

Alfreton Park School



Happiness and Wellbeing at Our Roots

Positive Behaviour Support Policy (Including Physical Intervention)

Aligned with Team Teach® Principles

Date	Review Date	Headteacher's Signature
November 2025	November 2026	<i>J O'Donnell</i>
Governors minute number:		

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Introduction

This policy implements the Local Authority's overarching policy on **Positive Behaviour Support (Including Physical Intervention)** aligned with Team Teach® Principles at a practical level for Alfreton Park School. This policy is aligned with the *Restrictive Interventions, Including the Use of Reasonable Force, in Schools: Guidance for Schools in England (April 2026)*.

It provides clear guidance for staff on managing challenging behaviour, promoting positive behaviour support, and using **Team Teach® principals and physical interventions** safely when required.

The Governing Body recognises the Local Authority policy and guidance and is committed to **minimising the use of physical interventions** through emphasis on proactive behavioural support strategies.

This policy complements the school's **Behaviour Principles Document** and should be used in conjunction with it.

It is developed in line with relevant legislation, including Section 93 of the **Education and Inspections Act 2006**, which outlines the powers of authorised staff to use reasonable force.

Policy Statement

The Governing Body of Alfreton Park School recognises the Local Authority policy and guidance on **Positive Behaviour Support (including Physical Intervention)** and is committed to working within these guidelines. The school emphasises **minimising the use of physical interventions** through sound behavioural support strategies, de-escalation techniques, and proactive teaching of social and emotional skills.

The Governing Body is committed to:

- Ensuring and maintaining a **safe working environment** for all staff, pupils, and visitors.
- Safeguarding the **safety and welfare of all children and young people** attending the school.
- Providing a culture of **positive behaviour support**, where physical interventions are only used as a **last resort** when all other strategies have been exhausted.

To fulfil this commitment, the Governing Body has agreed a **Behaviour Principles Document** for behaviour management. This **Positive Behaviour Support (including Physical Intervention) Policy** complements the Behaviour Principles Document, and the two should be used together to guide practice.

This policy has been developed in the context of relevant legislation, statutory guidance, and best practice, including Section 93 of the **Education and Inspections Act 2006**, which outlines the powers of "authorised staff" to use **reasonable force** where necessary.

The purpose of this policy is to provide **clear guidance** for all members of the school community on:

- When and how **physical interventions may be used safely and appropriately**, in line with Team Teach® principles.

- Ensuring that all interventions are **proportionate, safe, and in the best interests of the pupil**.
- Ensuring staff understand their **roles and responsibilities**, including training, reporting, and following up incidents.

The **Headteacher** is responsible for ensuring that staff adhere to this policy, that parents and carers are aware of it, and that staff receive necessary **training and awareness-raising** to carry out their responsibilities effectively.

The **Governing Body and Headteacher** will ensure the policy is **reviewed regularly** to meet the evolving needs of pupils and staff.

Only “**Authorised Staff**” may carry out physical interventions, and these must be used **exclusively in exceptional circumstances**. Physical interventions will always be a **last resort**, employed only when all other alternatives have been unsuccessful and there is an immediate risk to safety or welfare.

Responsibility of the Headteacher

The Headteacher is responsible for the **implementation of this policy** and for ensuring that the **culture of the school reflects the principles of positive behaviour support and safe practice** in line with statutory guidance and Team Teach® approaches.

To effectively discharge this responsibility, the Headteacher should ensure that:

1. A **Positive Behaviour Support (including Physical Intervention) policy** is in place, formally approved by the Governing Body, and aligned with Local Authority guidance and legislation.
2. The policy is **fully understood and consistently adhered to by all staff**.
3. The Headteacher **models best practice** in behaviour management and supports a school culture that prioritises proactive strategies, positive reinforcement, and de-escalation techniques.
4. All staff know the **procedures for physical interventions**, including when they may be necessary, how to report incidents, and how and where to record them.
5. Only **authorised staff** are permitted to carry out physical interventions, and authorisation is clearly documented.
6. **Adequate resources** (staffing, training, equipment, and support) are available to implement this policy effectively.
7. **Practice relating to physical interventions is monitored** regularly to ensure safety, compliance with policy, and continuous improvement.
8. Staff receive **appropriate Team Teach® training**, including refreshers, to ensure they are confident and competent in using physical interventions safely and as a last resort.
9. **Risk assessments are in place**, and the use of physical interventions is carefully planned wherever possible, taking into account individual pupil needs, environmental factors, and the principles of least restrictive practice.
10. All incidents involving physical interventions are **recorded accurately, reviewed, and followed up**, including reflection on strategies used, outcomes achieved, and any lessons learned to inform future practice.

Responsibility of the Governing Body

The Governing Body is responsible for ensuring that **safe practices are in place, implemented, and regularly reviewed**. Their responsibilities include:

1. **Providing guidance and oversight** to ensure that the school's Positive Behaviour Support (including Physical Intervention) policy is **formally approved** and aligned with Local Authority guidance, legislation, and Team Teach® principles.
2. Ensuring the policy is **consistently adhered to by all staff** across the school.
3. Ensuring **sufficient resources**—including staffing, training, equipment, and support—are available to implement the policy effectively.
4. **Reviewing the policy regularly** (at least every 2 years) to ensure it continues to meet the needs of pupils and staff and reflects current best practice in positive behaviour support and safe physical intervention.
5. **Receiving and acting upon reports** regarding the implementation of the policy, including the use of physical interventions and associated risk assessments.
6. **Monitoring the number, type, and context of incidents** involving physical interventions to identify trends, review practice, and ensure accountability.
7. Considering the policy and its implementation in **strategic decisions relating to the school**, ensuring the school culture supports proactive behaviour management, pupil wellbeing, and safety.
8. Ensuring that **complaints or concerns relating to the use of physical interventions** are addressed appropriately, following statutory guidance, safeguarding procedures, and the school's complaints policy.

Responsibility of the Team Teach Practitioners

Team Teach Practitioners/Behaviour Team are responsible for promoting a consistent, calm and supportive approach to behaviour across the school, aligned with Team Teach principles and Positive Behaviour Support (PBS). They model professional conduct, positive communication, and respectful relationships at all times, supporting staff and pupils through proactive strategies, de-escalation, and early intervention. Practitioners provide guidance, coaching and in-the-moment support to ensure safe, proportionate and lawful responses to behaviour, prioritising prevention and emotional regulation over reactive measures. They contribute to accurate recording, monitoring and reflection to inform individual support plans and whole-school practice. The team works collaboratively with staff, pupils, families and external agencies to create an inclusive environment where all pupils feel safe, valued and able to succeed.

Responsibility of Employees

All employees have responsibilities under the **Health and Safety at Work Act 1974** and the **Management of Health and Safety at Work Regulations 1999** to comply with this policy.

Whilst at work, all employees are expected to:

1. **Familiarise themselves with and adhere to the school's Positive Behaviour Support (including Physical Intervention) policy**, including Team Teach® principles and de-escalation techniques.

2. Be aware of **safe systems of work and risk assessments**, including control measures relevant to their role and the pupils they support.
3. **Report any shortcomings or concerns** in the policy or its implementation to the Headteacher promptly.
4. **Record all behaviour incidents and physical interventions accurately**, using the school's reporting systems (behaviour smart), to enable monitoring, pattern recognition, and ongoing risk management.
5. Use **personal protective equipment (PPE) where appropriate**, if involved in physical intervention, in line with risk assessments and policy guidance.
6. **Employ proactive behaviour support strategies**, including de-escalation, clear communication, and environmental adjustments, to minimise the need for physical intervention.
7. **Participate in training and refresher courses** provided by the school, including Team Teach® training, and apply the techniques consistently and safely.
8. **Prioritise the safety and wellbeing of all pupils and staff**, only using physical interventions as a last resort, proportionate to the level of risk, and in accordance with training and policy.

Duty of care

All staff at Alfreton Park School have a **legal and professional duty of care** to ensure the safety and wellbeing of the pupils in their care. This duty requires staff to take **reasonable steps to prevent foreseeable harm** to children and young people, themselves, and others.

Staff should be aware that:

- Pupils may display behaviours that present a **risk of harm** to themselves, others, or property.
- Physical intervention may sometimes be necessary to **prevent immediate danger**, but should **only be used when all other strategies have failed or are not possible**.
- Team Teach® emphasises that interventions must be **safe, proportionate, and respectful**, with minimal restriction and duration.

Key Responsibilities Under Duty of Care

1. **Assess risk and take appropriate action**
 - Staff must make a **dynamic risk assessment** of the situation before intervening physically.
 - Where physical intervention is not safe or appropriate, staff must **take alternative measures** such as removing other pupils, summoning assistance, or using de-escalation techniques.
2. **Prevent harm wherever possible**
 - Duty of care is not limited to physical safety; staff must also consider **emotional and psychological wellbeing**.
 - Proactive strategies, environmental adjustments, and personalised support plans should be used to **reduce triggers and prevent escalation**.
3. **Act in the best interests of the pupil**
 - Any action taken must prioritise the pupil's **safety, dignity, and rights**.
 - Interventions should be **proportionate to the risk** and carried out in a way that **maintains trust and respect**.
4. **Seek support and follow school procedures**
 - Staff must **report and record all incidents** of behaviour that required intervention, whether physical or non-physical.
 - Guidance and support should be sought from **senior staff or the behaviour team** if unsure how to manage a situation safely.

