



Watermill School

Behaviour Policy (including Physical Interventions Policy)

Policy Information		
Policy Author: Matt Coupe Governing Board approval date/date policy is in effect from: 2/7/2015		
Latest Review:	Summary of amendments	Date of next review:
Date: June 2026 Name of reviewer/s: Matt Coupe	Reviewed to ensure that the policy reflects new recording and reporting requirements where physical interventions or seclusion have been used. Appendices updated to include a new guide to what Safety Interventions are and what they look like; to provide parents and carers a better understanding of what staff may talk to them about. Full CPI risk assessment removed from appendices as their inclusion without context was felt to risk misunderstanding.	June 2027

Contents

Rationale.....	3
Aims.....	3
Roles and Responsibilities- All staff.....	4
-Head Teacher.....	5
-Senior Leaders.....	5
-Teaching and support staff.....	5
-Pupils.....	6
-Parents and Carers.....	6
-Visitors.....	7
-Governors.....	7
Consequences	8
The use of breakout spaces.....	9
Seclusion.....	9
Specific behaviour -Anti-bullying.....	10
-Allegations against staff.....	10
Allegations against staff.....	11
 Appendices.	
Appendix A -Watermill School Physical Interventions Policy.....	12
Appendix B -Holds and Escorts at Watermill.....	16
Appendix C -Significant Incident home/School reporting chart.....	20



Behaviour Policy

Rationale

1. All staff of Watermill school are unanimous in the value they give to promoting the philosophy of the school. We strive to provide an environment where there is mutual respect between staff and pupils working towards ensuring that everyone values each other and themselves.
2. At Watermill school every adult understands that they have a responsibility in helping to achieve an atmosphere of calmness, care and support for all.
3. Communication is an essential part of the teaching and learning that takes place at Watermill school. This includes communicating with parents as well as each other and ensuring that everyone's voice is respected and listened to.
4. To ensure that all pupils have the best opportunity to learn, we are flexible in our approaches to teaching and personalise the curriculum to ensure that lessons meet the individual needs of everyone in the class. We actively teach the good behaviour we wish to see from our pupils and are always eager to recognise and celebrate our pupil's achievements, no matter how small they may seem.
5. At Watermill, we know that behaviour is always a form of communication and for many of our pupils it may be the main form of expressive communication. Staff will always seek to understand what a pupils' behaviour is intended to communicate and will respond appropriately, even while a pupil is yet to learn the most appropriate way to make their needs known.
6. Although we work hard to teach appropriate behaviour and reduce the instances of inappropriate behaviours, some will, inevitably, occur. The staff will endeavour to remain positive during these times and do their best to support the pupils during these difficulties.
7. We maintain clear, high expectations in respect of our pupils' behaviour but where less appropriate behaviours occur, we try our best to understand the function of the behaviour. This is important for all pupils and allows us to work to replace behaviours with more acceptable alternatives and is especially important in those where verbal communication is limited.

Aims

8. At Watermill school we aim to promote positive learning experiences through a supportive, and engaging environment.

We use a range of alternative teaching methods to provide all pupils with: -

- academic challenge whilst meeting their individual emotional, social and physical needs.
- the skills, attitudes and values to enable them to communicate their needs and wants and be active contributors in their lives outside of school.
- a sense of belonging within their classes and as part of a wider school community.
- a range of communication methods that allow them to express their preferences and opinions with developing independence.

Roles and Responsibilities

All Staff.

8. We expect all staff to be familiar with and act in accordance with procedures laid down in our Safeguarding and Acceptable use of the Internet and related Technologies Policies. This includes being aware that mobile phones should be stored away while pupils are in school and should not be brought into class unless specific permission from an SLT member has been given.

9. We expect that all staff will treat all pupils with equality and that they will not only act without discrimination, but challenge and report discrimination if they should witness or suspect it.

10. All staff are responsible for challenging any poor behaviour they witness from pupils who understand and fall short of reasonable expectations. Where staff do not feel satisfied that the matter has been suitably resolved they may decide that further action or support from other staff is needed and refer the matter on to a pupil's class tutor or SLT for follow-up.

11. Behaviours which staff consider to be more serious or noteworthy than more usual incidents should be reported to SLT, verbally as soon as possible, and recorded in writing. The school uses the CPOMS recording system. Temporary staff, who do not have access to the schools' systems will record any incidents using the handwritten record sheets which are kept in the office.

