



THE MULBERRY HOUSE SCHOOL

All The Mulberry House School Policies are always to be read and considered in conjunction with the Equal Opportunities, Race Equality and Inclusion Policies

BEHAVIOUR MANAGEMENT POLICY and GUIDANCE ON THE USE OF PHYSICAL INTERVENTION

This Policy of The Mulberry House School applies to all sections of the school including the Early Years Foundation Stage.

This policy has been written in line with the DfE guidance, Behaviour in schools (2024) and Camden's Physical intervention and restraint policy for schools (2023).

The Mulberry House School is a Rights Respecting School and as Duty Bearers, we take our responsibility seriously and respect the following rights in regards to this policy.

- ◆ **Article 1:** All Children have rights under the UN Rights of the Child
- ◆ **Article 3:** The best interests of the child must be a top priority in all decisions and actions that affect children.
- ◆ **Article 19:** Governments and Institutions must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

The school is committed at all times to the highest standards in protecting and safeguarding the welfare of children entrusted in its care.

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

As part of the ethos of the school the Headteacher and senior management team are committed to:

- ◆ Encouraging and supporting parents and working in partnership with them.
- ◆ Listening to and valuing each individual child.
- ◆ Ensuring that all members of staff, full time and part time are properly trained and supported.

The school is committed to the promotion of good behaviour. The designated teacher in charge of Behaviour Management is Senior Teacher, Elizabeth Graham. We recognise that some children may not be able to control their reaction to events as well as others and at times may place themselves or others at risk through their uncontrolled behaviour. Within



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the School by virtue of their day to day knowledge and contact with the children, staff are well placed to be able to intervene, support and protect these children who are not able to control themselves and we use our teaching of self-regulation, mindfulness, body temperature and our Personal Development lessons to teach the children how to manage their emotions.

Working in partnership with parents/carers we achieve this by:

- ◆ Staff will be seen as positive models for the children with regard to friendliness, care and courtesy.
- ◆ All staff in the school will praise and endorse desirable behaviour such as kindness and willingness to share in line with our Mulberry Mindset. Stickers, house points, Special Headteacher Awards and Mindset Master of the Week celebrate and acknowledge academic and personal achievements.
- ◆ Behaviour forms part of our 2 Year Progress Check, (in the child's second term at the school) and working with parents we aim to develop consistent strategies to promote good behaviour and challenge unacceptable behaviour at an early stage
- ◆ We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- ◆ Staff will challenge inappropriate behaviour by reinforcing clear limits and expectations, speaking to the child in a firm way, moving to the child's eye level, making eye contact.
- ◆ Children are taught to speak up and challenge behaviour or people that make them feel uncomfortable.
- ◆ We use aspects of the curriculum for children to learn how to keep themselves safe, including on-line safety.

Senior leadership responsibilities

Senior leaders at the school, including the Founder, Directors and Headteacher, should ensure the following:

- ◆ There is a culture of respect and good relationships between staff and pupils so that the need for high-level intervention is reduced.
- ◆ All staff are aware of the school policy and their powers and responsibilities regarding the use of physical intervention and restraint and their part in implementing this policy.
- ◆ Staff are able to use de-escalation techniques strategies in the first instance unless the situation requires an immediate physical response.
- ◆ All staff receive appropriate training in behaviour management, including de-escalation techniques so that they are confident to deal with incidents and only use physical intervention where necessary.



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- ◆ The behaviour management lead has received specialist training on physical intervention and restraint techniques.
- ◆ The school will assess any risk posed to staff and take steps to reduce these risks. Staff do not place themselves at risk when using physical restraint and are able to access medical treatment and take time off if injured.
- ◆ The use of physical intervention and restraint is part of an overarching strategy of behaviour management within the school environment and that its use is closely aligned to the school's behaviour policies.
- ◆ Staff are aware of any agreed adjustments to the policy and procedures that are in place for individual pupils who are vulnerable due to learning and other disabilities, autism or mental health difficulties.
- ◆ Staff are supported to use physical intervention and restraint where this is within acceptable parameters and in line with school policies.
- ◆ Support is offered to pupils and staff involved in incidents requiring physical intervention and restraint.
- ◆ There is a system in place to record and monitor incidents where physical intervention or restraint have been used.
- ◆ The policy on physical intervention and restraint is reviewed at least annually and more frequently where thought appropriate.