By fulfilling their duty of care, staff at Alfreton Park School ensure that **pupils, colleagues, and the wider school community remain safe**, while modelling **positive behaviour and responsible decision-making**.

Statement on the Use of Physical Touch

At Alfreton Park School, we recognise that **physical touch can be an essential part of supporting children and young people**, for reassurance, guidance, and care. No-touch policies are not practical in many educational or care settings and could be considered an act of omission.

However, **all physical touch must be used sensitively, appropriately, and in line with safeguarding procedures**, taking into account the individual needs, characteristics, and preferences of each pupil.

To use touch successfully, staff must adhere to the following principles:

- Touch must be **non-abusive**, with no intention to cause pain, injury, or exert power.
- Touch must be **in the best interests of the child**, supporting their safety, wellbeing, and learning.
- Touch must have a **clear supportive purpose** for the pupil or young person.
- Staff must **consider gender, cultural background, and individual preferences** when using touch.
- Staff must **take account of any historical experiences** of the pupil which may make touch unwelcome or distressing.
- Touch must always **comply with the law** and school safeguarding policies.

Some pupils may find physical touch unwelcome, and this **right must be respected**. Staff will be informed of any pupils with known sensitivities to touch and act accordingly.

Likely Acceptable Uses of Touch at Alfreton Park School

Staff may use touch in situations including, but not limited to:

- Administering **first aid**.
- Supporting pupils with **personal care**, as part of their care plan.
- **Guiding or prompting** pupils safely (e.g., in practical lessons, transitions, or mobility support).
- Providing **emotional support or reassurance**.
- Delivering **teaching support**, e.g., demonstrating techniques in PE or other practical curriculum areas.
- Carrying out **physical interventions** if necessary, following Team Teach® principles, only as a last resort.

What is Positive Behaviour Support (PBS)?

Positive Behaviour Support (PBS) is a **framework for improving quality of life and supporting positive behaviour** for children and young people. It is based on understanding why behaviours occur and developing strategies to support pupils safely and effectively.

PBS:

- **Enhances the quality of life** for the individual and those around them.
- **Develops understanding of challenging behaviour** by assessing the social, emotional, and environmental context.
- **Involves the child or young person, their family, and relevant professionals** in planning and supporting behaviour.
- **Supports the creation, implementation, and evaluation of personalised, enduring systems of support** that meet the pupil's needs.

PBS at Alfreton Park School incorporates **proactive and preventative strategies**, including:

- Environmental adjustments to reduce triggers for challenging behaviour.
- Clear routines, expectations, and consistent communication.
- Social, emotional, and mental health support, including the **Thrive® approach**.
- Teaching alternative behaviours and coping strategies.
- Positive reinforcement to encourage desired behaviours.

PBS also recognises that **reactive strategies, including physical interventions**, may occasionally be necessary to keep pupils or others safe. These are **used only as a last resort**, proportionate to risk, and in line with **Team Teach® principles**.

By implementing PBS, the school aims to **minimise the need for restrictive interventions**, support pupils' emotional regulation, and promote **independence, wellbeing, and social understanding**.

What is Physical Intervention?

At Alfreton Park School, **physical intervention is only used as part of a safe and planned approach to support pupils** when all other proactive strategies have been unsuccessful, and there is a risk of harm to the pupil or others. Physical intervention is guided by the **Team Teach® philosophy**, which emphasises:

- **De-escalation and communication first** – interventions are used only when verbal and non-verbal strategies have failed to maintain safety.
- **Proportionate and minimum force** – any contact is the least restrictive necessary to keep everyone safe.
- **Teamwork and safety** – interventions are carried out with support from other trained staff wherever possible.
- **Reflection and learning** – all incidents are reviewed to reduce future risk and improve practice.

Types of Physical Intervention

1. Non-restrictive physical support

Non-restrictive interventions involve physical contact that **supports and guides** a pupil without restricting their movement unnecessarily. Pupils have the choice to move away where possible. Examples include:

- Guiding a pupil safely from one area to another.
- Removing environmental triggers of distress (e.g., adjusting light or noise).
- Supporting a pupil with mobility or practical tasks safely.

- Providing reassurance or emotional support through appropriate touch.
- 2. **Restrictive physical interventions**
Restrictive interventions are used **only when there is a clear risk of harm** and all other strategies have failed. Team Teach® emphasises **holding techniques that are safe, dignified, and proportionate**, avoiding pain or injury. Examples may include:
 - Safe escorting of a pupil away from danger.
 - Physically blocking a pupil to prevent immediate harm.
 - Using Team Teach® approved holds as described in individual risk assessments or behaviour support plans.

Key Principles

- Physical intervention is **never used to punish or discipline** a pupil.
- The **safety, dignity, and rights** of the pupil are always the priority.
- Staff must continually **monitor and adjust their approach** to minimise risk.
- **Planned interventions** should be documented in a behaviour support plan or risk assessment.
- **Unplanned interventions** require a dynamic risk assessment at the time of the incident, followed by a post-incident review.

Team Teach® Philosophy

Team Teach® recognises that physical interventions are part of a **spectrum of positive behaviour support strategies**. The school ensures:

- All staff are trained in Team Teach® methods.
- Proactive strategies (e.g., distraction, reassurance, and environmental adjustments) are prioritised.
- Any use of physical intervention is **recorded, reviewed, and reflected upon** to improve future practice.

Strategies to minimise the need to use force

At Alfretton Park School, the **use of physical intervention is always a last resort**. The school implements a range of **proactive strategies and positive behaviour support approaches** to reduce the likelihood of incidents requiring force.

Whole-School Strategies

1. **Creating a safe, calm, and structured environment**
 - Clear routines and expectations are communicated consistently to pupils.
 - Classroom and school rules are adapted to the developmental level of each pupil.
 - Staff model positive behaviours and social skills throughout the school day.
2. **Building strong relationships**
 - Positive and trusting relationships between staff and pupils are encouraged.
 - Pupils are supported to understand expectations and consequences in a safe, consistent manner.
3. **Proactive teaching of social, emotional, and behavioural skills**
 - Pupils are taught alternative behaviours, coping strategies, and self-regulation techniques.
 - SEMH (Social, Emotional, Mental Health) curriculum and **Thrive® sessions** support emotional awareness and resilience.

4. **Environmental and sensory support**
 - Classrooms and learning areas are adapted to minimise triggers of challenging behaviour.
 - Sensory needs are met through personalised sensory diets and adjustments to the environment.
5. **Clear communication and de-escalation**
 - Staff are trained to use verbal and non-verbal de-escalation strategies before considering physical intervention.
 - Communication is age-appropriate, calm, and respectful, reducing anxiety and escalation.
6. **Individualised planning**
 - Behaviour support plans and risk assessments identify triggers, early warning signs, and proactive strategies.
 - Individualised strategies include distraction, reassurance, and planned breaks to prevent escalation.
7. **Monitoring and reflection**
 - Behaviour incidents are recorded on Iris to identify patterns, triggers, and effective strategies.
 - Regular review of incidents ensures lessons are learned and strategies are adapted.
8. **Staff training and support**
 - All staff receive **Team Teach® training**, focusing on de-escalation, safe physical intervention, and reflection.
 - Ongoing coaching and mentoring ensure staff confidence in preventing and managing incidents safely.

By embedding these strategies across the school, Alfreton Park ensures that **physical interventions are rare, proportionate, and only used when necessary to maintain safety.**

When may a restrictive physical intervention be used?

At Alfreton Park School, **restrictive physical interventions are only used as a last resort** when all other proactive and de-escalation strategies have been exhausted or are not possible, and there is an **immediate risk of harm**. Team Teach® emphasises that interventions must be **safe, proportionate, and minimal in duration and force.**

Circumstances Where Restrictive Intervention May Be Justified

Staff may consider a restrictive physical intervention to:

- **Prevent injury to the pupil or others**
 - For example, stopping a pupil from running into a dangerous situation or engaging in self-harm.
- **Prevent serious damage to property**
 - For example, intervening when a pupil is about to destroy school resources or equipment.
- **Prevent a pupil from committing a criminal offence**
 - For pupils under the age of criminal responsibility, interventions may be used to prevent behaviour that would constitute a crime in older individuals.
- **Maintain good order and discipline**
 - Only where behaviour poses a **significant risk to safety or learning**, and other strategies have failed.

When deciding whether to intervene, staff must consider:

- The **seriousness of the incident** and potential consequences.
- Whether the desired outcome can be achieved safely **without physical intervention**.
- The **relative risks** of intervening versus not intervening.

Examples of Restrictive Physical Interventions at Alfreton Park School

- Escorting a pupil **safely away from a harmful situation** using approved Team Teach® techniques.
- **Blocking a pupil's movement** to prevent immediate harm.
- Using **Team Teach® approved holds** in line with individual behaviour support plans and risk assessments.

Key Principles

- Restrictive interventions are **never used to punish or enforce compliance**.
- The **safety, dignity, and rights of the pupil** are always prioritised.
- Staff must **work as a team** where possible, with one staff member leading the intervention.
- All incidents of restrictive intervention are **recorded, reviewed, and reflected upon** to reduce the need for future interventions.

Planning and Review

- **Planned interventions** should be documented in the pupil's **Individual Behaviour Support Plan** or **risk assessment**.
- **Unplanned interventions** require a dynamic risk assessment at the time, followed by a **post-incident review** to improve practice and safety.
- Parents and carers are always informed and involved in discussions about interventions that have been used.

