KENNET VALLEY PRIMARY SCHOOL

SAFE HANDLING, POSITIVE BEHAVIOUR SUPPORT AND RESTRICTIVE PHYSICAL INTERVENTION POLICY

Approved by: Governing Board

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1. PURPOSE

At Kennet Valley Primary School we are committed to creating a safe, inclusive and supportive environment where all pupils can thrive.

We believe that behaviour is a form of communication and that children learn best when they feel safe, understood and regulated.

Our approach prioritises:

- Relationships before compliance
- Regulation before reasoning
- Prevention before intervention
- Consistency before consequence
- Safety for all

Restrictive physical intervention is never used as a punishment or behaviour management strategy. It is a safeguarding measure used only when necessary to reduce an immediate risk of harm.

2. SCOPE

This policy applies to all staff working within Kennet Valley Primary School.

The school operates two distinct provisions:

- Mainstream Primary Provision
- Kennet Valley Resource Base

Whilst the principles of this policy apply across both provisions, additional arrangements apply within the Resource Base due to the specialist needs of pupils and the specialist training received by staff.

3. LEGAL FRAMEWORK

All members of school staff have a legal power to use reasonable force where necessary to prevent:

- Injury to a pupil
- Injury to another person
- Serious damage to property
- Serious disruption that presents a risk to safety

Any use of force must be:

- Reasonable
- Necessary
- Proportionate
- In the best interests of the child and others involved

3A. DEFINITIONS

For the purposes of this policy:

Regulation refers to a pupil's ability to manage emotions, behaviour and responses to environmental demands.

Dysregulation refers to a state in which a pupil is unable to effectively manage emotions, behaviour or responses, resulting in reduced capacity to process information, follow instructions or engage in problem-solving.

Co-regulation refers to the process by which a supportive adult helps a child return to a regulated state through calm, consistent and predictable interactions.

Restrictive Physical Intervention refers to the use of reasonable force to restrict a pupil's movement in order to prevent harm to themselves or others.

Positive Behaviour Support refers to a proactive approach that seeks to understand the purpose of behaviour and reduce the need for restrictive practices through teaching, support and environmental adaptation.

4. POSITIVE BEHAVIOUR SUPPORT

The vast majority of behaviour incidents should be managed through positive behaviour support and de-escalation strategies.

Staff will:

- Build positive relationships
- Use calm and consistent communication
- Recognise signs of dysregulation
- Adapt expectations where appropriate
- Use co-regulation strategies
- Reduce demands where necessary

• Provide sensory and emotional support
• Use restorative approaches once pupils are regulated

Staff should recognise that children who are dysregulated are often unable to process instructions, consequences or reasoning effectively.

The priority during dysregulation is safety, co-regulation and emotional support.

Reflection, problem-solving and restorative conversations should take place once the child has returned to a regulated state.

4A. UNDERSTANDING BEHAVIOUR

The school recognises that behaviour is influenced by a wide range of factors including communication needs, sensory processing differences, anxiety, trauma, attachment needs, social understanding, emotional regulation and environmental factors.

Many pupils within the Resource Base present with autism, social communication differences, social, emotional and mental health needs and/or additional learning needs. Staff should consider these factors when interpreting behaviour and selecting appropriate responses.

Staff are expected to remain professionally curious and seek to understand the function and purpose of behaviour rather than focusing solely on the behaviour itself.

When responding to behaviour, staff should consider:

• What is the child communicating?
• What need may be driving the behaviour?
• What environmental factors may be contributing?
• What support does the child require at this moment?

The school recognises that behaviour support is most effective when responses are informed by understanding, consistency and positive relationships.

4B. REGULATION BEFORE REASONING

The school recognises that pupils experiencing significant emotional dysregulation may be unable to process language, instructions, consequences or restorative conversations effectively.

During periods of dysregulation, staff will prioritise:

• Safety
• Co-regulation
• Emotional containment
• Reduction of demands where appropriate
• Supportive and predictable adult responses

Staff should avoid lengthy verbal explanations, debates, lectures or attempts to resolve incidents whilst a pupil remains significantly dysregulated.

Reflection, problem-solving and restorative conversations should take place once the pupil has returned to a regulated state and is able to engage meaningfully.

This principle applies across both the mainstream school and the Resource Base, although individual approaches may vary according to pupil need.

5. MAINSTREAM PROVISION

The school does not routinely expect mainstream staff to use restrictive physical intervention techniques.

Where concerns arise regarding a pupil's behaviour, staff should:

• Use de-escalation strategies
• Seek support from senior leaders
• Follow behaviour support plans where applicable
• Prioritise safety

In emergency situations, all staff retain the legal power to use reasonable force where necessary to prevent immediate harm.

6. RESOURCE BASE PROVISION

The Resource Base supports pupils with complex SEND, autism and social, emotional and mental health needs.

Many pupils may experience periods of significant dysregulation which require specialist support.

The school therefore operates additional arrangements within the Resource Base.

The Resource Base operates in accordance with the Kennet Valley Resource Base Behaviour & Regulation Framework.

This framework provides operational guidance regarding:

- regulation and dysregulation;
- adult responses;
- de-escalation approaches;
- communication expectations;
- staff scripts;
- behaviour support strategies.

All Resource Base staff are expected to follow the framework to ensure consistency of practice.

7. PROACT-SCIPr-UK

The approved physical intervention system used within the Resource Base is PROACT-SCIPr-UK.

The school adopts the principles of:

• Least restrictive practice
• Restraint reduction
• Dignity and respect

• Prevention and de-escalation
• Learning from incidents

Only staff who have successfully completed PROACT-SCIPr-UK training may use PROACT-SCIPr-UK physical intervention techniques.

8. AUTHORISATION

Resource Base staff who have completed approved PROACT-SCIPr-UK training are authorised by the Headteacher to use approved PROACT-SCIPr-UK strategies and interventions where:

• There is an immediate risk of harm or a significant risk of serious damage to property
• The intervention is necessary
• The intervention is proportionate
• Less restrictive options have been considered or attempted

All interventions will be carried out in a manner that preserves the dignity, welfare and emotional wellbeing of the pupil as far as reasonably possible.

Staff must only use interventions taught through approved training. Improvised techniques must never be used. Any use of non-approved techniques will be reviewed by senior leaders and managed in accordance with safeguarding, HR and reporting procedures where appropriate.

9. POSITIVE BEHAVIOUR SUPPORT PLANS

Pupils presenting foreseeable risk may have:

• Positive Behaviour Support Plans
• Individual Risk Assessments
• Regulation Plans

These plans will identify:

• Triggers
• Early warning signs
• Preferred regulation strategies
• Communication approaches
• Support strategies
• Approved interventions where appropriate

Positive Behaviour Support Plans and associated risk assessments will be reviewed regularly, at least termly, and following any significant incident.

10. RECORDING

All restrictive physical interventions must be recorded on CPOMS before the end of the working day.

Records should include:

• Antecedents
• Behaviour displayed
• De-escalation strategies attempted
• Intervention used
• Duration
• Outcome
• Any injuries sustained

Parents will normally be informed on the same day.

11. POST-INCIDENT REVIEW

Following significant incidents:

• Pupils will be supported to regulate
• Staff will be offered debrief opportunities
• Incidents will be reviewed by leaders
• Plans will be amended where necessary

Following significant incidents, communication with parents/carers will focus on ensuring a shared understanding of the incident, support provided and any changes to future planning.

The purpose of review is learning and improvement rather than blame.

12. TRAINING

The school will ensure that:

• Resource Base staff receive PROACT-SCIPr-UK training
• Refresher training is maintained
• Behaviour support training is regularly reviewed
• New staff receive appropriate induction

Staff will only be authorised to use PROACT interventions where their training remains current.

13. MONITORING, LEADERSHIP AND GOVERNANCE

The school is committed to the continuous review and improvement of behaviour support, regulation practices and the use of restrictive physical intervention.

The Headteacher is responsible for ensuring that this policy is implemented consistently across the school and that appropriate systems are in place to support staff and pupils.

The Resource Base Lead Teacher (or designated leader responsible for the Resource Base) is responsible for the day-to-day implementation, monitoring and review of behaviour support, regulation strategies, positive behaviour support plans and restrictive physical intervention practices within the Resource Base.

The SENCO provides strategic oversight, advice and support across the whole school, including the Resource Base, and works collaboratively with leaders to ensure that provision meets the needs of pupils with SEND.

The school will regularly monitor:

• Frequency and nature of behaviour incidents
• Use of restrictive physical interventions
• Patterns and trends within CPOMS records
• Effectiveness of Positive Behaviour Support Plans
• Training compliance and refresher requirements
• Injuries, near misses and safeguarding concerns
• Feedback from staff, pupils and families where appropriate

Behaviour incidents, restrictive physical interventions and patterns of concern will be reviewed regularly by school leaders to identify opportunities for learning, development and restraint reduction.

The school is committed to reducing the need for restrictive physical intervention through:
• Proactive behaviour support
• High-quality staff training
• Consistent adult responses
• Environmental adaptation where appropriate
• Individualised planning
• Reflection and learning following incidents

The Governing Body will receive regular reports relating to behaviour, safeguarding and the use of restrictive physical intervention and will provide appropriate challenge and strategic oversight regarding the implementation of this policy.

This policy will be reviewed annually, or sooner in response to changes in legislation, guidance, training requirements or significant incidents.

14. LINKED POLICIES AND DOCUMENTS

- Resource Base Behaviour & Regulation Framework
- Behaviour Scripts & Language Guide
- Positive Behaviour Support Plans
- Individual Risk Assessments
- Safeguarding and Child Protection Policy
- SEND Policy
- Behaviour Policy
- Staff Code of Conduct
- Health and Safety Policy
- Complaints Policy