12. To promote and support outstanding behaviour in our pupils, all of the staff team are expected to:

- model the behaviours and values they expect to see from our pupils by being, for example, polite, respectful, fair-minded, friendly and approachable.
- reinforce clear expectations of behaviour, using positive language and other communications which help pupils understand what they should be doing.
- actively teach, promote and reinforce positive behaviour in the classroom and around school.

13. We expect that staff will ensure that they are familiar with those pupils who are "Looked After" (LAC) or the subject of "Child in Need" (CIN) or "Child Protection" (CP) plans. Further to this, staff should familiarise themselves with school expectations in regard to supporting pupils with attachment difficulties.

14. In some cases, staff teams will agree a collective approach to managing a pupils' behaviour. This approach will be recorded in the pupils' Personal Learning Plan (PLP). All staff working with a pupil are to ensure that they are familiar with these plans and follow the staff approaches recommended within them.

15. DfE Guidance states that all members of school staff have a legal power to use reasonable force in certain circumstances. Whilst the circumstance in which reasonable force is appropriate will depend on individuals and the specifics of a situation, all staff are expected to use force as a last resort and where not using force might leave students or staff at risk of harm or injury.

16. All staff will follow the statutory guidance relevant to the recording and reporting to parents and carers of any restrictive interventions, including non-force related restrictions.

Head Teacher

17. The Head teacher is ultimately responsible to Governors and parents for the overall behaviour management throughout the school and during the time the children are in the care of the teaching staff both off and on site.
18. The Head is responsible for supporting all staff in their management in and around school and for supervising the sanctions and decisions about suspensions or exclusions.
19. The Head is responsible for ensuring the effective liaison with parents and any outside agencies who may have bearing upon behavioural difficulties.
20. The Head will appoint a Behaviour Manager and maintain supervision of the day-to-day effectiveness of this role.
21. The Head has a responsibility to maintain a positive climate within the establishment, to be fair, consistent and professional in all work with pupils, parents and staff.
22. The Head has ultimate responsibility to ensure that, insofar as they are able, the children follow the code of good order within the school and to ensure pupil and teacher safety at all times.

Senior Leadership Team (SLT)

23. The SLT are responsible for all the above points in the absence of the Head and must be aware of and follow the Behaviour Management Policy at all times.
24. The SLT must support the Head at all times and support all staff in their day-to-day dealings with behavioural difficulties.
25. The SLT must supervise staff in their implementation of the Behaviour Policy and record and report in accordance with set procedures and systems all that is done within this area.
26. The SLT must ensure the children follow the code of good order within the school and ensure pupil and teacher safety at all times.

Teaching Staff and Learning Support Staff.

27. In addition to the expectations listed above, all of the adults working in classrooms and other learning areas are expected to promote the outstanding behaviour of our pupils by:-
 - Arriving in good time to their lessons.
 - Making appropriate contributions to the delivery of good and outstanding lessons which meet the needs of all individuals, in recognition of the fact that the best behaviour happens in the best lessons.
 - Working proactively with youngsters who display behaviours that challenge. Where pupils need support with their behaviour on a predictable basis, staff teams will develop and share behaviour support plans. The teacher responsible for the pupils' pastoral care will lead this process but may

seek input from others including parents or carers, behaviour support staff in school or visiting agencies.

- Reviewing the effectiveness of behaviour support plans.
- Dealing with incidents of inappropriate behaviour by following individual behaviour support plans or the schools' procedures, where plans are not applicable.
- Providing the support some pupils need to help them to meet the expectations listed in the next section.

Pupils

28. Insofar as they are able to do so we expect our pupils, with support appropriate to their level of understanding, to:

- look presentable by wearing appropriate school uniform, unless they have permission to wear different clothing.
- show respect for others by following the school rules – moving safely through the school, using language which is polite and not offensive to others and following instructions given by staff.
- show respect for others by following the individual class rules – to listen to the person talking, not to interrupt others, to have kind hands, to follow instructions and to always try their best.
- show respect for the learning environment by treating equipment, furniture and other resources, like computers, with care.
- remember that mobile phones and similar devices must not be used in the classroom apart from in exceptional circumstances and when agreed with the class teacher or SLT.