When children behave in unacceptable ways:

- ◆ Children who are recognised as being challenging or aggressive with other children **will be closely supervised at all times, particularly at transition points.**
- ◆ One-to-one adult supervision is in extreme cases where the child is a danger to himself/herself or others.
- ◆ The high staffing ratio enables staff to take the time to ascertain the antecedents to the behaviour, finding out what the cause was, reflecting on the behaviour and deciding how to improve it.
- ◆ Consideration must be given to the age appropriateness of the behaviour,
- ◆ Language level of the child and maturity to express themselves clearly.
- ◆ For children in the First school and Transition a written record will be kept of more serious behaviour such as biting, hitting or verbal abuse etc. This is used to establish a pattern and put in preventative measures where possible. Parents/carers will be notified verbally at the end of the session to reinforce acceptable behaviour. When deemed necessary by the Headteacher, Parents will be asked to attend a meeting with the Key person and the Headteacher to improve the behaviour.

When pupils move through the school at different transition points, the class teachers will meet with the new teachers for a handover meeting to discuss the children's behaviour and log which strategies have been previously used successfully.



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Sanctions

Level 1: (classroom sanctions for low level disruption)

- ◆ Teachers are encouraged to go down to the child's level and explain the poor behaviour.
- ◆ Boundaries are set with children either verbally or by use of a period of 'time out' away from the group but within the same room.
- ◆ Staff should adopt positive reinforcement's as mentioned in this policy to promote positive behaviour expectations through the use of stickers, verbal praise, songs/rhymes and encouraging early responsibility such as line leaders, classroom and snack monitors, and register leaders.
- ◆ Staff should discuss this in the first instance with parents and look at strategies to be implemented both at home and at school.
- ◆ The children in the Prep classes also use behaviour boards, table points and the deduction of house points. Where this may be more serious, they may also visit their House Captain to explain their behaviour; if this behaviour persists, they may be moved into another class to reflect on their behaviour and then be reintroduced to the group to discuss their action.
- ◆ Where behaviour persists, staff are asked to complete a behaviour monitoring form to identify any patterns.

Level 2: (consistent disruption)

- ◆ Where a child's behaviour has become consistently challenging the child may be brought to see the Behaviour Management Lead.
- ◆ At this stage the Coordinator may communicate with the SEND and Child Protection team to see if any referrals or further support needs to be in place.
- ◆ At this stage the Behaviour Management Lead will liaise with the parents directly and discuss a plan to support the child at school if necessary.
- ◆ Where more support is needed the coordinator may put a behaviour plan in place for early help and intervention. This will be monitored closely and reviewed every two weeks.
- ◆ Incidences of unacceptable behaviour will be recorded using the behaviour monitoring form and or Reflection Sheet (Preps). Parents/carers must sign this sheet on collection.
- ◆ For children in the Prep classes a reflection sheet may be used for the child to talk through with their key person and parent.

Level 3: (serious misbehaviour)

- ◆ Where a child's behaviour becomes more challenging the child will be brought to see the Headteacher to reflect on what has happened. Parents will be informed at this stage.



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- ◆ Persistent misbehaviour will result in a formal meeting with the Headteacher to agree a behaviour monitoring strategy with intervention by external agencies if required at this stage. An individual wellbeing/ behaviour management plan will be drawn up if deemed necessary, to implement these strategies.
- ◆ In the case of serious misbehaviour, such as a physical attack, racial or verbal abuse, the unacceptability of the behaviour and attitudes will be made clear immediately to the child, by means of explanation. The Headteacher and Senior teacher will meet with parents (of both parties) so as to discuss and resolve the situation in a calm and constructive manner. Parental support is the key to successful behaviour management. The situation will continue to be monitored, reviewed and evaluated over time.

Level 4: (Exclusion)

- ◆ Recurring or serious misbehaviour problems may result in exclusion from the school either temporarily or permanently. Please see exclusion policy for a more detailed overview.
- ◆ Parents have the right to appeal this decision, however the welfare and safety of all pupils is paramount.

The use of Intervention – General Principles

Physical intervention should only ever be used as a last resort, normally when de-escalation strategies have failed, and when there is a clear risk of serious harm to the pupil or others or serious damage to property or to deal with serious classroom disruption.