Who may use restrictive physical interventions?

At Alfreton Park School, **only trained and authorised staff** may use restrictive physical interventions. This ensures that any intervention is carried out **safely, proportionately, and in accordance with Team Teach® principles**.

Authorised Staff

“Authorised Staff” are defined as:

- **Paid employees** who have lawful responsibility for the care and supervision of pupils (e.g., teachers, teaching assistants, support staff).
- **Volunteers** or temporary staff who have been explicitly authorised by the Headteacher to carry out physical interventions in specific circumstances (e.g., on school trips).
- **Authorisation is recorded** and regularly reviewed to ensure staff remain competent and confident to intervene safely.

Training Requirements

- Staff must receive **Team Teach® accredited training** before being authorised to use restrictive interventions.
- Training includes:
 - Proactive strategies to prevent escalation.
 - Safe holds and escort techniques.
 - De-escalation, communication, and calming strategies.
- **Refresher training is required at least every 2 years** to maintain skills, confidence, and compliance with Team Teach® standards. Additional refresher training may be provided sooner if deemed necessary (e.g., after a significant incident).

Considerations for Authorisation

Staff authorisation may be withheld or limited based on:

- **Medical conditions** or physical limitations that could make intervention unsafe.
- **Risk assessments** for individual pupils indicating that certain techniques may be inappropriate.
- The **Headteacher's professional judgment** on a staff member's ability to safely carry out Team Teach® interventions.

Responsibilities of Authorised Staff

- Use restrictive physical interventions **only when all other strategies have failed** or are not appropriate.
- Follow **pupil-specific behaviour support plans** and risk assessments.
- Always prioritise **the safety, dignity, and rights of the pupil**.
- **Report and record** any interventions promptly, accurately, and in line with school procedures.
- Participate in **post-incident debriefs and reflections** to reduce future incidents and improve practice.

By restricting physical interventions to **authorised and trained staff**, and ensuring **regular Team Teach® refresher training every 2 years**, Alfreton Park School ensures interventions are **safe, proportionate, and consistent**, supporting the school's overall approach to positive behaviour and safeguarding.

The place of physical intervention at Alfreton Park School

Physical interventions will only be used in **exceptional circumstances**. Staff will only use force when:

- The consequences of not intervening are **seriously unsafe** or harmful.
- All **other strategies have been tried and exhausted**.
- The **risks of not intervening outweigh the risks of using force**.

The decision to use restrictive physical intervention is a **professional judgment**, guided by this policy and Team Teach® principles. Interventions will **never be used for convenience** or punishment.

Before intervening physically, staff must weigh the **risks of acting versus not acting** and always act **in the best interest of the pupil**.

NB: Staff deciding that not intervening physically is the safest course of action must **still take appropriate action**—raising the alarm, removing others from harm, and summoning additional support. Doing nothing is **not an option**.

Staff should refer to the **Ofsted Inspection Framework Guide for Safeguarding**, particularly statements regarding physical intervention.

Types of Physical Intervention

1. Emergency / Unplanned Interventions

- Used in response to **unexpected incidents**.
- Trigger a **dynamic risk assessment** and post-incident planning.
- Must be **recorded immediately** with follow-up to update risk assessments and behaviour plans.

2. Planned Interventions

- For **foreseeable situations** where challenging behaviour may occur.
- Staff employ **pre-arranged strategies** based on risk assessments.
- Must be **recorded in an individual or generic Physical Intervention Plan**.

a) Individual Physical Intervention Plans

When a pupil is known to require support to manage challenging behaviour:

The Headteacher will ensure that:

- **A risk assessment and an individual plan** are in place.
- **Support services** have been consulted for advice.
- Plans are fully **communicated to all relevant staff**.
- Plans identify **triggers, warning signs, and preventative strategies**.
- Plans include **positive behaviour support approaches** to avoid physical intervention wherever possible.
- **Specific interventions** are outlined, with clear criteria for use.
- **Parents/carers and pupils** (where appropriate) are involved in planning.
- Pupil's **SEN and medical needs** are fully considered.

Once agreed, the Headteacher ensures:

- Plans are **communicated to all authorised staff**, including temporary staff or volunteers if needed.
- **Mandatory Team Teach® training** is provided for those required to carry out physical interventions.
- Staff attend **refresher training every 12–18 months**, as recommended by Team Teach®.
- **Resources** are available to implement plans safely.
- Plans are **reviewed after every intervention** to ensure ongoing relevance and safety.

b) Planned Generic Physical Interventions

- For **situations likely to occur**, e.g., fights, rough play, or serious disruption.
- Risk assessment protocols are agreed and communicated to staff.

- Staff must **follow plans and report any shortcomings** to the Headteacher.

c) Unplanned Physical Interventions

- Occur **suddenly and require immediate professional judgment**.
- Staff use a **dynamic risk assessment**, considering safety, policy, and training.
- Staff **must not place themselves at unreasonable risk**.
- Where possible, staff should **remove bystanders and call for assistance**.

Important:

- Physical restraint must **never be used to punish, discipline, or cause pain**.
- Staff must **never act out of anger or frustration**.
- All interventions should prioritise **minimising harm and preserving dignity**.

Risk Assessment

Risk assessments focus on the **significant risks associated with carrying out a physical intervention** and the specific circumstances in which it may be required. It is **impossible to anticipate every scenario** in this policy.

Risk assessments will be carried out by **competent staff authorised by the Headteacher** and may involve a **Behaviour Support Teacher, Team Teach® instructor, or other specialist staff**.

Both **planned and dynamic risk assessments** must consider a range of factors to determine the safest strategies and any necessary control measures. The following are examples of considerations, though the list is **not exhaustive**:

- Any known **Special Educational Needs (SEN)**, including social, emotional, communication, physical, or medical needs.
- The **age, size, strength, and medical conditions** of both the staff member and the child or young person.
- The **relative genders** of staff and child/young person.
- The presence of a **second adult** to assist, monitor, and witness the intervention.
- The **availability of additional adults** in the vicinity.
- **Personal items** such as spectacles, hearing aids, jewellery, or clothing that could affect safety.
- The staff member's **capacity to remain calm, systematic, and professional**.
- The **location of the incident**, ensuring the environment allows the intervention to be carried out safely.
- The **potential consequences of not intervening**, including risk of harm.
- Whether **non-physical strategies** have been attempted or are appropriate.
- The presence of **other pupils or bystanders** who could increase the risk of escalation or injury.

The purpose of the risk assessment is to:

- **Identify the likelihood** of challenging behaviour or an incident requiring intervention.
- **Evaluate the potential risks of injury** to both staff and pupils.
- **Inform planning**, ensuring that preventative strategies and appropriate interventions are in place.

- **Support decision-making** for both planned and unplanned (dynamic) interventions.

All staff must follow the outcomes of the risk assessment, adhering to agreed strategies, and immediately report any shortcomings or new risks to the Headteacher.

Team Teach® guidance emphasises that risk assessments should be **regularly reviewed**, particularly following incidents, changes in pupil behaviour, or any updates in training or school procedures.

Individual Risk Assessment and Support

At times, the individuals we support may engage in behaviours that pose a risk to themselves or others. While it is not possible to eliminate all risk, an **Individual Risk Assessment (IRA)** helps to identify, minimise, and manage potential risks safely and effectively.

An IRA can be used **proactively** when there is a known risk or **reactively** following an incident. It should be **reviewed and updated regularly** and shared with all staff involved in the individual's care or support.

The assessment should clearly outline:

- The individual's specific risk factors
- Effective strategies to manage or reduce risk
- How it links to their wider support plans (e.g., Individual Support Plan, Success Plan)

Key Areas to Consider

When writing an Individual Risk Assessment, consider the following four areas:

1. **Understanding the individual's unique context**
 - Consider their needs, strengths, triggers, and environment.
2. **Identifying risk behaviours**
 - Note both known and potential behaviours that may pose a risk.
3. **Evaluating the likelihood of occurrence**
 - Assess how often or in what circumstances these behaviours might occur.
4. **Exploring ways to reduce risk**
 - Determine strategies, interventions, and support measures to keep everyone safe.

For each area, reflective questions should be considered in relation to the individual. Staff may also add their own questions to gain a fuller understanding. Responses to these questions should guide the **most appropriate support strategies and interventions**, helping to minimise risk and maintain a safe environment for all. All information is best sourced directly from Behaviour Smart to ensure accuracy, consistency, and informed decision-making.

Methods of restrictive physical intervention

At Alfreton Park School, staff are expected to remain calm and controlled in all situations. Shouting at pupils is strictly prohibited and will not be considered an acceptable method of behaviour

management. All communication should be clear, calm, and purposeful to support de-escalation and maintain the dignity and safety of the pupil.

When a restrictive physical intervention is justified, staff will use “**reasonable force**”, defined as the **degree of force warranted by the situation**. It must be **proportionate to the circumstances of the incident and the consequences it is intended to prevent**, and should always be the **minimum force necessary for the shortest time possible** to achieve a safe outcome.

Physical interventions must never:

- Involve hitting, slapping, punching, or any form of physical punishment;
- Include punitive acts designed to deliberately inflict pain;
- Restrict the child or young person’s **breathing**, e.g., throat or chest holds, or pressing the face into soft furnishings;
- Apply pressure to the **genital area, buttocks, or breasts**;
- Involve putting the adult’s **full body weight on the child**;
- Involve pulling, twisting, or manipulating **joints**.