29. The School Council will be asked to regularly contribute in areas such as school rules and sanctions.

Parents/Carers.

30. Where pupils are most successful in managing their behaviour, parents and carers work closely with school staff. Many of our pupils arrive to school by bus with an escort and therefore communication with parents is often limited to phone calls or via the Class Dojo App. To ensure that the most effective relationships are maintained between school and home, we ask our parents to:

- Work in partnership with the school to reinforce expectations and ensure that their child values the importance of good behaviour.
- Inform the school of any information which may have a bearing on the behaviour of their child, helping staff to support pupils before problems occur.
- Inform the school of any absences as soon as possible.
- Raise any concerns they may have at the earliest opportunity and in a calm and respectful manner.
- Ensure their child comes to school in the appropriate school uniform and provide a suitable kit for PE.
- Engage with, and respond to, any concerns raised by the school.
- Behave in a way that sets a great example to our pupils whenever they visit the school.
- Remember that mobile phones and similar devices must not be used in school apart from in exceptional circumstances and when agreed with the class teacher or SLT.

Visitors.

31. At Watermill School we receive many visits from a wide variety of professionals and other groups or individuals. It is an explicit expectation of any and all visitors to the school that they behave at all times in an exemplary fashion, being mindful of appropriate clothing, language and conduct.
32. Visitors are reminded that mobile phones and similar devices must not be used in the classroom apart from in exceptional circumstances and when agreed with the class teacher or SLT.
33. Visitors who fall short of these expectations should expect to be asked to leave.

Governors.

34. The Governing body of the school will maintain the position of a link Governor to act as a scrutineer and critical friend to the school in regards to its policy and practice around behaviour management.
35. The link Governor will meet regularly with the school Behaviour Manager. These meetings will provide the opportunity for the link Governor to satisfy him/herself as to the robustness of policy and practice, to offer challenge where this robustness appears lacking and to ensure that the school operates within legal and best practice guidelines laid down by the DfE and other relevant bodies.

Consequences.

36. Pupils should, where they are able to make the link, be consistently taught to understand that their behaviours have consequences.
37. Where a pupil behaves in an appropriate manner, following rules and expectations, they should learn to expect specific praise and rewards which increase the likelihood that the behaviour will be repeated.
38. Where a pupil behaves in a way which falls short of expectations and does not comply with rules, they should learn to expect that negative consequences will follow. Care should be taken by staff to ensure that a pupil is very clear about which behaviours were considered to be unacceptable, and exactly what the pupil will need to do next to improve.
39. In all circumstances, staff will give consideration to the emotional level, as well as the level of understanding of a pupil and the function of the behaviour and provide consequences which are fair, proportionate and which increase the likelihood of the pupil behaving in an acceptable way in the future.

40. Where a pupil is cognitively unable to understand their behaviour in terms of what is appropriate or inappropriate or make the link between something they have done and a consequence, negative consequences are not seen as an appropriate staff response and other, often longer term strategies will be used to help the pupil learn more widely acceptable alternative behaviours.

Positive consequences and Rewards.

41. Positive consequences should follow desirable behaviour, and staff will support pupils to recognise the behaviour that is being rewarded. Positive consequences may include (but are not limited to), where appropriate: -

- verbal and non-verbal praise (Symbol cards, signing “well-done,” high-fives, pat on the back, handshakes, thumbs up etc.),
- stickers,
- good learner ticks on charts,
- pupil of the week awards,
- pupil’s receiving “Class Dojo” points from staff,
- taking work to show other staff and classes,
- points towards agreed rewards,
- telephone calls home and positive comments in “Dojo” messages home.

Negative consequences and Sanctions.