Decisions on when to use physical intervention is a matter of professional judgement and any intervention or restraint should be proportionate and reasonable in the context of the perceived risk and in the pupil's best interests. This would normally be after de-escalation strategies have failed. Should such an intervention be required the school would record the details, including any injury, and contact the parent/carer on the same day to explain the circumstances involved.

Legal framework

Section 93 of the Education and Inspections Act 2006 allows members of the school's staff to use **reasonable force** in order to:

- ◆ prevent a pupil from hurting themselves or others
- ◆ prevent a pupil from causing serious damage to property
- ◆ remove a disruptive pupil from a classroom
- ◆ prevent a pupil from leaving a classroom where there is a risk to their safety or the safety of others.

Statutory guidance makes it clear that physical intervention and restraint cannot be used as a punishment. Any use of restraint force by staff will be



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reasonable, proportionate and lawful. Corporal punishment is not used at The Mulberry House School.

Techniques never to be used by staff at the school:

- ◆ Techniques intended to single out and humiliate individual children such as the 'naughty chair' will **not be** used. The child must not be made to face the wall or be ridiculed in any way.
- ◆ Physical punishment, such as smacking or shaking, will be never used nor threatened.
- ◆ Children will never be sent out of the room by themselves.

In any case of misbehaviour, it will always be made clear to the child or children in question that it is the **behaviour** and not the child that is unwelcome.

Incidents of bullying or racist abuse will be recorded in the Bullying Log or Racist Log.

Staff are aware that some kinds of behaviour may arise from a child's special educational need or disability. In such cases the school will make all reasonable adjustments in conjunction with parents to support the child.

Physical intervention and use of force

- ◆ To ensure the welfare of pupils and protect staff from any misplaced allegations, any physical contact between staff and pupils must be appropriate within the context of the teacher/pupil relationship, the pupils' age and the circumstances. There are many examples of appropriate positive physical contact that can be used to reassure, comfort, guide or calm a pupil, such as holding hands.
- ◆ Physical intervention can cover a wide variety of contact with pupils of varying degrees of intrusiveness ranging from positive handling, such as gentle guiding to physical restraint. The level of intervention used and the degree of force required will be determined by the circumstances and the level of assessed risk to the pupil and others.
- ◆ Generally, low-level physical contact/positive handling can be used to manage most behaviour, for example gentle contact to comfort, reassure or guide a pupil away from risk or block their movements.
- ◆ For younger pupils, this positive handling can be used to control the child's movements in order to keep them from harm or danger. The level of contact and force that would be acceptable to achieve this would be similar to the actions that a reasonable parent would do to keep their own child safe.
- ◆ In some situations, it may be necessary to use a physical intervention that involves restraint and the use of force. Where force is used, it must be a proportionate and reasonable response to the risk involved and decisions to use force must be based on a full risk assessment.



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- ◆ Reasonable force should involve “no more force than is needed” and should only be used for the purposes of restraining or controlling a pupil in order to safeguard pupils, stop damage to property or keep order in the classroom. What is reasonable force will be down to the professional judgement of the staff member but any use of force must be justifiable and the paramount consideration is that any action is taken in the interests of the pupil.

Vulnerable pupils

Some pupils may exhibit challenging behaviour in response to overstimulating environments, stressful situations or an inability to communicate distress in any other way. This can make them more vulnerable to experiencing physical intervention and restraint and it is likely the experience will be traumatising.

Schools should be mindful of pupils that may be vulnerable such as (but not limited to):

- ◆ children who have learning and other disabilities and autism
- ◆ children who are experiencing mental health difficulties
- ◆ children who have experienced trauma in their lives, for example, looked after children, refugee children and unaccompanied minors, children living with domestic abuse and children with child protection plans.
- ◆ Vulnerable pupils whose behaviour is likely to increase the risk of physical intervention and restraint should have a behaviour support plan in place from the outset and pupils and parents should be fully involved in agreeing this plan. However, it should be noted that not all vulnerable pupils will require this.
- ◆ The plan should set out the strategies for managing challenging behaviour and should include a hierarchical response ranging from prevention, de-escalation and detailing how incidents will be dealt with.
- ◆ The plan should be based on an assessment of the pupil’s particular needs and how these contribute to challenging behaviour, including any triggers for challenging behaviour and what steps can be taken to avoid these triggers and maintain a positive learning environment for the pupil.
- ◆ The plan should include any techniques for de-escalating situations and how best to manage challenging behaviour in order to avoid use of physical intervention and restraint.
- ◆ Forms of restraint or intervention to be used should be identified and agreed in advance and the circumstances for its use set out clearly so that pupils and parents understand the circumstances in which it will be used.
- ◆ The plan should include which staff members will be responsible for its implementation and what specific training they will receive to support them in this role.
- ◆ Behaviour support plans should also cover any transitions that a pupil may experience between services or locations as movement to unfamiliar places may be a trigger for challenging behaviour.