During any physical intervention, staff must aim to:

- Minimise the **duration and intensity** of the intervention;
- Reduce the child or young person’s **anger or distress** through verbal reassurance, calm communication, and maintaining safety;
- Restrict movement only **as necessary to maintain safety**;
- Consider the environment to reduce the risk of **accidental injury**;
- Work **cooperatively as a team**, with a clear lead member;
- Ensure **other pupils are removed** from the area and not involved.

Legal context and guidance:

- There is no formal legal definition of reasonable force.
- Physical intervention is **unlawful** if circumstances do not warrant it, e.g., to stop minor misbehaviour or when the situation could clearly be resolved without force.
- Interventions must always be **proportionate to the risk of injury or harm**, using the minimum force required.
- Staff must refer to the **DfE Guidance “Use of Reasonable Force – Advice for Headteachers, staff and governing bodies”** for further guidance.

Preferred strategies before physical intervention:

Staff should attempt to resolve situations through other **positive behaviour support strategies**, including:

- Clear instructions or commands to stop or comply;
- **Verbal and non-verbal de-escalation techniques**;
- Use of space, distraction, or safe removal from a situation where possible.

Key points during a physical intervention (when unavoidable):

- **Stabilise or redirect** the pupil safely and as quickly as possible;
- Hold **clothing rather than skin**;
- Avoid holding **joints** or applying twisting forces;
- Avoid pressure on **vulnerable areas** (neck, diaphragm, stomach);
- Avoid pressure that could **restrict blood flow**;
- Avoid contact with **sexual areas**;

- Be **sensitive to the child's comfort and dignity**, returning control as soon as safely possible.

Training requirement:

- Only staff who have received **specific Team Teach® training** 2 day course are authorised to use restrictive physical interventions.
- Staff must always act **strictly in accordance with their training** and the school's Positive Behaviour Support policy.
- Team Teach® guidance requires **retraining every 2 years** to maintain competence in safe and effective techniques.

Induction and Training

See 'Responsibilities of the Headteacher, Governing Body and Employees' (page 4).

The **Headteacher** will ensure that all staff are aware of:

- The school's **physical intervention procedures**;
- Who incidents must be reported to;
- Where and how incidents should be **recorded and monitored**.

Induction for new staff:

Staff will be trained in the use of Team Teach resources (see Appendix 5), including the Infinity Cycle, Stages of Distress, Risk Assessment Matrix, and Help Scripts, to support positive behaviour and safe interventions.

- All new staff will receive an explanation of the school's **Policy on Positive Behaviour Support (including Physical Intervention)** as part of their induction programme.
- Staff will be made aware of the **ethos and expectations of the school**, particularly regarding safe behaviour management.
- This induction is especially important for **Newly Qualified Teachers (NQTs)**, supply staff, and temporary staff.

Training for authorised staff:

- Staff who are required to carry out physical interventions will receive **formal training** in accordance with **Team Teach® methods**, as these align with the school's positive behaviour support principles.
- Training will be organised and overseen by the **Behaviour Support Service**, Internal training will be delivered by the behaviour smart practitioners.
- Training includes both **theory and practical skills** to ensure staff can manage challenging behaviour safely, minimise risk, and maintain dignity.
- **Retraining is mandatory every 2 years**, as required by Team Teach®, to ensure staff maintain competence in safe and effective physical interventions.
- Staff will not be authorised to use restrictive interventions until they have successfully completed the approved training.

Other proprietary systems:

- Schools that use alternative approved systems for physical intervention must ensure that these systems **meet or exceed the standards of positive behaviour support** as described in this policy.

- Where other systems are used, the Headteacher must describe the training arrangements, recording procedures, and monitoring processes in this section.

Behaviour smart training:

- Behaviour Smart is an essential tool used in our school to monitor and support pupil behaviour effectively. Staff are trained internally by the Behaviour Lead every other term to ensure consistent and confident use of the system. Refresher sessions are available whenever needed, and staff can request them at any time. Additionally, all staff have the opportunity to attend one session per year delivered by Dean, the Behaviour Smart founder and CEO, to gain expert insight and updates on best practice. See below for further information.

Behaviour Smart – Reporting, Recording and Support

This section outlines how our school uses Behaviour Smart to record, monitor and support pupil behaviour in a positive, child-centred and inclusive way. Behaviour Smart helps us celebrate success, identify patterns early, provide timely support, and ensure consistency across the school.

All recording is used to improve wellbeing, learning, and safety, and to uphold our school values: **Caring, Brave and Aiming High.**

Information is handled sensitively and in line with data protection and safeguarding requirements.

1. Clicker Behaviour (Positive and Negative)

Clicker behaviour entries are used to record day-to-day behaviours quickly and consistently.

Purpose

- To recognise and celebrate positive behaviour aligned with our school values.
- To identify emerging concerns early so support can be offered promptly.
- To build a clear picture of patterns, triggers and successful strategies.

What is Recorded

- **Positive behaviours:**
 - Demonstrating school values (e.g. caring, brave and aiming high).
 - Positive learning behaviours.
 - Social successes.
 - **Integration with Talentino and Bambino Preparation for Adulthood:** Positive entries can reflect pupils achieving milestones or engaging in activities aligned with their personal development and preparation for adulthood.
- **Negative behaviours:**
 - Low-level disruptions.
 - Difficulties with regulation, routines, or transitions.
 - Behaviour that impacts learning or safety.

Approach

- Language used must be factual, neutral and respectful.
- Records should focus on what happened, not labels or assumptions about the child.
- Positive behaviour is actively recognised and reinforced.

- Patterns are reviewed to ensure the right support is provided at the right time.
-

2. Incident Forms (Non-Physical Incidents)

Incident forms are completed when a behaviour incident occurs that requires more detailed recording but **does not involve physical intervention**.

Purpose

- To ensure clarity and consistency of information.
- To support reflection, problem-solving and early intervention.
- To maintain safeguarding and accountability.

What is Included

- Date, time and location.
- Antecedents (what happened before the incident).
- Description of behaviour using objective language.
- Actions taken and de-escalation strategies used.
- Outcome and any follow-up support required.

Approach

- Staff record calmly and accurately.
 - The focus remains on supporting the child to succeed.
 - Information is shared appropriately with relevant staff to ensure consistency of support.
-

3. Behaviour Communication (Positive and Supportive Collaboration)

Behaviour Smart allows staff to communicate behaviour updates across the school.

Purpose

- To promote teamwork and shared responsibility.
- To enable staff to offer timely support and consistency.
- To celebrate positive achievements as well as identify support needs.

How It Works

- Behaviour entries can trigger notifications to relevant staff.
- Staff may receive emails throughout the day to share updates, offer strategies, or provide support.
- Both positive and negative behaviours can be shared in a professional and supportive way.

Approach

- Communication remains respectful, solution-focused and child-centred.
 - Staff collaborate to ensure consistency of expectations and strategies.
 - Positive achievements are regularly shared and celebrated.
-

4. Physical Intervention Report

A Physical Intervention Report is completed whenever a physical intervention has occurred.

Purpose

- To ensure transparency, accountability and safeguarding.
- To monitor frequency, triggers and effectiveness of strategies.
- To support ongoing risk assessment and planning.

What is Recorded

- Circumstances leading to the intervention.
- Strategies attempted prior to physical intervention.
- Type and duration of intervention.
- Pupil response and outcome.
- Any injuries or concerns.
- Follow-up actions and review.

Approach

- Physical intervention is used only as a last resort to keep pupils and staff safe.
- All incidents are reviewed to reduce future need.
- Parents/carers are informed in line with school procedures.

5. Restrictive Physical Intervention Report

Restrictive Physical Intervention reports are completed for any intervention that restricts a pupil's movement.

Important Statement

Wherever possible, the behaviour team **refrain from training staff in restrictive techniques**, as these can present a risk to our pupils. Our priority is prevention, de-escalation and positive behaviour support.

Purpose

- To ensure safeguarding and legal compliance.
- To carefully monitor and minimise restrictive practice.
- To inform training, risk assessment and support planning.

What is Required

- Once a restrictive physical intervention has occurred:
 - A printed copy of the Behaviour Smart form must be sent home to parents/carers.
 - The **RESTRICTIVE PHYSICAL (RESTRAINT) Record of Incident** (Derbyshire County Council) must be completed and filed.
 - The behaviour team will check all data prior to the end of the day to ensure all paperwork is completed before the child goes home.
 - The child must be monitored regularly throughout the day following the intervention.

Approach

- Used only when there is immediate risk of harm.
- Reviewed by senior leaders.
- Focused on learning lessons and reducing future risk.
- Ensures full documentation and safeguarding procedures are followed without delay.

6. Smart Plan Builders

Smart Plans are created using evidence from Behaviour Smart to support pupils who require targeted or ongoing behaviour support.

Purpose

- To provide personalised strategies based on real evidence.
- To ensure consistent approaches across staff.
- To monitor progress and adapt support effectively.

Key Principles

- Not all pupils will have Smart Plans.
- Plans are only created when behaviour data shows a clear need.
- This prevents misconceptions or unnecessary labelling of pupils during their school journey.

What Smart Plans Include

- Strengths and interests.
 - Triggers and early warning signs.
 - Preventative strategies.
 - De-escalation strategies.
 - Staff responses and support strategies.
 - Review dates and progress measures.
-

7. Success Plans

Success Plans provide short, focused support information for pupils.