42. Following undesirable or unacceptable behaviour, negative consequences or sanctions may include, where appropriate (i.e. the pupil understands that their behaviour fell short of expectations and is able to link that behaviour with the consequence):

- reminder of appropriate behaviour,
- verbal reprimand or suitable communication method, for example, Makaton or symbolic communication,
- time-out, either within the room or outside of the room, for an agreed time and with expectations clearly stated regarding what the pupil will need to do to re-join the group.
- Working away from the group for an agreed period, usually ranging from a part of one lesson, a whole lesson, half a day or a whole day. The pupil will be supervised during this period, usually by a member of SLT.
- Detention at the convenience of the member of staff, taking place either at break-time, over lunchbreak or in more extreme circumstances and where agreed with carers and SLT, after school.
- Phone calls home or messages on Dojo to discuss the issues.
- Fixed term exclusion, where sanctioned by a member of SLT.
- Permanent exclusion. This may be considered where a pupil persistently behaves in an unacceptably poor manner, despite having received the full range of behaviour support listed here. It may also be considered where a pupil is found to have behaved in such a grossly unacceptable manner that further attendance at Watermill is not appropriate. Permanent exclusion would always be a last resort and would require the sanction of the Head teacher. Parents would always be informed in writing of the reasons for exclusion and their right of appeal.

The use of “break-out spaces”.

43. For some pupils the busy atmosphere inside a classroom may occasionally contribute to elevated feelings of anxiety. Where remaining in the room appears to be maintaining pupil anxiety or dysregulated behaviours staff may consider encouraging the pupil to use one of the “break-out” spaces that are available or reducing stimulus levels in other ways. Choice might include:

44.

- spending time in the internal courtyards
- accessing the playground area
- having time with a member of staff to walk around the school or its grounds for a short while, to look at the fish tank for example
- spending time in either a one-to-one room or sensory room, with a member of staff.

45. Staff should bear in mind that the purpose of this time out of class is to reduce feelings, such as stress, anxiety or anger that may be making it difficult for the pupil to regulate their emotions in the classroom at that time. They will use their knowledge of the pupil and take account of any preference they communicate to help choose the most appropriate place for them to go and expect to welcome the pupil back when they are ready to return.

Seclusion.

46. In the vast majority of circumstances time out will be negotiated between staff and pupils but there may be occasions where a pupil may be prevented from entering or leaving an area in extreme circumstances. Typically, this would happen if staff believed that allowing the free movement of the pupil would put them or others at unreasonable risk and would be for as short a time as possible until the risk is reduced to an acceptable level.

47. For some pupil’s seclusion may be a planned part of a behaviour support plan, agreed with parents and carers as a preferable alternative to a planned hold. Even so, it will be used in limited circumstances and only until the pupil begins to regain control of their actions.

48. Whenever seclusion is used, whether planned or not, staff will complete a report on the school’s recording system and make parents and carers aware of what’s happened both verbally and in writing (usually using Class Dojo or by email).

Further Support.

49. In addition to the measures listed above, pupils may also receive further support in one or more of the following ways:

- Targeted mentoring to help pupils develop strategies to overcome specific difficulties.
- Support from visiting agencies.
- Behaviour support plans may be written to formalise the agreed ways of working with certain pupils. These plans will be coordinated by class tutors who may seek additional input from CAMHS, Educational Psychology, Internal Behaviour Support staff and relevant external agencies where appropriate. Input may be sought from parents and guardians and teachers will ensure that plans are shared with all staff who work with the pupil, the behaviour manager and parents/carers.

Specific Behaviours.

Anti-Bullying Strategy

50. Whilst always being considered by staff as being totally unacceptable, bullying can be difficult for some pupils to accurately define and therefore staff will work with pupils to help them understand what bullying is, and what they can do about it should it happen.

51. All pupils should be confident that they can report incidents of bullying, and they will be effectively dealt with. Pupils should also understand the different adults they can report bullying to, and that they should do this either on their own behalf or if they are concerned about others.

52. Bullying behaviour may include:

- behaviour which is intended to amuse, stimulate or excite the perpetrator whilst making the target(s) feel unhappy or frightened. This includes behaviours in person or online
- (see Acceptable Use of the Internet and related Technologies Policy)
- threats of violence or actual violence against a target(s)
- one or more individuals actively excluding others, with the intent of making the target(s) feel isolated.
- actions which force a target(s) to behave against their wishes, or which are intended to force a target(s) to give possessions to the perpetrator.
- imbalance between the protagonists so that, for example, one may use strength or influence to harm or intimidate another.
- repeated incidents over time. Bullying is often, but not always, repeated over time.

53. Where bullying is reported to staff, it should always be taken seriously and investigated fully. This includes reports of bullying outside of school, either in person or online. Records should be made using the incident reporting procedures and shared with class teachers and the behaviour manager.