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- ◆ Schools using forms of physical intervention involving seclusion or withdrawal that potentially restricts a child's liberty should have written rules about how and when these measures will be used and should ensure parents and pupils consent in advance to their use.

Planning and prevention

Whole school

We are alert to situations and circumstances that can lead to incidents that may require physical intervention and take active steps to avoid issues escalating.

The school regularly reviews environmental factors within the school that may lead to incidents in the school or elsewhere and should consider:

- ◆ the general school environment and any potential hot-spots
- ◆ any difficulties that may arise at different times of the day, ie: breaks
- ◆ any issues around supervision of pupils
- ◆ specific environmental factors for vulnerable pupils
- ◆ specific risks related to gender, race, ethnicity, sexuality or disability
- ◆ specific risks related to gang activity
- ◆ specific risks off-site/school trips.

This should address:

- ◆ the nature of the risk and likely impact on pupils
- ◆ the likelihood of incidents
- ◆ actions and/or reasonable adjustments for vulnerable pupils
- ◆ actions to be taken to avoid incidents and reduce risk
- ◆ actions to be taken in the event of an incident in order to reduce risk to staff and pupils.

Individual pupils

All vulnerable pupils' who are at heightened risk of experiencing physical intervention and restraint would have an individual behaviour support plan.

Any pupil who requires physical intervention on 2 or more occasions would have an individual plan that looks at their specific circumstances, any triggers to behaviours and strategies or approaches that may reduce the number of incidents and which should be regularly reviewed.

Where it is known that physical intervention involving force or restraint may be required in order to manage an individual pupil's behaviour this should be planned for in partnership with parents and the pupil (where appropriate) and an intervention plan put in place.

The risk assessment should consider:



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- ◆ the risks to the pupil and others from their behaviour
- ◆ the risks from use of physical intervention
- ◆ the risks from not intervening
- ◆ the form of physical intervention that would be the least restrictive.

The plan should:

- ◆ identify the triggers to the behaviour that may lead to the need to intervene or restrain
- ◆ relevant background information, such as experiences of home life or history of abuse
- ◆ detail any de-escalation techniques that should be used in the first instance to deal with incidents
- ◆ set out what forms of physical intervention and restraint may be used without injury to the pupil, staff member or anyone else present
- ◆ provide details of how incidents will be reviewed and who will be involved in the review.

Planned intervention can be viewed as positive as it demonstrates a commitment to keeping children safe and enables them to take part in the planning process.

Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to remove their child or children from the School on the basis that they have treated the School or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.

In accordance with the DfE's guidance *Dealing with allegations of abuse against teachers and other staff* (October 2012), the School will consider a malicious allegation to be one where there is clear evidence to prove there has been a deliberate act to deceive and the allegation is entirely false.

PRACTICAL IDEAS FOR PROMOTING POSITIVE BEHAVIOUR

WHEN CHILDREN ARE ANGRY

- ◆ Stay calm,
- ◆ What's making you sad?
- ◆ Get the child to empathise with the recipient of anger,
- ◆ Anticipate and divert the situation.
- ◆ Make them laugh.



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- ◆ Recognise their right to be angry – it's OK.
- ◆ Channel their anger into something positive – physical activity.
- ◆ Colour my anger and clear it away.
- ◆ Time alone/one-to-one to calm down.

GIVING CHILDREN FEEDBACK

Verbal:

- ◆ Praise from the whole class.
- ◆ One-to-one private praise.
- ◆ Informing other teachers and letting the child know.
- ◆ Informing the parent.
- ◆ Time.
- ◆ Assembly.
- ◆ The child visiting other classes.