Purpose

- To share clear, practical strategies for supporting pupils.
- To ensure consistency and confidence across staff.

How They Are Used

- Updated every other term.
- Contain brief, clear guidance and key strategies.
- Used alongside Smart Plans where appropriate.

Approach

- Strength-based and positive.
- Focused on enabling success and independence.

8. Behaviour Team Analysis

Purpose

- To review and analyse Behaviour Smart data every other term.
- To identify training needs, areas for school improvement, and whole-school trends.
- To update Success Plans based on emerging evidence.
- To provide reports for senior leaders, governors, and Ofsted.
- To inform any additional interventions, support strategies, or policy adjustments.

Approach

- Behaviour team meetings are scheduled once every other term.
- All relevant behaviour data, clicker entries, incident forms, and Smart Plans are reviewed.
- Action points and next steps are clearly documented and shared with the leadership team.
- Outcomes are used to strengthen positive behaviour culture, staff development, and pupil support.

9. Monitoring and Review

- Behaviour Smart data is reviewed regularly by leaders.
- Trends inform training needs, resource allocation and wellbeing support.
- Data supports reporting to senior leaders, governors and Ofsted.
- The overall aim is continuous improvement and positive school culture.

This policy section reflects our commitment to nurturing positive behaviour, emotional wellbeing and inclusive practice for every child.

What to do after the use of restrictive physical intervention

Report Events and Actions

The **Governing Body** acknowledges the critical importance of ensuring that **accurate and detailed records** of all incidents of physical intervention are made and retained for monitoring, review, and safeguarding purposes.

Restrictive Physical Intervention Incident Reports

All **significant incidents** of restrictive physical intervention must be **reported and recorded** by the staff involved **as soon as possible after the event**—this should be before staff leave the school, but after they have had a brief period to regain composure.

Records must be:

- **Factual**, not emotive;
- Include antecedents to the incident;
- Detail proactive and reactive strategies used;
- Include the intervention itself, duration, and the outcome.

Recording Platform:

- At Alfreton Park School, all incidents will be **recorded on the Behaviour Smart app**.
 - The **RESTRICTIVE PHYSICAL (RESTRAINT) Record of Incident** (Derbyshire County Council) must be completed and filed.
- This ensures **secure, accurate, and accessible records** for staff, senior leadership, and the Local Authority where required.

Significant Incidents Include:

- a) Any incident causing **injury or distress** to a pupil or staff member (follow school accident reporting guidance if injury occurs).
- b) Any **use of restrictive physical intervention**, regardless of injury.
- c) Incidents where **documentation is necessary to justify the use of force**, e.g., finely balanced professional judgements.
- d) Incidents that assist the school in **analysing behaviour patterns** or informing future training.
- e) Incidents involving **external agencies** (e.g., police).

Incident Report Details:

Staff must include in the Behaviour Smart record:

- Names of children/young people involved;
- Names of staff involved;
- Date, time, and location of the incident;
- Witnesses (staff or pupils);
- Reason for the intervention;
- Step-by-step account of how the incident progressed, including verbal and physical strategies used;
- Type and duration of the physical intervention;
- Response of the child or young person and the outcome;
- Any injury or medical attention required;
- Any property damage;
- Follow-up actions taken.

Review:

- Incident records will be regularly reviewed to identify **triggers, patterns, and trends**.

Informing Senior Staff

- The **Headteacher or a senior member of staff** should be informed **immediately** after any incident, Behaviour smart send a direct email.
- **Safeguarding lead** should review the record, and staff involved should receive a copy of their statement.

Witness Statements

- If the use of physical intervention is questioned, statements will be taken **promptly** by the Headteacher or senior staff to avoid influence between witnesses.

Follow-Up Action

Following a restrictive physical intervention:

- **Senior staff** must document all involvement and any follow-up actions taken.
- Children and staff involved will be given the opportunity to **discuss the incident** with the Headteacher or an appropriate senior member of staff.
- Lessons learned will **inform updates to behaviour plans, restraint plans, and risk assessments**.
- **Parents and carers** will be informed promptly and offered a discussion regarding the incident.
- Staff may need time to **recover and debrief**, including discussing the impact with a colleague, mentor, or union/professional representative.

Review of Plans and Risk Assessments

- **Planned physical interventions** should trigger a review of the risk assessment and related plans, aiming to:
 - Prepare **individualised strategies** to meet pupil needs;
 - Avoid **known behavioural triggers**;
 - Address environmental or situational factors;
 - Support **skill development and positive behaviour strategies**.

Handling complaints

Complaints relating to the use of **physical contact or interventions** will be addressed following established statutory procedures. These include:

- **Safeguarding concerns**, in line with Local Authority guidance;
- **Disciplinary procedures**, in accordance with school policy and Local Authority advice.

The **Headteacher** or an appropriate **senior member of staff** will:

- Consult with the **School's Safeguarding Coordinator**;
- Liaise with the **Local Authority's Child Protection Officer** as required.

Where there are **no grounds for safeguarding or disciplinary action**, complaints will be addressed through the **Governing Body's formal Complaints Procedure**, ensuring fairness, transparency, and accountability.

All complaints will be **taken seriously**, investigated promptly, and outcomes communicated appropriately to maintain trust and safeguard the welfare of pupils and staff.

Monitoring

The Governing Body and Headteacher are responsible for **monitoring the use of physical interventions** to ensure compliance with this policy and to maintain the safety and wellbeing of both pupils and staff.

Monitoring will include:

- **Regular review of all incidents** recorded on the **BehaviourSmart App** and other documentation (e.g., Iris), ensuring accuracy, completeness, and timeliness;
- **Identification of patterns or trends** in behaviour that may indicate risks or the need for additional support;
- **Assessment of adherence to risk assessments and physical intervention plans**, including planned and unplanned interventions;
- **Review of staff practice and effectiveness** of the interventions used, ensuring they remain proportionate, appropriate, and consistent with training received;
- **Consideration of the effectiveness of de-escalation strategies**, including verbal and non-verbal techniques, before physical intervention is required;
- **Regular reporting to the Governing Body**, highlighting incident frequency, type, and any safeguarding concerns;
- **Ensuring staff are supported** following incidents, including any required debrief or counselling.

The **BehaviourSmart App** will be used as the primary tool to **record, track, and analyse incidents**, enabling real-time monitoring, automatic reporting, and evidence-based decision-making.

Rights of Respecting School Award – Behaviour and Positive Relationships

Alfreton Park School is committed to promoting the values of the **UN Convention on the Rights of the Child**, which underpin our approach to behaviour management. In particular, the school supports pupils' **right to be safe (Article 19)** and their right to learn in an environment that respects dignity, wellbeing, and mutual respect.

Key Principles in Behaviour Support:

- All pupils have the right to feel safe, secure, and respected in school.
- Staff and pupils are expected to treat each other with mutual respect and understanding.
- Positive relationships are central to effective behaviour management, enabling pupils to develop social, emotional, and communication skills in a safe and supportive environment.
- Interventions, including any use of physical intervention, will always be consistent with the pupil's right to safety and dignity.

Integration with Positive Behaviour Support:

- Staff are trained to recognise and respond to pupil needs in ways that uphold rights and safety, aligning with Team Teach strategies, our Positive Behaviour Support approach, and the Rights Respecting ethos.
- Mutual respect, restorative practices, and structured support plans are used to prevent escalation and promote a calm, inclusive environment.
- Communication with pupils and families is underpinned by these rights, ensuring transparency and collaborative problem-solving.

Monitoring and Evaluation:

- The school will regularly review behaviour incidents, interventions, and feedback to ensure alignment with RRS principles.
- Pupils, staff, and families are encouraged to contribute to reflection and restorative practices, strengthening understanding of rights, responsibilities, and positive relationships.

Evaluation

Evaluation of the school's approach to **Positive Behaviour Support and Restrictive Physical Intervention** will be conducted systematically to ensure policy effectiveness, compliance with legislation, and continual improvement.

Evaluation will include:

- **Annual review of incident records** via BehaviourSmart to identify recurring behaviours, risk areas, or training needs;
- **Assessment of individual pupil plans and risk assessments**, updating them based on outcomes of interventions and lessons learned;
- **Review of staff training and competence**, ensuring that authorised staff remain **up-to-date with Team Teach® retraining requirements** (mandatory every **two years**, or sooner if identified through monitoring as necessary);
- **Feedback from pupils, staff, and parents**, using discussions or surveys to evaluate the perceived fairness, safety, and effectiveness of interventions;
- **Consideration of external guidance**, such as DfE advice on reasonable force and Ofsted safeguarding frameworks, to ensure alignment with best practice;
- **Integration of learning from complaints or near-miss events** to refine procedures, risk assessments, and individual plans;
- **Reporting outcomes to the Governing Body**, including recommendations for policy or practice changes.

The evaluation process will ensure that **preventive strategies, de-escalation techniques, and positive behaviour support** remain the focus, and that **restrictive physical interventions are used only as a last resort**, consistent with Team Teach® principles.

Policy Review and Approval

The Governing Body of Alfreton Park School, in consultation with the Headteacher, staff, and other relevant stakeholders, will ensure that this **Positive Behaviour Support (including Physical Intervention) Policy** remains current, effective, and legally compliant.