54. Bullying for any reason is always unacceptable, but staff should be particularly aware of prejudice-based bullying such as racist or homophobic bullying or bullying which attacks someone else because of a disability or special need for example.

55. Staff should always challenge any language which may be considered homophobic, racist or derogatory using methods appropriate to the student's abilities or understanding. For example, pupils should be made aware that describing anything using this language, even when it is not directed at a person or they do not intend to bully, is unacceptable. They should also be taught why these terms are unacceptable.

Allegations against Staff.

56. Any allegation made against a member of staff will be taken seriously and procedures laid out in Local Authority policy will be followed.

57. Where an allegation is found to be false or malicious in origin, local authority policies will be followed. This process will take into account the understanding of a pupil and may result in a range

of outcomes up to and including meetings with the Local Authority where continued placement of the individual at Watermill School may be considered.

Appendices.

Appendix A.

Watermill School Physical Interventions Policy.

1. “Physical Interventions” *means* any physical prompting, supporting, holding or restraining that takes place within Watermill.
2. The contents of this part of the school’s behaviour policy have been updated to ensure they meet the standards set out in [“Restrictive Interventions, including the use of reasonable force, in schools”-DfE April 2026](#)

Touch

2. As part of the overall policy of Physical Management, it is important to clarify the school policy regarding “Touch” as a form of communication. It should be seen as part of a child’s social development that they can learn to accept appropriate touch as part of everyday social interaction.
3. Touch is a vital part of an individual’s communication and forms an important part of their social skills. Physical contact is a part of everyday life, and it is to be used by staff in a responsible and respectful manner. Its use in school will be neither exaggerated nor diminished because of anything stated within this document.
4. Touch forms a vital part of early learning. As such it can be used as part of planned interactions with pupils. Examples of this will be holding hands when the child wants to or needs to be guided in a particular set of circumstances, dressing and toilet training, hugs, tickles, handshakes and high-fives and other means of communicating “well done” or as comfort or reassurance.
5. Parents and carers should be aware of this approach to touch at Watermill.
6. Where parents or carers have concerns about touch their views should be respected where possible. It will never be possible to agree to a parental request that staff will never touch their child, as this could leave the school in a situation where its staff may be unable to fully protect that pupil or their schoolmates.
7. Some children may be overly sensitive to touch in certain circumstances. Staff and parents or carers will discuss the best approach for these children and may consider including work to desensitise them over time as part of their plan.
8. Inappropriate or sexual contact is expressly forbidden, and all contact should be observable by a second adult.

Physical prompts and support

9. These types of physical contact are within the definition of appropriate everyday forms of physical contact between pupils and staff, and as such are not routinely recorded or reported home.

10. Physical prompts and support will form part of pupils' work within some aspects of the curriculum. In Physical Education, for example, it might take the form of recognised supports for Gymnastics, positioning of limbs in positions for games such as cricket and where feet must be in correct alignment for skill development and safety and again for

11. Other examples of appropriate physical contact include those intended to help a pupil towards independent mastery of the skill themselves, such as when signing for example, using a musical instrument, or when supporting pupils with dressing and undressing where they are unable to do so without support and where parents have prior knowledge of practice.

12. For pupils who find controlled movement of their bodies more difficult, touch and associated physical support becomes even more important. Where pupils rely on staff to assist them with movement or more personal and intimate care, staff will provide that support whilst being mindful of and sensitive to issues around dignity and will always attempt to seek and respond to the wishes of the young person whilst acting in their best interests. (See the Intimate Care Policy).

13. While moving round the school and its grounds some pupils may choose not to walk and may sit on the floor or simply stop. Staff may attempt a guided walk in this circumstance. This may entail a member or members of staff leading the pupil by the hand, using a light touch to the pupils back or shoulder or adopting another, preferred means of touch to support the pupil to move (for example a pupil who is comforted by deep pressure to their shoulders). In a guided walk the pupil is quite content to be moving with the staff and not trying to break free or move in a different direction.

14. Where these prompts and supports become more predictable, they will be carefully described or demonstrated to parents or carers and will be agreed as appropriate with parents and included in the pupils' PLP or equivalent. *An example might be where a pupil regularly makes a game of falling to the floor, smiling. A staff member may find that physically prompting them to their feet and saying, "walking nicely, please" usually leads to their walking a little further. This physical prompt to their feet might be agreed as appropriate by all and included in the pupils' PLP.*

15. If a pupil is in a *safe area* but more reluctant to move, and staff feel that they would need to use significant force to get the pupil to do so, they would wait with the pupil and may try a range of other strategies to encourage movement. Examples include, but are not limited to:

- Suggesting a different route
- Using a motivator for that pupil, for example blowing bubbles for them to follow or asking them to follow or use a favourite instrument or toy
- Singing a favourite song
- Dancing a favourite dance
- Waiting for the corridor to become quieter
- Swapping with another member of staff

Staff will usually get a message to their staff team if they are waiting with a pupil, to allow the team to ask for assistance with staffing if needed until they return.

16. Where a pupil chooses not to move and wishes to remain in an area or situation which staff consider to be unacceptably risky, reasonable force may be used to move them away from the risky area. See "Escorting Pupils" (para 20-23)

Safety Interventions (SI®)

17. The April 2026 guidance expects that where a school can predict the need for the use of reasonable force, staff should be adequately trained to do so in a way that keeps both pupils and staff as safe as possible. At Watermill, we use Safety Interventions (SI) training to achieve this.
18. All of the physical intervention skills taught to staff as part of the SI® programme are used as a last resort when staff believe that they are the best way of keeping everyone as safe as possible. They are used rarely and staff work hard to avoid them and use alternatives where possible.
19. SI® skills have been assessed by BILD (the British Institute of Learning Disabilities) and ensure that all holds are non-abusive or harmful; require the least possible force for the shortest possible time and allow the pupil dignity and control in the situation. No trained hold or escort should cause pain or discomfort. A comprehensive Risk Assessment for the SI® suite of skills is available from the school office on request.
20. No physical interventions should ever be used as punishment as to do so would be illegal.
21. All staff working with pupils are trained to use SI® and attend yearly updates to refresh their skills.

Escorting pupils.

22. Where staff have made the assessment that a pupil cannot be allowed to stay where they are for reasons of safety or in a very small number of circumstances, where their behaviour is having an adverse effect on the learning or wellbeing of their classmates, a pupil may be escorted to another area.
23. Another skill which is taught as part of the SI® course, escorting a pupil happens when a pupil is unwilling or actively resistant to move on their own, or attempting to move into an area which is not allowed.
24. Staff may escort a pupil if they believe that not doing so puts the pupil, their classmates or anyone else at risk.
25. Staff will avoid using an escort for their own convenience and if they believe the pupil would not be at risk if they if they were allowed to continue to do whatever it was they were expressing a preference for. So, for example, a pupil may wish to sit or move in a different direction than the staff wished. Assuming that the pupil was not causing a risk to anyone's safety in doing so, staff would use distraction techniques and other motivating choices to encourage the pupil to move to the desired place as described in para 14.

Holds.

26. A hold occurs when staff members limit the movement of a pupil through the use of force.
27. Holds may be used for a variety of reasons but essentially fall into one of two categories, planned and unplanned.

Planned Holds.

28. As part of some pupils' behaviour support plans or PLP's, they will require the use of Physical Support in order to get them through a difficult activity or situation. These will have been decided upon through negotiation with parents and agreed upon before use. Holds will be used to enable pupils to have normal access to a variety of situations and will always conform to SI® principles.
29. Use of Holds should never be used for staff convenience but only as a part of a broad positive behaviour program.

30. Where a planned hold is used, it will be recorded using the CPOMS system and the usual reporting to parents/carers procedures will be followed.

Unplanned Holds

31. Unplanned holds are reactions to emergency situations unlike planned holds, which are proactive.
32. Staff will adhere rigorously to SI® principles and as such be non-abusive or harmful, they will use the minimum amount of force necessary for the minimum time necessary to effectively manage the risk posed by a behaviour.
33. Unplanned holds will be used in order to safely manage the risks being posed to the individual exhibiting the behaviour, to other students, to adults or where damage to property might occur.
34. Staff will continually reassess a situation to take account of changing risk and respond appropriately so, for example, a pupil may need to be physically guided away from a risk in a room like a broken glass but could be quickly released as he or she left the room.
35. Staff are expected to use professional judgement when considering whether an unplanned hold is an appropriate response. Staff are expected to consider a number of factors at this stage, most important is the staff members assessment of what might happen if they decide to hold a pupil when weighed against what they believe might happen if they decide not to hold. At all times staff should take account of the pupils' level of understanding.
36. No holds should ever be used in anger, as punishments or for staff convenience but solely as an act of care to control a dangerous situation effectively.

