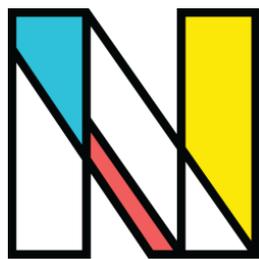


Newfield School

Care and Positive Behaviour Support Policy



Newfield

Inspire | Support | Achieve | Together

Introduction

This revised policy has been prepared as a result of a review of both the existing Care and Control policy and our new Emotional Regulation Support policy. The responsible person for the implementation of the policy is the Head Teacher. This policy will be reviewed annually by the Head teacher, Deputy Head teacher and the Governing Body.

This policy takes cognisance of, and is informed by:

- the Use of Reasonable Force in Schools (DfE, in force 1 April 2026) — this guidance sets out school duties on recording, reporting, prevention, de-escalation, SEND adjustments and governance oversight.
- Use of Reasonable Force in Schools (DfE, 2013; remains in force until 31 March 2026).
- Behaviour in Schools: Advice for Headteachers and School Staff (latest edition), including guidance on positive behaviour cultures.
- Keeping Children Safe in Education (latest statutory edition).
- Relevant legislation, including Education and Inspections Act 2006 (section 93A), Education Act 2011, Human Rights Act 1998, Children and Families Act 2014 and Equality Act 2010.

This policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils including; anti bullying policy, safeguarding policy, attendance policy, curriculum policy, and health and safety policies.

The policy has been prepared to support all teaching and support staff including students and volunteers who come into contact with pupils to explain the school's arrangements for supporting a positive change in behaviour. Its contents are available to parents and pupils and are available on the school website.

Aim

In implementing this Policy, we must be clear that each child is valued and that it is the unsociable behaviour that is not wanted, not the child.

Underpinning values

Staff should ensure that pupils understand, as far as they are able, that there is an expectation of high standards of behaviour.

Parents should have committed themselves through the Home-School Agreement to work with the school to develop and ensure the good behaviour of their child and that he/she understands and follows the school's Regulation and Support Policy at an appropriate level.

Objectives

Good personal and professional relationships between staff and pupils are vital to ensure good order and emotional safety within our school. It is recognised that the majority of pupils

at Newfield School respond positively to predictable routines, clear boundaries, and calm, supportive relationships with emotionally available adults. Many of our pupils rely on co-regulation, where adults model calm, regulated responses and provide reassurance, structure, and attuned support to help pupils manage their emotions and behaviour.

Staff awareness of emotional contagion is therefore essential. Pupils are highly sensitive to adult tone, body language, and emotional state, and may mirror dysregulation as readily as calm. A consistent, composed adult presence helps to de-escalate situations, reduce anxiety, and support pupils to regain regulation, thereby protecting the wellbeing and safety of both pupils and staff.

It is recognised that individualised approaches, including appropriate reward systems and relational strategies tailored to pupils' needs, play a key role in promoting positive behaviour and engagement. These approaches form the foundation of a holistic and preventative behaviour framework.

It is also acknowledged that, in exceptional circumstances, staff may need to take action to prevent harm, and the use of reasonable, proportionate, and necessary physical intervention may be required. At Newfield School, physical interventions are viewed as a last resort and as only a small part of a broader approach to meeting the complex needs of our pupils, including their right to be safe from harm (to themselves or others).

Every effort will be made to ensure that all staff in this school:

- (i) Clearly understand this policy, student's individual support plans and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and
- (ii) Are provided with appropriate and regular training to deal with these difficult situations.

Minimising the need to use force

We constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. We have a Total Communication environment and staff use a range of strategies, e.g. Makaton, symbols, photos and objects of reference to support pupils in communicating effectively without the need to resort to challenging behaviour. In addition to this, pupils who present with challenging behaviour have an individual support Regulation Support Plan (RSP) which will be agreed with staff, parents and where appropriate the students themselves.

Students who have issues relating to sensory processing or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may have individualised support or programmes to help them to manage this including daily sensory diets.

The school uses a nurture-based approach to support pupils to understand their emotions, develop self-regulation skills and manage social interactions and conflict, where this is appropriate to their stage of development and cognitive ability. The school curriculum and

ethos promote independence, communication, choice and inclusion, recognising that emotional wellbeing is foundational to learning and positive behaviour.

A range of staff within school are trained in recognised approaches to emotional wellbeing, including Thrive and ELSA (Emotional Literacy Support Assistant), and are available to provide targeted, time-limited support to pupils who may benefit from additional help in developing emotional understanding, resilience and coping strategies. This support is delivered in a planned, structured way and is closely monitored and reviewed to ensure it meets individual needs.

Pupils are given a wide range of opportunities for personal growth, emotional expression and relationship-building through the curriculum, daily interactions and planned interventions, promoting emotional wellbeing and the development of emotional intelligence in a safe, supportive and inclusive environment. All staff are trained in skills to develop proactive strategies to support students and help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. These alternative strategies will be used in preference to physical interventions and the use of force wherever possible and safe to do so. *Reasonable force* will only be used when the risks involved in doing so are outweighed by the risks involved in not intervening/using force.