Non-verbal:

- ◆ Hugs.
- ◆ Give-me-5.
- ◆ Shake hands.
- ◆ Clapping (whole group).
- ◆ Thumbs up.
- ◆ Drawing a happy face/star.
- ◆ Writing a message.
- ◆ The child to give a demonstration.
- ◆ Responsibility.
- ◆ Big smile.
- ◆ Displaying work.

GIVING CHILDREN ACTIVITIES AND RESPONSIBILITIES

- ◆ Classroom monitors – badge.



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- ◆ Choosing a story.
- ◆ Being the teacher's helper.
- ◆ Helping to hand out the snack.
- ◆ Helping other children within the class and with younger children.
- ◆ Choosing a child to take care of a pet.
- ◆ Choosing the end of day activity.
- ◆ Cuddly toy.

IDEAS WHEN DEALING WITH ATTENTION SEEKING CHILDREN

- ◆ Distract/responsibility.
- ◆ Sit close.
- ◆ Recognise the positive behaviour.
- ◆ Setting individual targets.
- ◆ Involvement.
- ◆ Set time/short tasks.
- ◆ Holding the child back for 5 minutes.
- ◆ Praising the other children.
- ◆ Ignore some of the attention seeking behaviour.
- ◆ Give them some attention at an appropriate time, e.g. playtime.

IDEAS WHEN DEALING WITH ISOLATED CHILDREN

- ◆ Group activities - reading books - paired activities.
- ◆ Responsibility for the class.
- ◆ Special friend/next to them.
- ◆ Organise playground games.
- ◆ Play with different children, i.e. every week.
- ◆ Circle time.
- ◆ Cuddly toy - joint responsibility.
- ◆ Reassurance and praise.
- ◆ Build self esteem.



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- ◆ Nurture relationships – classmates and teachers.

PROMOTING SELF ESTEEM – DISPLAYS AND PUBLICATIONS

- ◆ 'We've tried our best' line – hang good work on it with pegs.
- ◆ Mindset Master of the week display (1st school)
- ◆ Year book.
- ◆ Newsletter to inform parents of positive achievements.
- ◆ Photos of children doing well in prospectus.
- ◆ Child's own work in brochure/newsletter.
- ◆ Each parent receiving the positive behaviour policy.
- ◆ Photos on display.
- ◆ Making sure all children's work is displayed.
- ◆ Getting children to write about their school and publish it in a newspaper.
- ◆ Displays used as working walls.
- ◆ Class mascot books (2nd school)

IDEAS TO DEAL WITH EGOTISTICAL CHILDREN

- ◆ Be firm but fair – set boundaries.
- ◆ Explain (i.e. sharing – you can have it for 5 minutes, then share it with other children).
- ◆ Reinforce whole class/Mulberry House.
- ◆ Storybook about spoilt children.
- ◆ Strategy sharing with parents.
- ◆ Promotion of Mulberry Mindset and its core values.

WHOLE SCHOOL/COMMUNITY RECOGNITION

- ◆ Assembly (children of the week).
- ◆ Display board.
- ◆ Certificate (good news letter).



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- ◆ Special assembly – visitors, parents.
- ◆ Special work/achievement assembly.
- ◆ Visit a local community organisation.
- ◆ Internet/website.
- ◆ Local paper column stating recent achievements within school.
- ◆ Local bookshops displaying the children's work.
- ◆ Art exhibition.

IDEAS ON HOW TO DEAL WITH ANXIOUS CHILDREN

- ◆ Regular reassurance.
- ◆ One-to-one support from the Pastoral Care Co-ordinator and key workers.
- ◆ Building self-esteem (find one thing they can do really well and focus on it).
- ◆ Repeat instructions (may be they don't hear it the first time).
- ◆ Pairing/grouping children.
- ◆ Try to find the problem/talk about it.
- ◆ Small achievements.
- ◆ A culture where it is OK to make mistakes.
- ◆ Asking them questions you know they can answer.
- ◆ Reminding them of their achievements.
- ◆ Repeat praise.
- ◆ Understanding.
- ◆ Use of appropriate stories to enable children to understand these feelings.

