / No

**When did the incident occur?**

| Date | Day | Time | Where? |
|------|-----|------|--------|
|      |     |      |        |

**Staff involved:**

| Name | Role | Team Teach Trained Y/N | Involved/ Observer | Staff signature |
|------|------|------------------------|--------------------|-----------------|
|      |      |                        |                    |                 |
|      |      |                        |                    |                 |
|      |      |                        |                    |                 |

**Description of incident:**

|  |  |
|--|--|
| What was happening before?                 |  |
| What do you think triggered the behaviour? |  |
| Any other relevant information             |  |

**Risk:**

|                            |  |
|----------------------------|--|
| Prevent harm to self       |  |
| Prevent harm to others     |  |
| Prevent damage to property |  |
| Maintain safety            |  |
| Other (specify)            |  |

**Seclusion:**

|                     |     |    |
|---------------------|-----|----|
| Was seclusion used? | Yes | No |
|---------------------|-----|----|

|  |     |    |
|--|-----|----|
| Was the pupil continually supervised?          | Yes | No |
| Reason for seclusion                           |     |    |
| Duration                                       |     |    |
| Location of seclusion                          |     |    |
| How was the pupil supported to exit seclusion? |     |    |

Reporting incident:

|   |
|---|
| Who was this reported to and when? .....  |
| Were there any injuries? Yes / No   |
| Description of injuries: .....  |
| Any other records completed (please circle)   |
| Accident book                      Violent Incident Form                      Body Map                      CPOMS |
| Other: .....  |

**Informing parents/carers:**

|      |      |         |      |
|------|------|---------|------|
| Date | Time | By whom | How? |
|------|------|---------|------|

**Form completion**

|      |             |               |
|------|-------------|---------------|
| Name | Designation | Date and time |
|------|-------------|---------------|

**Appendix F record of seclusion form for parents**



**Parent Seclusion Record**

Following on from a recent conversation with a member of staff regarding a recent period of seclusion involving your child, please see below the parent record.  
If you have any further questions, please do not hesitate to contact the school office.

|                                     |                            |                          |                      |
|-------------------------------------|----------------------------|--------------------------|----------------------|
| Child's name:                       |                            | Date:                    | <input type="text"/> |
| Where:                              | <input type="text"/>       |                          |                      |
| When (date and time):               | <input type="text"/>       |                          |                      |
| Length of seclusion:                | <input type="text"/>       |                          |                      |
| Adults involved:                    | <input type="text"/>       |                          |                      |
| Behaviors seen:                     | <input type="text"/>       |                          |                      |
| Reason for seclusion:<br><br>other: | Prevent harm to self       | <input type="checkbox"/> |                      |
|                                     | Prevent harm to others     | <input type="checkbox"/> |                      |
|                                     | Prevent damage to property | <input type="checkbox"/> |                      |
|                                     | Maintain safety            | <input type="checkbox"/> |                      |

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