Implications of the policy.

As teaching and support staff work 'in loco parentis' and have a Duty of Care towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy. The use of Team Teach techniques is one of our health and safety control methods for reducing risks presented by pupil's challenging behaviour. RSP's are Safe Systems of Work under Health and Safety Regulations. As such it is imperative that these plans are consistently followed and implemented by all members of staff.

The application of any form of physical support/intervention inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. Staff have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff need to be aware that they are responsible for:

- assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties and
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

The Violent Crime Reduction Act 2006 effective from September 2007, gives schools powers to screen or search pupils for weapons. At Newfield School it is extremely unlikely that pupils would conceal weapons and therefore staff have not received any training in this area. Staff will not be requested to undertake searches. As the power to search should only be used where it is judged to be safe, if the school decides that a search is necessary then the police will be called.

Prevention and De-escalation

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. The Daily Management/preventative strategies (pro - active) section of a pupil's RSP will outline specific ways to prevent incidents with the individual pupil. Good classroom organisation, clear boundaries that are consistently maintained, a total communication approach and engagement will be effective in preventing incidents with almost all pupils.

De-escalation techniques should be used wherever possible and appropriate to defuse a situation and prevent an incident from occurring – a non-confrontational, calm but assertive approach is generally most effective.

Diverting the pupil's attention and distracting them from the "trigger" or a third person intervening (change of face) can also help to prevent incidents. These should all be used before resorting to restrictive physical interventions, unless safety is at risk.

Primary Prevention

This is achieved by:-

- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for communication, choice and achievement;
- Exploring pupils' preferences relating to the way/s in which they are managed;
- Developing staff expertise through a programme of Continuous Professional Development;
- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff.

Secondary Prevention

This involves the recognition of the early stages of a behavioural sequence or pattern that is likely to develop into violence or aggression and employing 'diffusion' techniques to avert any further escalation.

Where there is clear documented evidence that particular sequences of behaviour escalate rapidly into violence, the use of a restrictive physical intervention (RPI) at an early stage in the sequence may, potentially, be justified if it is clear that:

- Primary prevention has not been effective, and
- The risks associated with **NOT** using a RPI are greater than the risks of using a RPI.

Types of Incident

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- self – injuring
- causing injury to others
- committing a criminal offence

The incidents described in The Education and Inspections Act 2006 and The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories: -

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.

Examples of situations which fall within one of the first two categories, are:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Where a pupil's behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident:

- A calming activity should be offered/made available to the pupil, including the option to withdraw from the task/activity
- A clear positive statement should be given to tell the pupil what it is that you want them to do – i.e. give a positive instruction
- Positive reinforcement, praise and reward should be provided to the pupil for any attempt to calm down and/or behave appropriately, however small the effort.

Problems are normal where children are learning and testing the boundaries of acceptable behaviour. Our success is not measured by the absence of problems, but by the way in which we deal with them.

Risk Assessment and deciding whether to use Reasonable Force Interventions

It may be necessary to make a judgement about the relative risks and potential benefits arising from activities which might provoke challenging behaviours compared with the impact on the pupil's overall quality of life if such activities are not allowed.

Both challenging behaviour and restrictive physical interventions will involve a risk – to both staff and pupils. A risk assessment aims to balance these risks. The aim of the individual pupil's RSP and of this policy is to reduce the risks associated with pupils' challenging behaviour as far as is reasonably practicable – both the risks that are associated with the behaviour itself and the risk of managing that behaviour. The risks of employing an intervention should be lower than the risks of not doing so.

A risk assessment will be carried out if it is foreseeable that a pupil's behaviour may pose a risk to staff or pupils. This will be completed during a meeting alongside the class team, Team Teach tutors and the Regulation Support Team. This may result in an RSP being devised. This will be done in discussion with the staff team working with the pupil. The plan will be shared with staff working with the pupil and stored in the orange lever arch file in each classroom.

All staff authorised to use physical intervention with pupils will receive training in Team Teach techniques as a risk reduction strategy and receive information about the risk to pupils of positional asphyxia. There are very clear protocols delivered during training to minimise the risk of harm to pupils and to ensure that appropriate safeguards are implemented.

Therapeutic devices

A decision to use therapeutic devices to manage problem behaviours **MUST** be agreed by a multi-disciplinary team in consultation with service-users, their families, those with parental responsibility and advocates, and recorded within an individual's RSP.

Strategies for dealing with challenging behaviour and supporting pupils in crisis

All staff use proactive, positive and relational strategies to reduce the likelihood of incidents occurring and to support the development of safe, appropriate and socially meaningful behaviour. The school recognises that behaviour is a form of communication and that pupils' responses are often linked to unmet need, emotional regulation, communication difficulties or previous experiences.

Alternative and more appropriate behaviours are explicitly taught, modelled and supported, with a focus on emotional regulation, communication and problem-solving skills. These are personalised to the individual pupil and reflected within their Regulation Support Plan (RSP), where the emphasis is on skill development rather than compliance.