Recording and Reporting the use of force.

37. Staff are expected to let parents and carers know as soon as possible after any use of force with their child. This should always happen before the end of the same day as a minimum.
38. In a very small number of instances, the report would be made to the local authority rather than the family. This would happen when it had been agreed between school staff, parents and carers and social workers supporting the family.
39. In the first instance a member of staff will attempt to report any incidents that included reasonable force (or those including seclusion) in person or over the phone. This way parents or carers have an opportunity to ask any questions they may have or clarify events.
40. In addition to being informed verbally, schools are now expected to send home a brief written record of the incident as well. This would usually be sent home using the Class Dojo system or via email (see appendix C).

Holds and Escorts at Watermill.

We have a legal duty to keep our pupils and staff safe at school. Staff work hard to help pupils remain calm and regulated and teach them ways that they can keep themselves calm too. Very occasionally, if a pupil has become too upset or dysregulated to stay safe or is acting in a way that puts others at risk, staff may have no choice but to use reasonable force in order to look after everyone. The training model we use in order to do this as safely as possible is Safety Interventions®.

Nobody wants to have to do this, and we know that parents and carers might be worried about what this looks like and what it might involve. To help you understand what we are talking about when we describe a hold or escort, we have made this information sheet.

PLEASE NOTE, staff receive regular training and updates to ensure they can be as safe as possible if they must use reasonable force, this IS NOT intended as a “how to” guide. The children in these photos are calm and still in order to make the photos clear, in a real situation this would not be the case and children as calm as these would not be held.

Staff training teaches **different levels** of restriction. This means that staff can respond to how the pupil is behaving. If the pupil is becoming less risky, they will look to use a less restrictive hold or better still, let go completely. If the pupil is becoming more risky, they may need a more restrictive hold to try and keep everyone safe.

Staff will always try to use the lowest effective level of restriction possible, for the shortest amount of time needed to keep everyone safe. This is what we mean when we talk about “Reasonable Force.”

Standing: Low-level hold for smaller children.

Staff might use these holds when a pupil is smaller. We would generally say that these work best when the pupil is no taller than around the adults’ belly button (unlike in this picture). We might use this hold if the risk from the behaviour was quite low.



In this position a member of staff might move the pupil to a different area. If this happened, we would call it a **low-level escort**.

Standing: Medium level hold for smaller children.



We might use this hold if the pupil was acting in a riskier way as it is slightly more restrictive. Staff would **not** move a pupil using this hold, as they are behind the pupil and this may cause both to trip.

Standing: Medium level hold for larger children- We might use this hold if a pupil was too strong or too big to allow one member of staff to do it safely.

A medium level hold makes use of 2 staff and would be used if the pupil was posing a higher level of risk. Staff are taking care to keep the pupil in a comfortable position whilst making sure the pupil can't hit out.



In this position members of staff might move the pupil to a different area. If this happened, we would call it a **medium-level escort**.

Holding a pupil while sitting

Because it largely eliminates the chance that staff and pupils might fall over, we also sometimes use seated holds to manage a pupil's risky behaviour. Again, these holds become more restrictive in response to riskier behaviour.

Seated: Low-level hold for smaller children.



Chair



Floor

Seated: Medium-Level hold for smaller children.



Chair



Floor

Seated: High level hold for smaller children.



Chair



Floor

Seated: Low-Level hold for larger children.



Seated: Medium-Level hold for larger children.



Seated: High-Level hold for larger children.



Appendix C. – Significant incident home/school reporting chart.

Pupil name_____

Time/date/location/ Staff involved (initials)	How long did the intervention last?	Was this intervention in line with that agreed with parents in a behaviour support plan?	Why did staff make the decision to hold/seclude the pupil? What was the trigger? What did they think might happen if they hadn't done so? Give a brief account.	Describe the intervention (for example low level hold, medium level escort, seclusion with door open etc).	List any post- incident support, including any 1 st aid if appropriate.	Give details of any physical injuries (to the pupil). Write "none", if appropriate.