PRAISING – STICKERS AND CERTIFICATES

- ◆ Graded (gold, silver, bronze) – achievement – particular work or behaviour.
- ◆ Certificates handed out at assembly for extra special work/behaviour.
- ◆ Smiley faces/stars on worksheets or jumpers.
- ◆ Class certificates – given out in assembly.
- ◆ Headteacher's awards
- ◆ Growth mindset awards
- ◆ Mindset Master of the week

DEALING WITH DEFIANCE – REFUSAL – CONTRADICTION



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- ◆ Try to catch a problem before it leads to confrontation.
- ◆ Analyse the situation that led individuals to defiant behaviour.
- ◆ Reward the behaviour when it's good, ignore mild problems, praise others for appropriate behaviour.
- ◆ Observe the child closely in problem situations and step in early – spot the warning signs.
- ◆ Make the child aware of sanctions and stick rigidly to them.
- ◆ Stay calm and repeat instructions quickly.
- ◆ Outline positive expectations.
- ◆ Make time/space later for listening.
- ◆ Say the behaviour is wrong, not the child – explain that it is not the way to express themselves.

PROMOTING GOOD CONCENTRATION SKILLS

- ◆ Sharing expectations with the children.
- ◆ Removing sources of distractions – before activity.
- ◆ Praising appropriate behaviour.
- ◆ Strategies: sit those creating low-level disruption next to you; give children their own space; eye contact; involve those creating low-level disruption in lesson.
- ◆ Children are always encouraged to complete the tasks they have started.

MOVING AROUND THE SCHOOL SAFELY

- ◆ Get their attention first (lower your voice) – explain what is happening.
- ◆ Remind them how to move around and why.
- ◆ Encourage them and praise them.
- ◆ Move individuals who find it difficult to the front or back of the line/away from friends.
- ◆ Regular review of safety procedures.

Dealing with incidents

Initial consideration

Before any action is taken staff should quickly weigh up the situation and decide if intervention is needed immediately to avert risk of harm. It is for the staff member to



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make a professional judgement on whether the situation requires the use of physical intervention and the degree of force needed.

The staff member must be clear on the justification of the action and the intended outcome of intervention, for example stopping a young child from leaving the classroom to stopping an older pupil from attacking another pupil, and how the intervention is in the best interests of those involved. This could be important in terms of providing a defence to any allegation of assault arising following the incident.

Staff should also consider the risks of not intervening, for example if no intervention is made and the pupil causes serious injury to another, the school could be considered negligent in the duty of care owed to that pupil.

De-escalation

De-escalation techniques If possible must be used in the first instance and staff should:

- ◆ make the pupil and others present aware that the staff member is taking control of the situation;
- ◆ ask other pupils to leave in order to calm the situation;
- ◆ send for assistance from another staff member (particularly if restraint is likely to be needed);
- ◆ remain calm and respectful and speak slowly and clearly to the pupil to give reassurance and instructions;
- ◆ be aware of their tone of voice and body language;
- ◆ where possible, use minimal force/positive handling to gently guide the pupil away from danger (but be aware of risk to self);
- ◆ be aware of their own emotions and avoid allowing the situation to spiral;
- ◆ if the pupil is pacing, try to remain still and avoid mirroring their anxiety;
- ◆ keep a respectful distance and avoid encroaching on the pupil's personal space
- ◆ give the young person options so that they have an opportunity to resolve the situation in a dignified manner
- ◆ be specific to a pupil's SEND.

De-escalation techniques can be used where there is an opportunity to do so but not in a situation where a pupil is already at risk of harm and action is needed. However, staff can continue to use many of the techniques listed above during restraint to calm and reassure the young person.

Use of force and restraint

All staff have a duty of care to pupils and have the power to use physical intervention and restraint where required. However, staff can send for help if it is thought that assistance will be needed.



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Use of force must be reasonable, proportionate and necessary and restraint should only be used for as long as is needed and.

- ◆ Ideally, staff should not have to deal with incidents requiring restraint alone for any period of time and it is recommended that other staff attend the incident as soon as possible in order to reduce risk.
- ◆ Where possible, before intervening, staff should warn the pupil clearly and calmly that physical force may be used to restrain them and they should be given an opportunity to comply with any instructions to avoid this.
- ◆ When using restraint, staff should remain calm and continue to talk to the pupil calmly throughout in order to reassure them and let them know what is happening and why.
- ◆ The restraint should:
 - only involve the minimum of force necessary to restrict movement
 - only be used temporarily until the risk has passed
 - should not restrict breathing or blood supply
 - should avoid bringing pupil to the ground
 - should not involve any contact that may be amount to a criminal offence such as assault.
- ◆ The child or young person should be released slowly and safely when it is felt they are sufficiently in control of their emotions.