Where the use of rewards or reinforcement is considered appropriate, this is planned, discussed and clearly documented as part of an agreed support strategy. Both intrinsic and extrinsic motivators may be used in a structured and purposeful way to support engagement and learning, with a clear intention to reduce reliance on external rewards over time as pupils develop greater internal regulation, understanding and independence. Rewards are never used as a substitute for meeting underlying need.

The Governors acknowledge the strong ethos of nurture, high expectations and inclusive practice across the school, which supports pupils with complex needs to develop coping strategies and, over time, increased self-regulation. It is recognised that progress may be slow and non-linear, and that some pupils require sustained support over many years. A small-steps approach, with progress carefully observed, recorded and shared with parents/carers and other professionals, ensures that all achievements — however incremental — are valued and celebrated.

Definitions

1. Positive Handling

Positive handling refers to the whole-school, proactive approach used to prevent, reduce and respond to behaviours of concern in a way that safeguards the dignity, wellbeing and safety of pupils and staff. It reflects current Department for Education guidance on behaviour, reasonable force and inclusive practice, and is underpinned by a nurturing, trauma-informed ethos.

Positive handling is a holistic approach and includes school policy and culture, staff training, environmental considerations, deployment of staff, and consistent relational practice. It prioritises early intervention, co-regulation, diversion and de-escalation, recognising that behaviour is a form of communication and is often linked to unmet need.

Where more restrictive measures are required, these are used only as a last resort, are proportionate to the level of risk, and are always part of a broader plan to support regulation, learning and long-term positive change.

2. Regulation Support Plans

(Formerly Behaviour Change Support Plans / Positive Support Plans)

Regulation Support Plans (RSPs) are personalised plans that set out how individual pupils are supported to manage emotional regulation, communication and behaviour in a safe and inclusive way. They are informed by an individual risk assessment and are developed by staff who know the pupil well, in collaboration with parents/carers and, where appropriate, external professionals.

RSPs identify:

- known triggers and early signs of dysregulation
- proactive and preventative strategies
- agreed de-escalation and co-regulation approaches
- how staff should respond if a pupil becomes distressed or dysregulated

The primary purpose of an RSP is to keep the pupil and others safe, while supporting the development of alternative, more appropriate skills over time. Plans focus on teaching and supporting regulation and communication, rather than on punishment or compliance.

Each plan includes a clear, developmentally appropriate target, focused on skill development or regulation. Progress is reviewed regularly, recognising that progress may be gradual, uneven and non-linear. All staff working with the pupil are expected to follow the plan consistently.

In the event of new or emerging behaviours, staff may use a Functional Behaviour Analysis (ABC – Antecedents, Behaviour, Consequences) to identify patterns or triggers. This is used as a working document within the class team to inform support and is not recorded on the school database.

3. Physical Contact / Restraint / Restrictive Physical Intervention (RPI)

The school recognises that appropriate physical contact and, in exceptional circumstances, physical intervention may be necessary to support pupils with complex needs. Physical approaches are always used in the best interests of the pupil, with the primary aim of safeguarding wellbeing, reducing distress and preventing harm.

Physical contact exists along a continuum of support and may include reassurance, guidance, prompting or physical assistance where appropriate to a pupil's age, stage of development, communication needs and individual preferences. When used sensitively, openly and with empathy, physical contact can support regulation, communication, learning and positive relationships.

Where a pupil is compliant or responsive, supportive physical intervention may be used to guide, prompt or divert a pupil away from danger or escalating distress. This may include, for example, guiding a pupil by the arm or shoulder. Such interventions are intended to be brief, proportionate and preventative, and are used to support de-escalation.

In circumstances where there is an immediate and significant risk to the pupil, other pupils, staff or property, and where other strategies have been unsuccessful or are inappropriate, Restrictive Physical Intervention (RPI) may be used as a last resort. RPI involves the proportionate use of reasonable force by trained staff to restrict movement for the shortest possible time necessary in order to reduce risk and restore safety.

All physical interventions must:

- be reasonable, proportionate and necessary
- use the minimum force required for the shortest time possible
- take account of the pupil's dignity, medical needs and emotional wellbeing
- be consistent with the pupil's Regulation Support Plan and individual risk assessment
- Physical intervention is never used as a punishment, for staff convenience, or to enforce compliance.

Any incident involving physical intervention, including RPI, is recorded in line with school procedures and reviewed to identify triggers, effectiveness and learning. Parents/carers are informed following any significant incident. The school uses post-incident reflection and support to promote recovery for both pupils and staff and to reduce the likelihood of recurrence.

Staff receive appropriate training in positive handling and risk reduction strategies, with an emphasis on prevention, de-escalation and safeguarding, ensuring that physical intervention is embedded within a broader relational and trauma-informed approach.

4. Punishment and Sanctions

While legislation allows schools to apply sanctions where conduct falls below expected standards, the school recognises that many pupils may not have the cognitive, emotional or communicative capacity to intentionally control their behaviour.