Key points regarding review and approval:

- **Review Frequency:** This policy will be formally reviewed at least **every two years**, or sooner if there are changes in legislation, Local Authority guidance, or Team Teach® training requirements;
- **Continuous Monitoring Feedback:** Evaluation data from the **BehaviourSmart App**, incident reports, risk assessments, and feedback from staff, pupils, and parents will inform updates;

- **Alignment with Training:** Updates will ensure continued alignment with **Team Teach® retraining cycles** and any new techniques or guidance issued by the Local Authority or Behaviour Support Service;
- **Stakeholder Consultation:** Staff, governors, and, where appropriate, parents/carers will be consulted on any proposed changes to ensure clarity, understanding, and practical applicability;
- **Approval:** The Governing Body will formally approve the updated policy, ensuring it is **communicated to all staff**, incorporated into induction programs for new employees, and accessible to all members of the school community;
- **Documentation:** The most recent version of the policy will be available in hard copy and digitally, ensuring that all staff, governors, and relevant stakeholders have access;
- **Legal Compliance:** The policy will continue to reflect statutory obligations under the **Education and Inspections Act 2006 (Section 93)**, **DfE guidance on reasonable force**, safeguarding requirements, and the principles of **positive behaviour support**;
- **Reporting:** Any significant changes following review will be reported to the Governing Body and documented for reference in audits or inspections.

This approach ensures that the policy is a **living document**, evolving in response to experience, legislative changes, and ongoing best practice, while maintaining the **safety, welfare, and dignity of all pupils and staff**.

APPENDIX 1 – Staff Checklist

DO:

- Be familiar with the school's **Policy on Positive Behaviour Support (including Physical Intervention)**.
- Discuss any uncertainties with a senior member of staff.
- Remember your professional obligations to all pupils in your care.
- Be aware of pupils' histories where physical intervention may have been required.
- Avoid being isolated with any pupil where practicable.
- Call for adult support early if a situation escalates.
- Remain calm; assess before acting.
- Use the **minimum intervention for the minimum time** necessary.
- Record incidents promptly on the **BehaviourSmart App** and report to the Headteacher or senior staff.
- Seek advice from your professional association or Trade Union if concerned.
- Use calm, quiet verbal communication; shouting is never acceptable.

DO NOT:

- Attempt to restrain pupils carrying weapons.
- Intervene in anger or when you have lost self-control.
- Allow situations to escalate unchecked.
- Use excessive force or restraint as punishment.
- Place yourself at risk of false allegation.

Approaches to Consider:

- Move calmly and confidently; seek assistance.
- Communicate at the pupil's level; explain consequences in terms of safety.
- Use clear, assertive statements; allow space to reduce threat.
- Offer reassurance, purpose, and security.
- Keep pupils in sight and allow them to space.
- Remove other pupils to reduce risk.

Avoid:

- Giving complex instructions.
- Shouting, speaking loudly or quickly.
- Standing too close or trapping a pupil.
- Using restraint to enforce compliance in physically larger pupils or risky situations.

Other pupils must never be involved in interventions.

APPENDIX 2 – Handling Complaints and Safeguarding

1. Introduction

Any allegation that a staff member may have abused a pupil must be reported **immediately** to the Local Authority Safeguarding team. Authority Child Protection Procedures define when a referral is required.

2. Context

Staff must act as a reasonably prudent parent or carer. Routine physical contact is permitted if necessary to protect or comfort pupils. Avoid any contact intended to arouse emotional or sexual response. Consider the pupil's age, gender, culture, and specific needs.

3. Guidance

- All complaints about physical intervention are investigated under statutory procedures:
 - **Safeguarding (Local Authority and Police)**
 - **Disciplinary procedures (School policies/Local Authority advice)**
- Only if no grounds exist under these procedures should the **school complaints procedure** be used.
- Guidance must be sought from the Local Authority Safeguarding Team before conducting internal investigations.

Unacceptable Conduct:

- Hitting, slapping, pinching, or striking a pupil with objects.
- Such acts may also constitute criminal offences.

4. Allegations Against a Headteacher

If the Headteacher fails to follow school guidelines, the **Chair of Governors**, with advice from the Local Authority Safeguarding Officer, must initiate safeguarding procedures or other appropriate action.

APPENDIX 3 – Behaviour Smart recording and reporting

The interface is divided into three main sections: Behaviour Clicker, Record, and Plan.

Behaviour Clicker

⊕ Absconding around school	⊕ Aiming High	⊕ Anticipation	⊕ Biting self (less than 5)
⊕ Brave	⊕ Caring	⊕ Climbing	⊕ Creativity
⊕ Dropping To Floor	⊕ Engagement	⊕ Head butting (less than 5)	⊕ Independence
⊕ Initiation	⊕ Interaction	⊕ Leadership	⊕ Leaving Class
⊕ Listening	⊕ Loud Vocalisations	⊕ Making good choices	⊕ Minor Disruption
⊕ Misogyny	⊕ Name calling	⊕ Problem solving	⊕ Prodding
⊕ Racism	⊕ Realisation	⊕ Refusal to move	⊕ Resilience
⊕ Safe hands	⊕ Sharing	⊕ Shuffling pupil to support transition	⊕ Socially inappropriate behaviour
⊕ Speaking	⊕ Staying Positive	⊕ Swearing	⊕ Taking clothes off
⊕ Teamwork	⊕ Throwing Objects	⊕ Uses weight to push	⊕ Using initiative
⊕ hitting out	⊕ kicking out	⊕ pinching	⊕ spitting

Record

Physical Intervention Report Record incident involving Physical Intervention	Incident Report Record incident that did not involve Physical Intervention	Behaviour Communications Communicate notable behaviour to key staff
--	--	---

Plan

Smart Plan Builder View, Edit or Create a new Smart Plan
--

APPENDIX 4 – Incident Reporting and Follow-Up

1. **Record All Incidents:**

- Complete the **Restrictive Physical Intervention Record of Incident** immediately following a restrictive physical intervention, and complete the **Behaviour Smart physical intervention report**.
- Submit to the Headteacher or senior staff promptly, parents must receive a copy of behaviour smart incident.

2. **Include Witness Statements:**

- Attach witness accounts signed and dated.
- Gather statements quickly to prevent influence between witnesses.

3. **Incident Record Must Include:**

- Names of pupils and staff involved.
- Date, time, and location of the incident.
- Antecedents, behaviour observed, strategies used, verbal interactions.
- Type of physical intervention, how applied, and duration.
- Outcome, including pupil and staff response.
- Any injury or property damage.
- Follow-up actions, including parental contact and support.
- Record if complaints were made.

4. **Follow-Up Actions:**

- Review the incident with staff and pupils involved.
- Update individual success plans, behaviour smart plans, and risk assessments.
- Ensure parents/carers are informed and have the opportunity to discuss the incident.
- Provide staff with support to recover and reflect on the incident.

DCC Restrictive physical intervention record below.

CONFIDENTIAL

**RESTRICTIVE PHYSICAL (RESTRAINT)
Record of Incident**

Date of Incident:	
Name of School:	

1. Names of those Involved: Staff:	Others:
Pupil(s):	

2. Time of Incident:
Location:

3. Events leading up to physical intervention (including alternative strategies used):

4. Account of actual incident (include details of actions, method of restraint, words used, witnesses, etc)
--

5. Outcome/resolution of incident:

6. Follow up actions (advice to carers, support for staff and pupils involved etc):

7. Names of witnesses and attached witness accounts (signed by witness):

8. Record if any injury/damage to property:

9. When and how those with Parental Responsibility were informed

10. Has any complaint been logged YES/NO

Report completed by	Report checked by
Signed	Signed
Position	Position
Date	Date

This record is to be maintained in the central school file within the Headteacher's office, and a duplicate copy must be provided to the Children's Services Health and Safety Section

APPENDIX 5 – Risk Assessment Process

Unforeseen Risks

- Rapid decisions may be required in response to **unexpected challenging behaviour**.
- Consider risks to pupils, staff, and the environment.
- Use policies, procedures, and the law to guide management.
- **Minimise use of unplanned physical intervention** due to higher risk.
- Document risks, decisions, and actions using the **Behaviour Smart App** or paper forms.
- Determine if the risk is likely to recur; if so, create a **formal risk assessment**.

Foreseen Risks

- Plan strategies to manage identified risks in advance.
- Include specific **physical intervention methods**, triggers, and de-escalation strategies.
- Communicate plans to all relevant staff and ensure **training is up to date**.
- Monitor and review risk assessments regularly to maintain safety and effectiveness.

This version keeps **Team Teach® principles** central, ensures **Behaviour Smart App integration**, and provides clear, professional guidance for staff, safeguarding, and incident management.

Risk Assessment



		Severity of Impact →				
		negligible	mild	moderate	significant	extreme
↑ Probability of Frequency & occurrence of Behaviour	very likely	LOW RISK	MEDIUM RISK	MEDIUM/HIGH RISK	HIGH RISK	HIGH RISK
	likely	LOW RISK	LOW/MEDIUM RISK	MEDIUM RISK	MEDIUM/HIGH RISK	HIGH RISK
	possible	LOW RISK	LOW/MEDIUM RISK	MEDIUM RISK	MEDIUM/HIGH RISK	MEDIUM/HIGH RISK
	unlikely	LOW RISK	LOW/MEDIUM RISK	LOW/MEDIUM RISK	MEDIUM RISK	MEDIUM/HIGH RISK
	very unlikely	LOW RISK	LOW RISK	LOW/MEDIUM RISK	MEDIUM RISK	MEDIUM RISK



How to Write an Individual Risk Assessment

Sometimes, the individuals we support need help to keep both themselves and others safe. While we cannot eliminate all risk, we can create an individual risk assessment to help minimise and support risk behaviour.

An individual risk assessment can be used proactively where there is known risk, or reactively following an incident. It should be reviewed and updated regularly and shared with everyone involved in a person's care / support.

The risk assessment should detail specific risk factors associated with an individual, along with effective support strategies, and can be used in conjunction with an individual support plan.

There are 4 key areas to consider when writing an individual risk assessment:

- Understanding an individual's unique context
- Identifying risk behaviour (known and potential)
- Evaluating the likelihood of occurrence
- Exploring ways to reduce risk

For each key area, consider the reflective questions listed in relation to the individual you are supporting. You may want to add your own questions. Use your responses to determine the most appropriate support and interventions, to reduce risk and keep everyone as safe as possible.

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Individual Risk Assessment Template

Name of individual:

Date:

Completed by (add staff member's name):

Key area	Reflective questions	Notes	Actions (who, when, what)
Understanding the individual's unique context	<ul style="list-style-type: none"> • Have they experienced adverse experiences / trauma, either recently or in the past? • What is their family / domestic situation? • What does their daily life look like? • Do they have any known medical, physical or mental health needs? • Do they have any communication needs? • Are they neurodivergent? 		
Additional information			

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Key area	Reflective questions	Notes	Actions (who, when, what)
Identifying risk behaviour (known and potential)	<ul style="list-style-type: none"> Do they engage in risk behaviours towards themselves, others, or staff members? What types of risk behaviour are these? What factors instigate their risk behaviour e.g. past experiences, environment, mental health needs, other needs? What are the potential consequences for the individual or others? 		
Additional information			

Key area	Reflective questions	Notes	Actions (who, when, what)
Evaluating the likelihood of occurrence	<ul style="list-style-type: none"> Have they engaged in this behaviour before, and if so, how often? How likely is recurrence given their current state of regulation / other needs? Are there known triggers, and if so, how often are they exposed to these? Have any circumstances changed that could increase or decrease the likelihood of risk behaviour? How effective are current methods of anticipating, monitoring and mitigating risk behaviour? 		
Additional information			

Key area	Reflective questions	Notes	Actions (who, when, what)
Exploring ways to reduce risk	<ul style="list-style-type: none"> • Which strategies are already in place to reduce risk? • Which other strategies might be effective? • How could we adapt the environment to reduce risk? • How can we reduce the likelihood or severity of risk behaviours? • How could we involve the individual in the risk assessment process? • How could our adapting our monitoring process reduce risk? • How can we empower the individual to take action to manage their own behaviour? • What further support or training do we require as staff? 		
Additional information			

Appendix 6 – Team Teach Posters and Guides

Purpose of this Appendix:

These resources support staff in preventing, managing, and reflecting on incidents of challenging behaviour. All staff must be familiar with these materials as part of their training and ongoing practice. At Alfreton Park School, shouting at pupils is strictly prohibited; communication should always be calm, respectful, and purposeful, reinforcing safety, dignity, and positive outcomes.

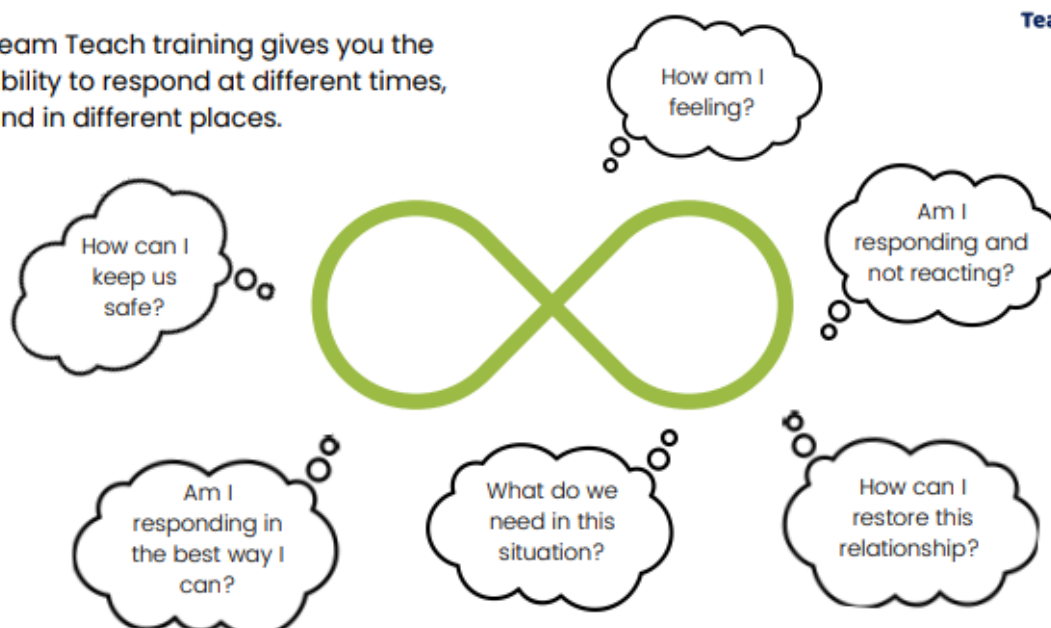
1. Infinity Cycle

The Infinity Cycle illustrates how behaviour can escalate if early triggers are not managed effectively. Staff use this model to anticipate behaviour, intervene early, and prevent crises. It supports planning for proactive strategies, so interventions are safe, appropriate, and minimise the use of restrictive physical interventions.

Infinity Cycle

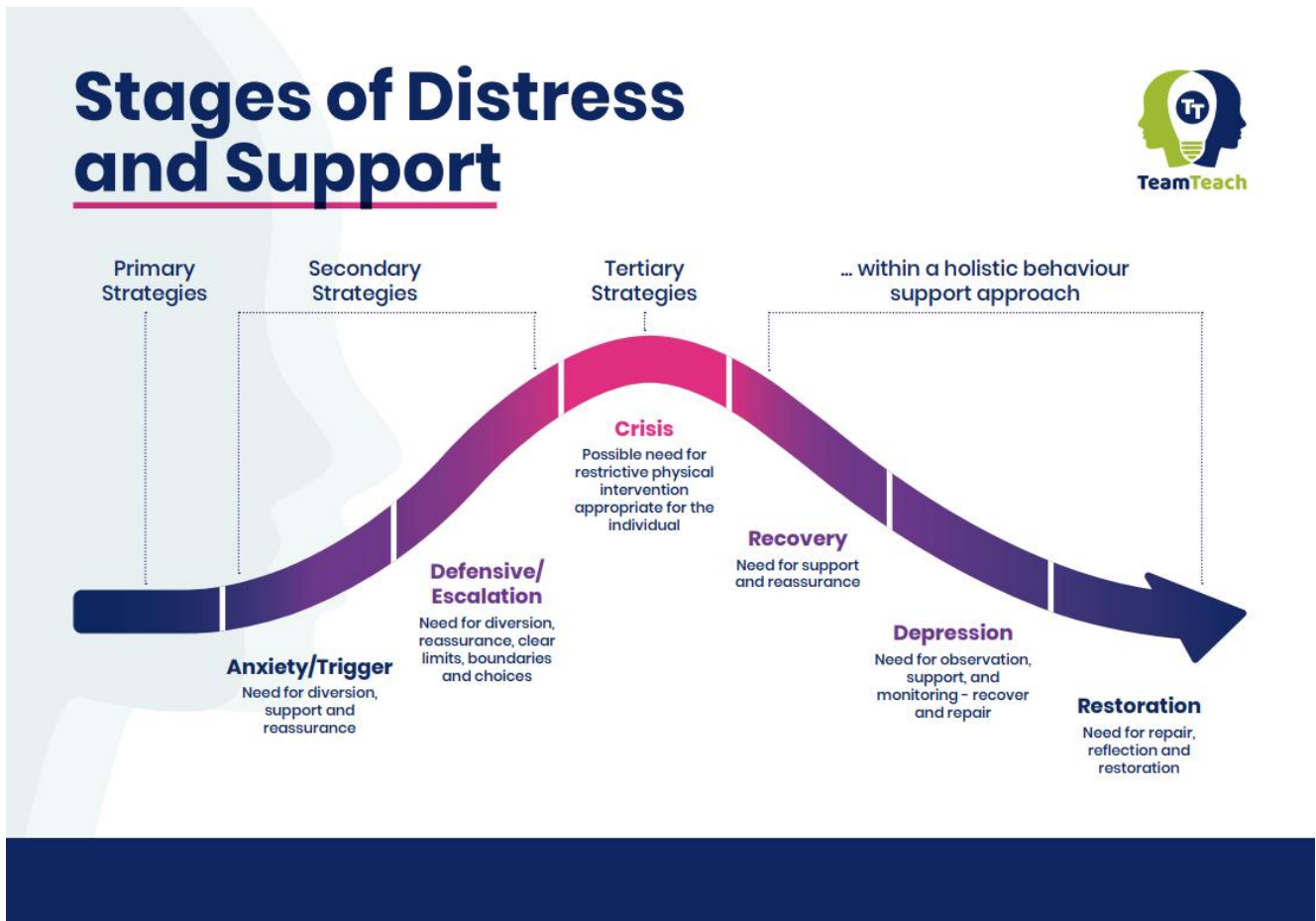


Team Teach training gives you the ability to respond at different times, and in different places.



2. Stages of Distress and Support

This guide identifies the typical stages of pupil distress and maps appropriate staff responses at each stage. Understanding these stages helps staff select the least intrusive intervention and ensures responses are proportionate, consistent, and focused on de-escalation.



3. Team Teach Restoration

Restoration guidance focuses on supporting both pupils and staff after an incident. It promotes reflection, emotional recovery, and repairing relationships affected by challenging behaviour, reinforcing the school's ethos of respect, empathy, and learning from incidents.

Restoration Process

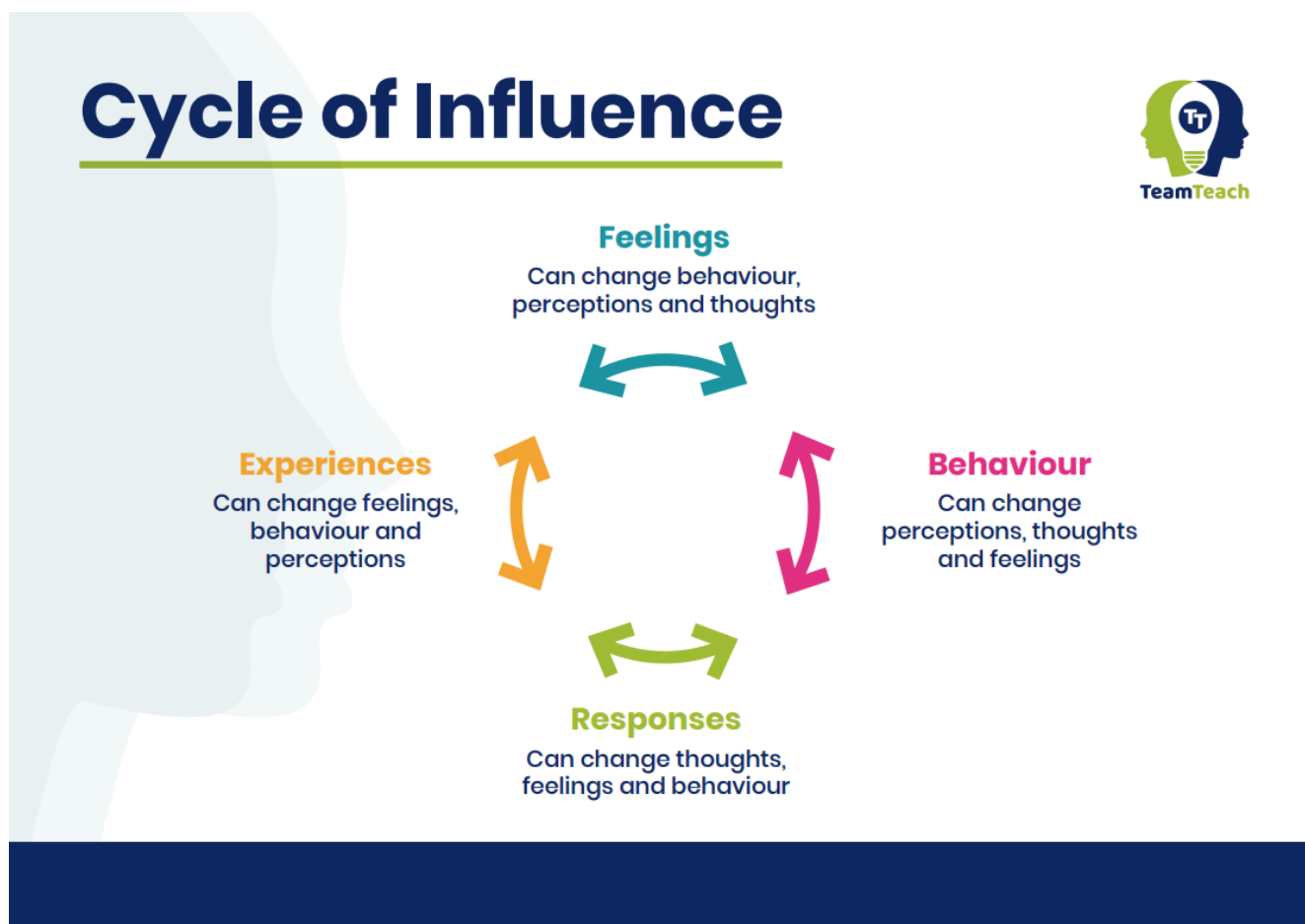


If you're going to set up a restorative conversation, think about when and where it would take place, and what the desired outcome is.



4. Cycle of Influence

The Cycle of Influence demonstrates how staff actions, environmental factors, and pupil responses interact to shape behaviour. Staff can use this to identify positive interventions, anticipate potential triggers, and adjust their approach to reduce the likelihood of escalation.



5. Conflict Spiral

This poster highlights the progression of conflict and provides strategies for safely interrupting escalating situations. Recognising early signs enables staff to intervene effectively without the need for physical restraint, maintaining safety and the pupil's dignity.



6. Risk Assessment Matrix

The Risk Assessment Matrix is a tool to evaluate the likelihood and severity of potential incidents. It guides staff in choosing appropriate interventions and ensures that risks are minimised for pupils, staff, and the environment. This aligns with the school's duty of care and planning for both planned and unplanned physical interventions.

Risk Assessment

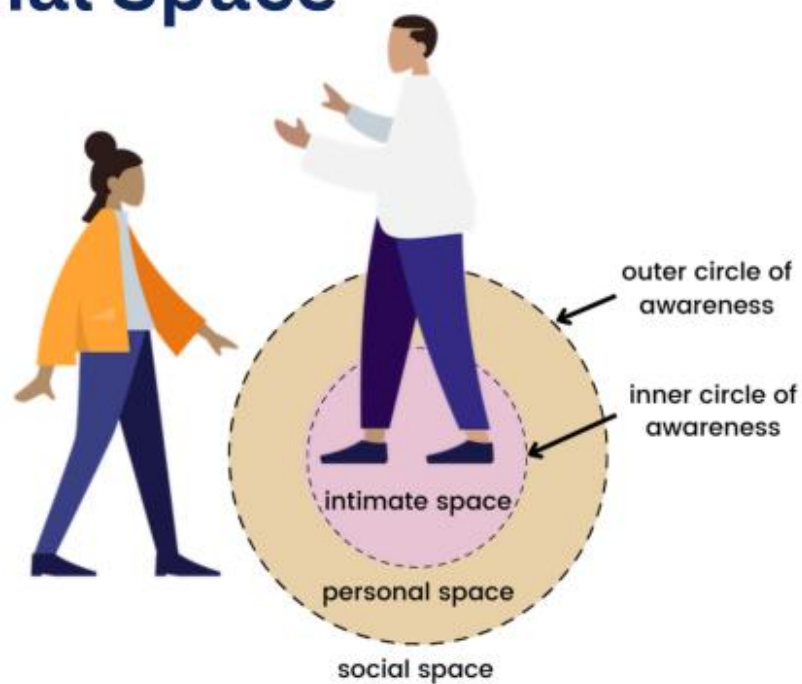


		Severity of Impact →				
		negligible	mild	moderate	significant	extreme
↑ Probability of Frequency & occurrence of Behaviour	very likely	LOW RISK	MEDIUM RISK	MEDIUM/ HIGH RISK	HIGH RISK	HIGH RISK
	likely	LOW RISK	LOW/ MEDIUM RISK	MEDIUM RISK	MEDIUM/ HIGH RISK	HIGH RISK
	possible	LOW RISK	LOW/ MEDIUM RISK	MEDIUM RISK	MEDIUM/ HIGH RISK	MEDIUM/ HIGH RISK
	unlikely	LOW RISK	LOW/ MEDIUM RISK	LOW/ MEDIUM RISK	MEDIUM RISK	MEDIUM/ HIGH RISK
	very unlikely	LOW RISK	LOW RISK	LOW/ MEDIUM RISK	MEDIUM RISK	MEDIUM RISK

7. Personal Space

This guide shows safe distances and positioning for staff when interacting with pupils, helping to prevent escalation and minimise risk. Respecting personal space is a core principle of maintaining safety, dignity, and effective communication.

Personal Space



8. CALM Communication

CALM Communication encourages staff to use clear, controlled, and respectful verbal and non-verbal cues to de-escalate situations. This strategy directly supports our school policy that shouting is not acceptable, and communication should always be purposeful and calming.

CALM Communication Checklist



Communication

C

- How am I standing and holding my body?
- What gestures am I using?
- What facial expressions am I showing?
- How am I giving verbal space?

Assessment & Awareness

A

- What do I know about this person?
- What strategies have worked well in the past?
- What are their known triggers?
- What do I know from their individual plans?

Listening & Learning

L

- What could their body language be communicating?
- How is this behaviour different from their baseline?
- What might happen next?
- How can I show that I'm emotionally available?

Making Safe

M

- What are the risks to the individual and others?
- How can I make the environment safe?
- What can I do to reduce any risks?
- Do I need support with this?

9. Help Scripts

Help Scripts provide ready-to-use verbal prompts to support pupils and staff during incidents. At Alfreton Park School, we use our own wording (switch) to ensure these scripts reflect the language, culture, and needs of our pupils. They guide staff in giving reassurance, setting boundaries, and offering choices to help pupils regain control safely.



Help Scripts



Help Scripts