Following incidents

Recording and reporting incidents

Serious incidents involving use of force should be recorded and the record should be written up within 24 hours of the incident and should cover:

- ◆ time/date of incident
- ◆ staff and pupils involved
- ◆ events leading up to the incident
- ◆ reason for use of physical intervention/restraint
- ◆ nature of physical intervention/restraint including degree of force and duration
- ◆ outcome of incident, including any injuries sustained.

Notifying others

- ◆ The Headteacher must be informed of all incidents immediately and will then inform parents of the child involved the same day or as soon as reasonably practical.
- ◆ The designated safeguarding lead should also be informed of incidents that may raise any safeguarding issues.
- ◆ It is good practice for schools to inform parents following serious incidents involving the use of force to physically intervene or restrain a pupil and this decision should be made by the Headteacher. Parents should be informed by



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telephone, text or email immediately after the incident and a written notification giving details of the incident sent within a reasonable timeframe.

- ◆ Parents of vulnerable pupils should always be notified when physical intervention and restraint has been used.

Support following incidents

It should be acknowledged that the use of physical intervention and restraint carries an inherent risk of injury to staff and pupils involved.

Use of physical intervention and restraint can be upsetting for pupils and staff and schools should have procedures in place for dealing with the aftermath of incidents so that those involved have time and space to recover and reflect on what happened so that this learning can be used to review and improve policies.

It may be necessary to ensure staff and pupils receive any required medical attention and are able to talk to someone who was not involved in the incident about what happened and why.

For vulnerable pupils, staff and parents, where possible, should be able to discuss the incident and consider whether the behaviour support plan needs to be changed and what learning can be taken from the incident.

Monitoring and reviewing incidents

Schools should monitor and review the use of force, physical intervention and restraint as a means of learning from incidents to improve practice and inform risk assessments in order to avoid the need for physical intervention and restraint. Information on incidents can help inform any risk assessment both on a whole-school level and in terms of individual or groups of pupils. This is particularly important in the case of vulnerable pupils who may be more susceptible to experiencing physical intervention and restraint.

When reviewing incidents, the school should consider the following:

- ◆ Was the use of physical intervention necessary, appropriate and proportionate?
- ◆ What steps were taken to ensure that minimum reasonable force was used?
- ◆ Have the incidents needing physical intervention increased/decreased?
- ◆ Are vulnerable pupils over-represented in the numbers and if so why? Is the school confident that vulnerable pupils are not being discriminated against by policy and procedures?
- ◆ Was the length of time physical intervention was used kept to a minimum?
- ◆ Could alternative methods other than physical intervention been used?
- ◆ What steps were taken to ensure that physical intervention used causes a minimum of pain or distress?



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- ◆ What steps were taken following physical intervention for the pupil and the staff involved?
- ◆ Were there separate debriefing sessions for both pupil and members of staff who have been involved in the intervention? What were the antecedents, consequences and alternative courses of action?

Procedures following an incident involving Physical Intervention

- ◆ The circumstances and justification for using physical intervention must be recorded in writing immediately or as soon as possible, but no later 12 hours later.
- ◆ The member of staff must inform the Headteacher or person in charge as soon as possible of the incident.
- ◆ The child's views should also be recorded as soon as possible, preferably the same day.
- ◆ The views of witnesses should also be recorded as soon as possible, preferably the same day.
- ◆ The parents/carers of the child should be informed as soon as possible of the incident or as soon as reasonably practical.
- ◆ The Headteacher should discuss the incident with the staff member within 24 hours.
- ◆ Counselling may need to be provided for any staff who are distressed following the incident.
- ◆ Following the incident, the child should be counselled on the reasons why it was necessary to restrain him/her.
- ◆ The LADO officer will investigate schools where physical interventions are used more than occasionally and provide advice and assistance as appropriate.
- ◆ If an allegation is made against a member of staff the Headteacher **must** contact the LADO's designated Child Protection Officer and Head of Personnel with the minimum of delay, and follow allegation against Staff guidance and procedures.
- ◆ There must be in place arrangements for children to be interviewed about the reasons that led to the incident and the circumstances that followed. Preferably, the interviewer should not be a member of staff from the school. The LADO will be responsible for all investigative work. A senior member of school staff i.e. the Designated Teacher for child protection will need to obtain an account of what has happened from the child. This can be in written form or recorded verbatim depending on the age of the child. The child should not be questioned further.
- ◆ The member of staff alleged to have been involved in the incident can be asked to provide their own written version of events. This is not a 'statement' but is useful in deciding on any action needed.
- ◆ The senior member of staff / Designated Teacher for Child Protection should bring both accounts of the incident to a strategy meeting in order for the police to