As a result, traditional sanctions such as detentions are generally inappropriate. Any consideration of sanctions is made only within the context of the pupil's Regulation Support Plan, is individualised, proportionate and developmentally appropriate, and never replaces the need to address underlying need.

The school prioritises restorative, relational and supportive responses that promote understanding, repair and learning. Sanctions are never used as a substitute for support or intervention to meet underlying needs.

5. Training and Support

Staff are trained in Team Teach, a nationally recognised approach to positive handling and risk reduction. Training focuses on prevention, de-escalation and safeguarding, enabling staff to respond confidently and safely to behaviours of concern while maintaining positive relationships.

Pupils:

Where a pupil has sufficient understanding their plan should be discussed with them and they should sign it. They may benefit from a simple symbolised version of the plan as an aide-memoir – the plan should be seen as supportive to/by the pupil. It may be beneficial to “rehearse” the plan so that they are comfortable with what will happen if they need support. The above is the responsibility of the class teacher.

Parents/carers/those with parental responsibility

When a plan is first drawn up the views of parents/carers and those with parental responsibility should be sought in relation to the plan. If parents/carers are not in agreement with the plan the Head teacher will attempt to negotiate a solution. If a solution is not found it may be necessary to review the suitability of the continued attendance of the pupil at Newfield School. Parental permission will be sought to share the plan with other agencies involved with the pupil in order to encourage consistency of management, e.g. short-term break service/link family, after school club/Personal Assistants. Subsequent reviews of the

plan will be sent home for approval and the plan will also be formally reviewed at the time of the Annual Review each year.

Bullying

Bullying can be defined as persistent action, criticism or personal abuse either in public or private, which humiliates, intimidates, undermines or demeans the individual involved. Where instances of bullying are discovered the pupil will be taken to one side and the matter discussed and the Anti Bullying Policy followed. Further work on relationships and caring about others will be taught via the PSHE curriculum.

Planned and emergency physical interventions

A **planned intervention** is one that is described/outlined in the pupil's plan. This should cover most interventions, as possible scenarios will be identified through the Challenging Behaviour Risk Assessment. These interventions may include the use of Team Teach techniques.

An **emergency physical intervention** may be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be **proportionate to the circumstances**. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Wherever possible assistance will be sought from another member of staff.

Following any such incident, a risk assessment will be carried out and a plan will be devised (or the existing plan amended) to support effective responses to any such situations which may arise in the future, *which in effect are then viewed as a foreseeable risk*.

Using Force

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it within Newfield School:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
- Staff would be expected to follow the pupil's Behaviour Change Support Plans in the first instance to manage an incident/challenging behaviour
- If this was unsuccessful and the situation continues to escalate staff would then be expected to employ other Team Teach techniques that they have been trained in

Any use of force by staff outside of the Team Teach training framework would need to be judged on whether it was reasonable, proportionate and necessary in the particular circumstances concerned.

All the techniques taught take account of a young person's;

- age
- gender
- level of physical, emotional and intellectual development
- special needs
- social context

They also provide a gradual, graded system of response.

Acceptable measures of physical supports or intervention Level 1 techniques

The use of approved Team Teach PI techniques at Level 1 can be justified if:

- (a) it is warranted by the particular circumstances of the incident;
- (b) it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent;
- (c) it is carried out as the minimum needed to achieve the desired result;
- (d) the age, understanding and gender of the pupil are taken into account;
- (e) it is likely to achieve the desired result.

Wherever possible assistance should be sought from another member of staff before intervening.

This form of physical intervention may involve staff:

- escorting a pupil;
- shepherding a pupil away;
- moving a child away from danger

Restrictive Physical Interventions (RPI) Level 2 Techniques

In some circumstances, trained staff may need to use more restrictive holds at Level 2 Team Teach. Acceptable methods are taught as part of the training procedures made available to appropriate staff and *relate to specific students* based on a detailed needs analysis.

Any such measures will be most effective in the context of the overall positive and caring ethos of the school, the way in which staff exercise their responsibilities, and the emotional regulation support strategies used.

Staff may need to rotate roles and have a break if the incident is prolonged (over 10 minutes) – you should follow the pupil's plan; at all times acting in the best interests of the child.

- It is acknowledged that with some disengagement techniques pupils may encounter some minimal discomfort when appropriate release techniques are used. However, this is very brief, transient and poses less of a risk than the behaviour they are employed in response to, e.g. biting, head butting.
- Most staff are trained in First Aid and there may also be a school nurse on site. Any of these may be called upon to implement First Aid or to seek further guidance from in the event of an injury or physical distress arising as a result of a physical intervention.

For details of the techniques at each level see Appendix 1.

Time out, withdrawal and use of Low Stimulation Areas.

Supportive Withdrawal: Supportive withdrawal is a planned, supportive strategy used to help pupils regulate when they are experiencing heightened anxiety, distress or sensory overload. It involves temporarily removing the pupil from an environment or situation that is contributing to dysregulation, in order to reduce demands and support emotional regulation.

Supportive withdrawal is not a sanction or punishment and does not involve the deliberate withdrawal of care, attention or supervision. It is used in the pupil's best interests to prevent escalation and reduce the risk of harm.

Pupils may access supportive withdrawal:

- as part of a planned approach outlined in their Regulation Support Plan (RSP), or
- responsively, where staff judge that a change of environment is necessary to support regulation

Withdrawal may take place in a quiet area, another learning space, or outdoors, and pupils are continuously supervised and supported. Pupils are supported to return to their usual activities as soon as they are able to do so safely.

Use of A Retreat Room or Low Stimulation Space: Some pupils benefit from access to a low stimulation or quiet space to support self-regulation. Use of such spaces is:

- planned and agreed in advance where possible
- clearly documented within the pupil's RSP
- based on individual need and preference

Pupils may choose to access a quiet space independently or be supported to do so by staff. Depending on the pupil's needs, staff may remain with the pupil or supervise closely from outside the space.

At no point will a pupil be left unsupervised or out of sight of an adult.

Temporary Restriction of Liberty (TRL):

In exceptional circumstances, where there is an immediate and significant risk of harm to the pupil or others, a Temporary Restriction of Liberty (TRL) may be used as a last resort to reduce risk and restore safety.

TRL does not constitute seclusion as defined in DfE guidance, as the pupil is never left unsupervised or locked in.

TRL may involve a pupil being supported to remain within a low stimulation space for a short period, with the door closed but not locked, blocked or held shut, and with staff maintaining continuous supervision and the ability to enter immediately.

TRL:

- is never used as a punishment or for staff convenience
- is always risk-assessed and clearly justified
- is planned and documented within the pupil's RSP
- is used for the shortest time possible
- ends as soon as the imminent risk of harm has reduced
- The pupil's wellbeing, dignity and emotional needs remain central throughout.

During any TRL:

- the pupil is continuously monitored
- their presentation and response are recorded at regular intervals
- staff actively support de-escalation and re-engagement

All instances of TRL are recorded in line with school procedures, reported appropriately, and reviewed to identify learning and to reduce the likelihood of recurrence.

We currently have no students who require this level of intervention.

Reporting incidents

All incidents recorded involving RPI must be reported to parents. This may be by telephone or in person. If RPI was required and not part of an agreed planned intervention, parents must be informed either face to face or on the phone and an urgent review of the behaviours needs to take place to ensure the correct support it then put in place.

The incident will be reported soon as possible after it occurs, normally prior to staff going off duty and will be processed by the Assistant Headteachers.

All records of RPI or TRL are reviewed to ensure compliance with equality duties, and to identify any disproportionate impact on pupils with protected characteristics.

Where there is any concern over the appropriateness of a response the Head teacher or Chair of Governors may refer the incident to the Blackburn with Darwen Children's Safeguarding Board for clarification and/or investigation.

Whilst the physical interventions are intended to reduce risk, there is always risk when two or more people engage to use force to protect, release or restrain. Team Teach techniques seek to avoid injury to the service user and staff, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe. Any such injury will be reported using Iris and/or a skin map if necessary. Any injuries to pupils as a result of incidents involving restraint will be reported in line with locally agreed LADO procedures.

Staff may find it helpful to seek advice from a senior colleague when compiling a report.

In the event of an injury which results in absence from work and/or hospital attendance an online report will need to be completed at <https://schoolsincidentreporting.blackburn.gov.uk/> and returned to the Authority

Where staff have been involved in an incident involving reasonable force they are able to access counselling and support. Within the school, this will be made available through the Senior Leadership Team. Staff may also contact the Directorate Stress line and/or the Local Authority's Welfare and Counselling Section. The school also offers an Employee Assist Programme (EAP)

Recording incidents

At Newfield, our approach to incident reporting aims to foster a deeper understanding of student behaviours and facilitate proactive strategies and support. We use the IRIS system for recording and analysing incidents, monitoring new and emerging behaviours and attributing a graduated response to the current needs of the individual. The IRIS system serves as a tool for functional analysis, delving into the functions and communications behind behaviours, triaged by the Assistant Headteachers.

This information is then shared through incident dashboards, identifying any patterns and triggers, that are accessible throughout the school and discussed in weekly meetings.

All serious incidents, and those involving reasonable force, physical restraint, non-force restraint or seclusion must be recorded promptly, ideally on the same day by the staff involved. Records must include at minimum:

- Names of pupils and staff involved
- Relevant pupil needs
- Time, date, location and approximate duration
- Antecedents/triggers, prevention or de-escalation used
- Type and degree of force/restraint/seclusion
- Why the intervention was necessary
- Details of any injuries and post-incident support provided.

Parents/carers must be informed as soon as practicable after the incident, normally the same day, unless it would likely result in serious harm (in which case reporting should be to a different parent or the relevant local authority).

This online system not only serves as a comprehensive record but also facilitates ongoing post incident reflections and real time evaluation for all those involved in the incident.

Any new behaviours causing concern should also be added to the new behaviour tab on IRIS to support timely response. These can also be noted In CPOMS if staff feel there as a safeguarding aspect to the new behaviour.

Monitoring incidents

The headteacher will ensure that each incident is reviewed and investigated further as required.

If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Child Protection Procedure (this may involve investigations by Police and/or Social Services).
- Staff Facing Allegations of Abuse Procedure
- Staff Disciplinary Procedure
- Exclusions Procedure (see BwD)

The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Monitoring of incidents will also help to ensure that staff are following the correct procedures and will alert the relevant member of senior staff to the needs of any pupil(s) whose behaviour may require restrictive physical intervention/s and/or an adjustment to the provision made for them at the school. This will inform planning to meet individual and school needs.

A summary of incidents is reported termly to the Governing Body Health and Safety Committee.

Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be dealt with under the School's Complaints Policy.

The Chair of Governors will be informed of complaints but other governors will not be involved as a complaint may require further action on their part.

In the unlikely event that a pupil makes an allegation against a member of staff this would be treated as a disclosure and investigated under safeguarding to determine whether or not the allegation is malicious and the appropriate course of action to take.

Positive Listening, Learning (PLL) and support following incidents

Physical interventions are not used in isolation and the school is committed to ensuring that as a result of incidents learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour at a level appropriate to their stage of development.

In addition PLL procedures are in place to ensure that appropriate support is provided and recorded for staff and pupils, and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained. Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible, especially for pupils with Autistic Spectrum Disorder

PLL Time with a member of staff to "discuss" the incident, using a symbol debrief sheet or other alternative or augmentative forms of communication (AAC). Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary. Where staff have been involved in an incident involving a Restrictive Physical Intervention they should have access to counselling and support as needed. Within the school, this will be made available/supported through the Head teacher or Deputy.

The Head teacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure/s:

- Review of RSP
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- School Emotional Regulation and Support Policy
- Exclusions Procedure; in the case of violence or assault against a member of staff this may be considered
- The member of staff will be kept informed of any action taken.
- In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

In some circumstances it may be appropriate to provide additional training or professional support for particular staff in relation to the management of incidents where although the criteria for the application of the above procedures were not met, it is decided that the incident could have been managed more effectively.

Visits out of school

Our equal opportunities policy states that all pupils should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for each pupil prior to each visit into the community. Due consideration should be given to the following:

- Is the pupil able to cope with the demands of the proposed visit?
- Is there sufficient, suitably trained staff - particularly if there should be an incident?
- How will you contact school to get extra help if necessary and how will you get back?
- Have you remembered to take some of the "Public Concern Cards" to give to any onlookers to avoid having to explain what is happening during an incident

Health and Safety of Staff

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety.

Staff that have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' have a duty to report these to the Head teacher immediately as there may be an impact on their own safety and that of colleagues and/or pupils.

Staff Training

School is now delivering ongoing training in regulation support. This is to move towards our Regulate to Educate Philosophy (see Regulation Support Policy)

Team Teach Ltd is an accredited training provider.

Appropriate school staff working directly with pupils receive the 6 hour Level 1 Basic Course in Team Teach. In addition identified staff are trained in the 12 Hour Level 2 course which involves training in planned physical interventions. These are determined on an individual needs basis and through detailed training needs analysis.

This is in line with County guidance and Team Teach policy. This level 2 training is required for some staff as they are expected to be able to actively support each other, and pupils, if an incident occurs and a physical intervention is needed to keep themselves and/or others safe.

However, there are some staff who work on a part-time basis or who have physical difficulties that mean they would be less likely to be as physically involved in an incident and would play a supporting role rather than being physically involved.

It is the responsibility of Headteacher to ensure this training is kept up to date. No member of staff can use Team Teach techniques without appropriate training.

Prior to the provision of training, guidance will be given at induction on action to be taken in the event of an incident. All staff authorised to use RPI must receive refresher training at least annually, and competency must be assessed regularly in line with DfE 2026 guidance.

Fixed Term Suspension:

In serious circumstances, it may be deemed necessary to carry out a fixed term exclusion and an initial period will be set pending the outcome of an investigation. The Headteacher may exclude a pupil for up to 45 days in an academic year. Where exclusions exceed 5 days, work will be sent home for the pupil to complete.

In most cases, if a student has been excluded, the parents/ carers and, where appropriate, the pupil will be invited in for a reintegration meeting prior to returning to school.

See <https://www.blackburn.gov.uk/schools-and-education/school-exclusions>

Permanent Exclusion:

In exceptional circumstances and as a final resort following school exhausting all other options, or in rare cases following a single incident, it may be deemed that the pupil remaining on roll at Newfield school would cause serious harm or impair the education of other pupils and in this case the Headteacher may recommend permanent exclusion to the Governing body.

Authorised staff

All teachers, support staff and therapists the Head teacher has authorised to have control or charge of pupils automatically have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006/11 and the subsequent guidance 'The Use of Force to Control and Restrain Pupils' 2013.

The school provides training as appropriate for all authorised staff and the Head teacher retains a list of all those staff trained in Team Teach.

The Team Teach model emphasises that 95% of behaviour management is the employment of de-escalation techniques. It emphasises the minimum amount of reasonable and proportionate force for the minimum amount of time possible.

Those who are not authorised to use Team Teach will be told what steps to take in Managing and Supporting Behaviour (classed as a communication) as part of their Induction Training an under the direction of the class teacher following the strategies outlined in the pupil's Regulation Support Plan. Key staff have access to walkie- talkies in school for calling for assistance as well as the "staff help" protocol.

*All members of staff are reminded that all pupils who have challenging behaviour will have a Behaviour Change Support Plans which should be **strictly adhered** to. These plans are reviewed regularly and staff are encouraged to make a contribution to the plans. A pupil's Plan constitutes a Safe System of Work under Health and Safety Regulations. If any member of staff believes that a Plan is no longer effective/suitable for any reason they **MUST** discuss this with the training lead **BEFORE** making any adjustments to it.*

Staff from the Authority working within the school

Support Services may have their own policies for Care and Control/Behaviour Support of pupils. When working within Newfield School it is the Head teacher's responsibility to ensure that colleagues from Support Services are aware of school policy and practice, and comply with this.

Parent Support

The previous section outlines the process for involving parents in devising plans and in giving consent for these plans to be shared. This process encourages consistency between everyone supporting our pupils whether at home, in school or in other settings and services. It also allows parents to make informed decisions about the care of their child whilst in school.

There is a range of support available to parents including home visits, advice, guidance and training opportunities in managing challenging behaviour. Often what parents find most useful is the opportunity to talk openly and honestly about the situations that they manage at home. Simply knowing that you are not the only parent dealing with a particular behaviour can be just as helpful as being empowered through learning simple techniques to defuse, divert and de-escalate incidents. Simple practical strategies and the chance to problem-solve as a group is a key aspect of this training and support.

The availability of a clear policy about the use of reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Where the nature of any complaint made by a pupil, parent or other person in relation to the use of RPI within the school indicates that an allegation of mishandling by a member of staff is being made which complies with the criteria contained in CSA guidance, the matter will be reported to the Local Authority Designated Officer (LADO) in accordance with LA procedures.

In such circumstances the investigation of the complaint/allegation and any resulting action in respect of child protection, disciplinary or other procedures will be carried out in accordance with the guidance received from the LA.

Whistle Blowing

Whilst the training in TEAM TEACH provided to staff encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns, (short of immediate Child Protection concerns which should, of course, be passed to the DSL), should be raised immediately with the Head teacher or Deputy Head teachers

Concerns should also be noted on CPOMS but this does not replace immediate response.

Review

pg. 20 'Newfield School is committed to safeguarding and protecting the welfare of children and vulnerable adults as it's number one priority. This commitment to robust recruitment, selection and induction procedure is shared by all staff and volunteers of Newfield School.'

The Head teacher in consultation with the staff will undertake systematic monitoring and conduct regular reviews of this policy and procedures in order to evaluate them to ensure that practice is effective, fair and consistent. The Head Teacher will keep the governing body informed.

The Governing body will regularly review this policy and associated procedures to ensure its continuing appropriateness and effectiveness.

Equality Duty

Newfield School complies with the general and specific duties of the Equality Act (2010). In accordance with the duty we publish information that demonstrates that we have due regard to the need to;

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

These specific duties have been considered in relation to all our policies and procedures in school. Our objectives will be reported on and published as part of the Governance public documents available for inspection under the Freedom of Information Regulations and Data Protection duties and in the school newsletter to parents.

For pupils with SEND, staff must identify triggers, prevention strategies and adjustments to reduce need for restrictive interventions. Governing bodies must monitor data to ensure practices do not disproportionately affect pupils with protected characteristics (e.g., disability).

Safeguarding

Newfield School is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority

Full copies of Policies and Procedures related to all aspects of Safeguarding, and the Complaints Policy, are available on request from Rachel Kay, Head Teacher and Designated Senior Lead for Safeguarding and Child Protection.

Policy Reviewed Annually by Health and Safety Committee

Appendix 1

Level One and Level Two Techniques Course Notes

Level One courses - All staff

Team Teach Level One courses are intended for lower risk settings and are heavily focused on theory and de-escalation techniques. Level One courses must cover all core modules which should take a minimum of 4.5 hours to deliver. Physical techniques are agreed upon at the needs analysis stage between the trainer and organisation, the trainer will select the relevant techniques within each module according to the organisation's needs. Each physical module should take approximately 45 minutes to deliver adequate time must be allocated to cover the selected modules and techniques.

The Level One course may exceed 6 hours depending on the physical modules selected.

E.g. Core Modules + Personal Safety Module + Body Disengagements + Neck Disengagements = 6 hr 45 min

4.5 hours + 45mins + 45 mins + 45mins

Level 2 courses – Some staff

Team Teach Level Two courses are intended for medium - high risk settings. In addition to the core and physical techniques covered on the Level One core and physical modules, techniques included as part of the two person holds modules are delivered.

Level Two courses must be delivered in a minimum of 12 hours, this may be exceeded depending on the techniques selected. The Level Two accreditation is valid for 2 years.

Team Teach Techniques List :

Level One core modules are highlighted in green

Level One physical modules are highlighted in yellow

Level Two, two person holds modules are highlighted in red

Team Teach Level One & Level Two Techniques List

Organisation Name:	Date	Lead & Assist Trainers	Course Level
CORE - Theory Module		Body Disengagements Module	
Values exercise		Taught via principles approach	
Legal framework		assess risk, reduce risk, gates	
Policies Practices & procedure		Only included if needed	
Understanding emotions & behaviour			
Six stages of crisis			
Conflict spiral			
Fizzy pop challenge - Optional			
Behaviours that challenge			
De-escalation scenario			
Handling plans			
Scripts			
Post listening & learning			
Quiz			
CORE - Personal Space & Body Language Module		Prompts Guides & Separations Module	
Circles of danger		Show and go	
Posturing and body language		Caring C guide	
Experiencing feeling		Turn gather guide	
Calm stance		Steering away	
Calming scripts		Arm waltz	
		Punches & kicks	
		Half shield	
		Turn gather guide	
CORE - Elevated Risks Module		Clothing Hair & Bite Responses Module	
Positional Asphyxia & Hyper Flexion		Closed fist hold	
Pressure on Abdomen & ribcage		Tube grip	
Leaning forward		Close to the neck	
Prone restraint		From behind	
		Hair responses	
		One handed grab	
		Two handed grab	
		Oyster	
		Knuckle roll	
		Knuckle slide	
		Bite responses	
		Eye bulge	
		Distraction	
		Jaw manual manipulation	
CORE - Physical Warm Up (if applicable)		Small Child and One Person Holds Module	
Pulse raisers		Show and go	
Stretches		Caring C guide	
Row boat & ride bike		Turn gather guide	
Pass ball		Help Hug	
Sensitivity of fingers		Moving in hold	
		Sitting in hold	
		Chairs/beanbags to hold	
		Change of face in seated position	
		Sitting to floor	
		Help along side	
		Response to dead weight	
		Single person double elbow + support	
Personal Safety Module		Two Person Holds Module	
Arm responses		Friendly	
Side step in		Single elbow	
Drop elbow		Figure of four	
Pump		Double elbow	
Conductor		Response to spitting	
Clock		Moving in hold	
Cross over		Sitting in hold / bean bag option	
		Moving to seated position	
		Foot wedge	
		Responses to kicking	
		Change of face in seats	
		Alternative change of face in seated	
		Small child escorts	
		Response to dead weight	
Neck Disengagement Module		Level 2	
Steering wheel			
Fix & stabilise			
Windmill			
Snake			
Elbow Swing			
Neck Brace			
Bar & brace- behind			
Elbow guide out of headlock			
Spin out of strangle			
Issues following training:			

priority. This commitment to robust recruitment, selection and induction procedure is shared by all staff and volunteers of Newfield School.

Appendix 2



Use of Low Stimulation Room Record

Name		Year Group	Cohort	Class
Time In	Time Out	Area Used		
Reason for Emergency Restrictive of Liberty:				
Please provide in depth detail.				
How did the student transition to this space?		Restrictive Physical Intervention		
		Friendly Escort Single Elbow Figure of Four Double Elbow Other (Please State)		
Safety Checks				
Pupil should be supervised at all times either outside the door or within the same room. Please log behaviours displayed every 2-3 minutes whilst within emergency seclusion.				
Time	Staff Initials	Behaviour Observed		
What de-escalation strategies were used throughout this time?				

What are the outcomes and follow ups for this incident?			
Please upload this document to CPOMS, alerting SLT. Parents/carers will also need to be informed that emergency restriction of liberty has taken place.			
Staff signature			
Reviewed by:		Date:	

Appendix 3

Low Stimulation Room Protocol

This references areas where pupils can participate in:

- Communication and Interaction activities
- Sensory activities/ respite
- Calming and self-regulatory time
-

In addition the safe-space is specifically designed to provide an environment where challenging and potentially injurious behaviour can be managed discretely and with optimum safety for all those involved, not least the child.

This document outlines the acceptable ways in which staff can use the 'safe-space' and should be read in conjunction with Newfield Schools Regulation Support Policy.

Appropriate Use

These spaces have 3 main functions, as an area:

1. where pupils can engage in sensory integration activities (as part of a pupil's individual Sensory Activity Plan)
2. where pupils can engage in intensive interaction or non-directive play sessions
3. which can be used to assist in the management of behaviour which may result in harm by the pupil to self or others.

Where the space is used as part of a planned and documented approach to managing behaviour the following guidelines **must be observed**:

- i) Pupils must never be left alone or unobserved in the designated space
- ii) Pupils should not be confined a within the space.
The only exceptions to this are where this approach is documented in a pupil's Positive Handling Plan (PHP) with an associated elevated risk assessment, or as an unplanned response to emergency situations.
- iii) It is acceptable if a pupil chooses to withdraw themselves and be alone in the space. They must be observed at all times

General Use

The number of pupils using the safe-space will vary depending on the activity being undertaken but there should be **NO MORE than 3 pupils** using the safe-space at any one time. The majority of use will be on a one to one basis.