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consider whether a criminal act has occurred and follow up any further action necessary. The Report of Incident attached to this guidance can be used.

- ◆ Confidentiality applies when there are allegations made against staff. If information is shared it should be the decision of the person directly involved in the incident.
- ◆ Staff meetings should provide the opportunity for a discussion to take place of an incident. Such discussion is essential to prevent the development of a culture of where physical response becomes routine. Staff meetings may also be used to discuss good practice and aspects of this guidance and any outstanding training and support issues.

Training for staff

Training from a relevant trainer increases staff confidence in dealing with incidents and reduces risks. We provide CPD training from High Speed Training and The National College.

- ◆ All staff receive in-house training on how to prevent the need for physical intervention, including how to de-escalate situations and awareness of positive handling techniques.
- ◆ We keep a record of which training staff have received and those staff who have received specialist training in restraint techniques.

Parental consent is not required to use physical intervention and restraint. The school will inform them of any incidents requiring the use of physical intervention and restraint.

Complaints and allegations

Parents should refer to the school's complaints policy. The use of force to physically intervene or restrain a child can lead to accusations against staff by pupils and parents of improper conduct or assault, so it is essential that schools have in place clear policies and procedures around the use of physical intervention and restraint so that staff have a defence against such allegations.

Where an incident of physical intervention or restraint leads to an allegation being made against a teacher, this will be dealt with under the CSCP "Managing allegations against staff and volunteers" guidance and the matter will be referred to the LADO.

This guidance makes it clear that reasonable force can be used to control or restrain in specific circumstances and this will be taken into account when deciding on what action to take. However, it must be demonstrated that the staff member followed agreed practice and procedure.

It should be made clear to staff that force may only be used within the parameters set out in the school's policy and that any deviation from acceptable practice will leave the staff member vulnerable to complaints and allegations.



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Additional Non-Statutory Advice:

[Preventing and Tackling Bullying](#)

[Cyberbullying](#)

- ◆ *Use of reasonable force in schools*

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

- ◆ *Searching, screening and confiscation in schools*

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>



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REPORT OF INCIDENT INVOLVING PHYSICAL INTERVENTION

Name of school

The report MUST be completed as soon as practicable after the incident

Name of pupil Class

Date of incident Time

Place incident occurred

Name of staff member reporting.....

Names of staff involved

Record of Incident

.....
.....

Pupil (s) witnessing incident

.....

Staff witnessing incident

Please give details about why the use of reasonable force was thought necessary. *Circle as appropriate

Was the child concerned liable to injury? YES / NO *

To what degree?



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Were other children liable to injury? YES / NO *

To what degree?

Were staff liable to injury? YES / NO *

To what degree?

Was property about to be damaged? YES / NO *

To what degree?

Was 'good order' prejudiced? YES / NO *

Examples may be needed here

Other reason (s)




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Appendix A

Behaviour Monitoring Record Form

NB - For children in the EYFS classes, this will be completed by a member of staff. Children in the Preps' classes will complete themselves as a reflection tool.

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'We will reach high to be the people we want to be, respect ourselves and others and enjoy each new challenge.'

Behaviour monitoring sheet

Name: _____
D.O.B: _____
Class: _____

ANTECEDENT	BEHAVIOUR	CONSEQUENCE

Parents informed: YES/ NO
Date: _____ Time: _____

Completed by:
Signature: _____



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Reviewed and Signed by:

Name: Cari Binet-Fauvel, Director

Signature:

Date:

Name: Duncan Binet-Fauvel, Director

Signature:

Date:

Headteacher: Victoria Playford

Signature:

Date: