

# Mapledown School



Working and Learning Together

## Behaviour Policy

Name of School	Mapledown School
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The policy is to be reviewed annually in	September 2026

Date policy last reviewed: March 2026

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

## Ethos:

Every pupil at Mapledown has certain fundamental rights. These include the right to:

1. Be valued and treated as a unique human being
2. Be addressed by name and not referred to as if they were not present
3. Be seen and treated as a person and not a disability
4. Be free from neglect and emotional physical and sexual abuse
5. Have equality of access to resources and provision - be given time to take part and do things independently
6. Have the chance to express their views and opinions and have these views and opinions be listened to
7. Be involved in decision making - make choices and exercise independence
8. Be understood and be given time to understand
9. Form friendships.
10. Privacy, dignity and respect
11. Consistent and sensitive care from staff
12. Be safe and feel secure
13. Be given information about what is happening before it happens
14. A broad and balanced curriculum differentiated to meet individual needs

## Aims:

This Policy is an integral element of our 'School Aims'. We aim to:

1. Promote and sustain positive behaviours
2. Develop an awareness in pupils of what is acceptable behaviour and what is unacceptable
3. Support pupils to develop skills to manage their own behaviour.
4. Ensure staff understand and support pupils in a non-confrontational, calm, proactive and supportive manner.
5. All staff work within the legal framework and understand their duty of care.
6. Involve and work collaboratively with pupils, parents, colleagues and inter-disciplinary professionals.
7. Ensure that behaviour is managed in a planned co-ordinated manner
8. Induct all staff into the principles of this Policy

## Definitions: (see also Appendix A and E)

Many pupils at Mapledown will, at some time, display behaviours of concern. We know that behaviours of concern exist as a continuum and may be described as behaviour which

1. Prevents pupils and/or peers from participating in school activities and learning opportunities
2. Isolates a pupil from adults or peers
3. Prevents pupils from forming relationships
4. Affects the learning of other pupils
5. Makes excessive demands on staff time and other resources
6. Places the pupil or others in danger of physical harm

## Behaviour is communication:

Knowing why a student is behaving in a particular way is key to helping them learn to regulate and manage their emotions. A student who is behaving in a certain way is usually trying to tell us something. It is our responsibility to find out the reasons for the behaviour, and then establish the appropriate strategies. It may be they are trying to tell us they need something and by giving it to them, we can gradually build up their understanding that they can get what they need (drink, toilet, break, pain relief). Similarly, it may be that they need to sit on a particular chair, take their shoes off, chew something and that they require a particular sensory need met. Once we have identified what they need, we teach the appropriate means of asking – eye gazing, object of reference, body gesture, sign, symbol, word etc. In the beginning, it may well be necessary to provide the student with immediate and frequent honouring of their communication and fulfilling their needs in order to build their confidence that they have a sustainable and consistent means of communication.

## Managing Behaviour:

Many students at Mapledown present with some behaviours of concern which may challenge us (Appendix A). We need to build a picture of the behaviour and its contexts and the first step to assessing the behaviour is a Positive Behaviour Plan (Appendix B). A Positive Behaviour Plan (see below) must be completed by the class team to identify the impact of the risks the behaviours pose, which may be injury to self or others as a result of physical assault, the risk

of serious damage to equipment and the risk of flight or sitting/lying on the floor and refusal to move alongside detailed approaches to support the regulation of the pupil with the use of restrictive interventions being a last resort only when it is necessary to keep people safe.

Information can also be derived from the student's Comprehensive Profile. Evidence of behaviour will need to be recorded (CPOMS) to look at triggers and motivators to ensure we are as clear as possible as to the provenance, purpose or function of the behaviour; Behaviour Data Collection and ABC (Antecedent, Behaviour, Consequence). This data helps to track patterns, intensity, frequency and duration of the specific behaviour of concern. Medical information may also be required from the school nurse. The student may also be being seen by **Barnet SCAN - Service for Children and Adolescents with Special Needs and their families**.

Staff are advised to read page 11 and 12 of *Restrictive interventions, including use of reasonable force in schools* [April 2026] 'Consideration for pupils with special educational needs and/or disabilities [SEND] [Appendix F] for additional guidance on how to support pupils at Mapledown School.

Behaviour support is available consistently throughout the school year on a needs basis if a pupil's behaviour is a cause for concern and the class team needs support, and is mainly led by a member of SLT or a Team Teach Trainer. If necessary, further support may be requested from other professionals with Leadership completing referrals to Educational Psychologists, CAMHs, SCAN or BLDS, for example.

the Educational Psychologist allocated to the school is available on an ad hoc basis. Teachers will then complete the two-week Behaviour Data Collection and ABC (Antecedent, Behaviour, Consequence) charts prior to meeting with the Educational Psychologist if they wish to make an appointment. This data helps to track patterns, intensity, frequency and duration of the specific challenging behaviour.

All behaviour incidents are to be recorded on CPOMs by the staff member[s] involved as soon as possible, and no later than on the same day as the incident occurred. Any incident involving the use of restrictive interventions, and any incident deemed 'significant' must also be reported home in writing on a Team Teach form [Appendix D]. A 'significant incident' is defined as one where the use of force goes beyond ordinary physical contact.

*CPOMs reports are to include:*

- Pupil and staff involved
- Time
- Location
- Context; a brief account of the incident, including what led up to the incident and identified or potential triggers if known.
- Strategies used including de-escalation, actions and follow up.
- Any injuries.
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

Post-incident learning is a valuable tool for staff to review the incident and precedents to it, reflect on the response to it and plan next steps, as well as to provide wellbeing care for those involved [staff and pupils] [See Appendix G and H]. A pupil's PBP may be updated as a result of post-incident learning.

Parents/carers are to be informed as soon as practicable when the use of restrictive intervention has been necessary or when the behaviours observed are new or significant. Parents will be telephoned initially to be informed as soon as possible after the incident. If there is no answer a voicemail will be left requesting a call back to school, a note will be in the home-school book and a Team Teach letter [see Appendix D] will be sent home on the same day which informs of the incident and strategies deployed to support the young person.

*The Team Teach letter is a report of the incident made for parents and should include:*

- Time, date, location and approximate duration of the intervention.
- Brief account of what intervention was assessed as necessary in that instance.
- Details of any physical injuries sustained and first aid given, if applicable.

## Positive Behaviour Plan (PBP):

The outcome will be a planned approach to managing the behaviours outlined in the PBP. The plan must be agreed by shared with parents and reviewed at least annually at the pupil's annual review. Any changes must also be agreed with the Leadership team and parents. Any new behaviours are to be added to the PBP with linked strategies as and when they are observed. A PBP is a working document and may be updated as a result of post-incident learning following incidents.

The PBP identifies the risk behaviour and incorporates both reactive and proactive strategies to be used including physical prompting (see below) and Physical Intervention (see below). As such it is a Risk Assessment.

Examples of Positive Behaviour Strategies used at Mapledown School:

- Reward appropriate behaviour following strategies such as praise, confirmation, reward charts, stickers, working towards charts when appropriate behaviour is exhibited;
- identify and model appropriate behaviour;
- personalising the timetable and the curriculum;
- Clear visual strategies including schedules, timers etc;
- Change of environment and activity e.g. use of sensory rooms, playgrounds, field, halls;
- Divert, distract or change adults to diffuse and de-escalate;
- Acknowledging pupils need for personal space;
- Use of sensory integration/processing strategies;
- Clear, simple language used with time to process and respond, using scripts to ensure consistency;
- use physical contact where appropriate, e.g. thumbs up, handshake etc
- One person clearly taking the lead in supporting a pupil.
- The weekly assembly is used to recognise and celebrate achievement during the week to reinforce positive behaviour

## Managing pupil behaviour positively:

We aim to create a calm, positive, respectful and purposeful learning environment where pupils can develop as caring and independent individuals. To this end we will:

1. Provide high quality teaching and learning matched to an individual's needs.
2. Provide an engaging curriculum based on personalised learning.
3. Use our understanding of the impact of special educational needs on pupils' learning underpinned by a comprehensive staff training programme.
4. Create a 'total communication environment'
5. Be empathetic - ask yourself why a pupil is displaying a certain behaviour. This could be due to a sensory or communication need.
6. Recognise students' strengths which are rewarded using a whole school approach through the use Assemblies, Acts of Collective Worship or Class time to publicly praise and reinforce desirable behaviours
7. Discuss inappropriate behaviours or behaviours of concern with pupils wherever possible
8. Set clear and reasonable boundaries and expectations
9. Utilise high staff to pupil ratios based on pupils' needs.
10. Work in partnership with parents and other professionals.
11. Use positive language and instructions in order to promote desired behaviour e.g. "Hands down" rather than "No hitting".
12. School rules are reinforced on a daily basis. These remind and model positive behaviour.
13. Ensure that we as staff feel emotionally equipped to manage challenging behaviour and be physically safe, e.g. - not wearing sharp jewellery, long nails, chewing where this may cause choking, and wearing long hair pinned up.

### We will not:

1. Verbally demean pupils
2. Reprimand pupils simply because we feel we have lost control. In this instance, we should hand over to another member of staff
3. Shout

4. Deprive pupils of their entitlement to sustenance e.g. dinner, pudding or drink or snacks
5. Physically harm pupils by rough handling. e.g. pushing, pulling, squeezing or pulling pupils by their clothing etc.
6. Use force to gain compliance - see section on Physical Restraint
7. Withdraw curriculum entitlement except on grounds of safety
8. Hold or grab students by their clothes unless they are at any risk of harm.

### Responsibilities - School:

Mapledown School recognises its responsibility for the safety and wellbeing of their staff where they are involved in an activity that could result in personal injury or high levels of stress. The school will evaluate each situation and devise strategies to minimise the risk of personal unjust or high levels of stress. The Leadership team will endeavour to ensure that staff are adequately trained in Team Teach, moving and handling, risk assessment, and the implementation of PBPs so that staff follow procedures.

- The school informs parents of any concerns that they might have about their child's behaviour with a view of working with them to promote positive change. Parents/carers are to be informed as soon as practicable when the use of restrictive intervention has been necessary or when the behaviours observed are new or significant. Parents will be telephoned initially to be informed as soon as possible after the incident. If there is no answer a voicemail will be left requesting a call back to school, a note will be in the home-school book and a Team Teach letter [see Appendix D] will be sent home on the same day which informs of the incident and strategies deployed to support the young person.
- The school supports staff in the maintenance of good classroom management skills.
- The school offers training to staff in attitude and approaches to behaviour support, and on physical interventions.
- The school has 3 Team Teach trainers who update staff regularly.
- The school monitors and maintains records of behaviour incidents, including the use of restrictive physical intervention and use of the calm rooms, using CPOMS.
- Parents are informed when RPI is used to support their child with a Team Teach letter [see Appendix D] being sent home on the same day as an incident has occurred which informs of the incident and strategies deployed to support the young person. Failures in recording, reporting or governance may carry legal, regulatory and reputational consequences.
- The school informs parents when it requests advice from external agencies e.g. educational psychologists, CAMHs, therapists.
- The Governing Body must have regard to statutory guidance issued under section 93a of the Education and Inspections Act 2006 and comply with The Schools [Recording and Reporting of Seclusion and Restraint] [No2] [England] Regulations 2025.
- The school has a legal duty to make reasonable adjustments for disabled children and children with special educational needs [SEN]. The use of force should depend on the circumstances of the incident and also on information and understanding of the needs of the pupil concerned.
- The school does not require parental consent to use force on a student and will not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions.

### Responsibilities - Staff:

- All staff work within school policies and work together as a team communicating effectively and use in a professional manner.
- Staff do not use physical interventions that are unwarranted, excessive or punitive. Any physical interventions must be necessary, proportionate and time-limited.
- Staff understand the need to teach behaviour.
- Staff should seek to maintain respect for a pupil's dignity at all times, for example considering the environment where any intervention is used, such as in front of their peers. Staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do. For pupils with speech, language and communication difficulties, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.
- Loss of privilege must only occur as a protective or educational consequence. This must never involve loss of food or a curriculum activity.
- Staff act as models for acceptable behaviour thus promoting clear expectations of pupils' behaviour.
- Staff need to understand the importance of implementing and reviewing PBPs and the need of risk

assessment.

- All staff working with pupils that are known to display behaviour that challenges receive Team Teach Level One training which is refreshed annually.
- Staff are not to use force when a child is on the ground, staff should release their holds instantly if a child drops to the floor.
- ~~Staff do not participate in restrictive physical intervention without completing Team Teach training.~~ All members of school staff have a legal power to use reasonable force, but only in strictly limited circumstances. Force may be used solely to prevent or stop a pupil from; causing injury to themselves or others, committing a criminal offence, damaging property, causing disorder among pupils at school, whether during a teaching session or otherwise. It is unlawful to use force for the purpose of punishment.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. This decision will be reviewed and reflected on during post-incident learning. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result.
- It is not a duty to use force so members of staff have discretion whether or not to use it. However, teachers and other school staff have a duty of care towards pupils and it can be argued that failing to take action [including a failure to use reasonable force] may in some circumstances breach that duty.
- Staff to review each pupil's plans and profiles regularly, to ensure they understand each pupil's individual needs and the strategies that are in place to meet these. Staff to make any reasonable adjustments so that they can support the pupil and reduce any behavioural issues.

## Responsibilities - Parents/Carers:

Parents play a vital role in the promotion of appropriate interactions within school. Home/school liaison is extremely important in order to secure the best possible support for each pupil. The school expects parents and carers to inform the school of any behavioural concerns they experience at home and of any change in circumstance including health issues, medication or trauma that may affect a pupil's behaviour.

## Environmental resources:

The school has extensive resources to support and engage pupils in positive learning opportunities. These include multi-sensory rooms, gyms, extensive outdoor play resources, music and technology facilities and a swimming pool.

The following are specifically highlighted:

Within the school, most doors to teaching areas have keypad locks. This is to prevent risk of harm and to maintain the school's duty of care. Pupils are supervised at all times. Where possible, students are taught using their preferred method of communication (be it speech, signing, symbols, gesture or facial expression) to request to leave the room in which they are in for a particular reason, to go to the toilet for example or for a movement break.

Each class has an outside area to support positive behaviour. The area is designed to allow a pupil to access an environment with reduced multi-sensory input. The area is generally kept clear of resources within it or has resources that are known to support a pupil e.g. resources such as see-saws, swings or trampolines. These areas are supervised at all times. On occasions, it may be unsafe for the staff member to be outside with the student then they will be supervised/observed from outside the area. **If a pupil is in an outside area, either the classroom door or the external gate of the area must be unlocked at all times.** All uses must follow the DfE Guidelines.

Staff **MUST** ensure that the use of these outside areas are to promote self-regulation and are in the pupil's Positive Behaviour Plan. Staff also need to ensure that they are clear on the guidance for 'Breaks.' Examples (all would be within Positive Behaviour Plan) of use may include:

- Pupils asking to move away from a busy environment using their preferred method of communication to avoid possible triggers that they know may lead to their behaviour escalating e.g. sensory overload. (Other areas in school may be used by pupils in a similar way e.g. quiet areas of the classroom, soft play, outside areas, sensory room, library or calm room).

- Staff may ask a pupil if they want to move into the outside area (or other area see above) if they recognise a sequence of behaviours that may lead to an incident in the event of an aggressive incident.
- A pupil may be moved from a classroom to the outside area if a risk assessment indicates that this is the safest, least restrictive physical intervention. This would require liaising with parents to devise an agreed strategy. Pupils will be supervised at all times as detailed in the plan.

### Classrooms with break/calm room facilities:

The rooms are used for a variety of purposes including being able to teach pupils in small groups or individually. The resource can provide pupils with a less busy environment for parts of their educational programme. Depending on the needs of the students in the class, full ICT facilities are provided.

Some of the calm rooms have soft play padding and have been designed with calming colours. They have resources within them as appropriate to the pupils' educational programme. They provide an area for safe relaxation and reduced sensory information which pupils often choose to access. Pupils are supervised. If a pupil does not want an adult in the area with them the staff member will remain outside the room in close supervision. There are pupil-friendly posters on the entrance to each calm room explaining the use of the calm room to the pupil and giving them visuals to request additional support they may want e.g. a drink/PODD book. Each time the calm room is used is to be recorded by staff on the log sheet on the calm room door, information to be recorded include; pupil's name, date, time of entry and time of leaving the calm room.

### Seclusion:

Seclusion is defined as a non-disciplinary safety measure, to be used only where a pupil is experiencing acute emotional or behavioural dysregulation and poses a risk of harm. It must never be implemented through threat of punishment or used as a disciplinary response. Incidents of seclusion are subject to mandatory recording and parental reporting duties using the Team Teach letter [Appendix D] and a phone call home to inform of the incident. We will operate at all times within BILD's Guidance on the Use of Seclusion. The Joint Guidance issued by the Department of Health and the Department of Education and Skills (July 2002) determines that seclusion 'involves separating an adult or child against their will, restricting their freedom of movement and forcing them to spend time alone', or 'the supervised confinement and isolation of a person, away from other users of services, in an area from which the person is prevented from leaving' (DoH, 2014). Seclusion should not be used, except for the containment of severe behavioural disturbances that is likely to cause harm to others, as a very last resort, when all other means of managing severe challenging behaviour have been attempted and are not an appropriate method of defusing the situation, and continued proximity of staff to the student is putting staff and other students in serious harm's way should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion entails a student being on their own inside a room or in a secure outside area under constant visual supervision and reassurance from trained and skilled staff. This would usually be the room in which the incident is occurring – all staff and students having been evacuated from the room and the door closed (with a keypad on the inside). The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. Once 'secluded', all reasonable attempts must be made as soon as it is safe to do so to provide a cooling off period in an open door setting. Any occurrence must be fully reported to SLT immediately and recorded on the class behaviour book, detailing the event, duration and support needed. It should also be reported through CPOMS and include any detail of physical intervention required with a detailed written incident report being shared with parents at the earliest opportunity on the same day as the incident.

### The Break/Calm rooms and the use of time out:

The following criteria must be adhered to:

- It must have adequate ventilation, lighting and heat
- There must be adequate space for students and staff
- It must be conducive to de-escalating inappropriate behaviours
- It is not to be locked, latched or secured in any way that would, in case of an emergency, prevent staff or the student from exiting the room
- Is supervised at all times

- Parents **must be informed of the potential** use of the breakout room and **have seen** the Positive Behaviour Plan to that effect.

The calm/break room is available to students who are learning to manage their own behaviour and request a break from the classroom or activity, usually through the use of PECS or PODD. The time spent is recorded on the room's log. The door should be kept open and the students will be asked to return to class when they are ready

Time out may be offered to a student when their behaviour is beginning to escalate and it is thought that time away from the teaching area and other students will help the student to regulate their own behaviour. It is initiated by the teacher, rather than the student choosing to go out of the classroom and will be part of the Positive Behaviour Plan **seen** by parents. The time spent is recorded on the record sheet outside the door and the above criteria applies.

In extreme circumstances, when a student's behaviour has escalated and they are in serious danger of harming themselves and/or students and staff, and when all means of de-escalation have been attempted, it may be necessary to use Team Teach strategies to escort a student outside or to a break room in order to keep them or others safe.

On each occasion, staff members must observe the student at all times. After 2 -5 minutes the student should be asked if they are calm and ready to return to class. This should be repeated until the student is calm and able to join in class activities. Every effort should be made to minimise the amount of time spent in the room.

Families must be informed of the incident through the Home-School book **and via a telephone call and the Leadership team should be immediately informed. The incident must be recorded on CPOMs in detail including what led up to the time out, deescalation strategies tried prior to the incident/transition.**

Seclusion must not be used with any intent to punish or teach the student any new behaviours. Its use must be as a responsive strategy aimed at managing the present behaviour at that time.

Seclusion must not be confused with teaching students the use of the 'Break Card' and 'Break Room'.

Incidents involving staff with regard to challenging behaviour will be reported to the Governing Body Health and Safety Committee on a termly basis and be also sent to Barnet's Health and Safety office. The Leadership will be monitoring behaviour incidents through CPOMS, the class behaviour log and support staff on an ongoing basis.

We recognise that dealing with behaviour challenges as a matter of routine can become a stressful experience even for long serving members of staff. As a school we need to acknowledge these stresses and work to support each other. **Staff must report to a member of the Leadership Team immediately after they have been involved in a stressful situation and/or been assaulted.** Where necessary, staff should be given a short extra break away from the situation to gather themselves. Pupils must, however, be adequately supervised at all times.

### Physical intervention and restraint:

~~We operate at all times within the guidelines and Reporting Systems laid down by Barnet's Local Authority Policy on the Use of Restrictive Physical Interventions with Children and Young People. We also work within the guidelines as set down in the 'Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders' DfES DoH [July 2002]. In addition, we work within the principles and guidance of **Restrictive interventions, including the use of reasonable force, in schools [April 2026]**, **Use of reasonable force in schools**, DfE July 2014 and **STEAMING Improving Guidance on Reducing Risk, Restraint and Restriction in Children's Services [2014]**, and **'Reducing the Need for Restraint and Restrictive Intervention'**, DfE and Department of Health [January 2017].~~

Mapledown School uses TEAM-TEACH, **one of** Barnet's identified preferred approaches for physical intervention. In the event of physical restraint being necessary, it must be supported by a PBP (see above), except in the event of an unplanned emergency. It is possible that all staff, at some time or other, will find themselves in situations where there is a need for restraint or intervention.

In all circumstances, staff will operate according to the following general principles:

1. Physical restraint can only be used as a last resort when other methods have failed and where failure to intervene could constitute neglect.
2. Physical interventions and restraint are only permissible in circumstances where staff are attempting to prevent

- pupils from harming themselves or others or where there is a threat to seriously damage property.
3. Only minimum force is applied to prevent harm being done. As soon as it is safe to do so staff should gradually release pupils and allow them to exercise self-control. Every effort should be made to ensure the presence of another adult in situations where restraint is a possible outcome Physical restraint is NEVER used as a punishment.
  4. Physical restraint **is not be used** to force compliance with instructions.
  5. All instances of physical intervention must be reported into CPOMS.
  6. Schools can use reasonable force to remove disruptive children from the classroom where they have refused an instruction to do so themselves, to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit, to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety and lead to behaviour that disrupts the behaviour of others, to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground, to restrain a pupil at risk of harming themselves through physical outbursts.
  7. Schools cannot use force as a punishment - it is always unlawful to use force as a punishment.

Physical interventions should only be used in the best interest of the student and as a last resort. ~~The use of physical interventions will only be used for pupils who have an Positive Behaviour Plan [PBP] and risk assessment that clearly states when and how this would be an appropriate strategy to use.~~ Physical Interventions are only used as a last resort as part of a planned strategy. Staff expected to implement such strategies must have had appropriate training first (Team Teach). The Team Teach trainers across the school are; Sandra Chaaya, **Ricky Louch** and Charlotte Abley. Staff are only permitted to use the Team Teach techniques taught and listed in an individual's PBP.

### **Wearing harnesses/handling belts:**

The safety of our students is paramount. However, the use of handling belts which were previously authorised in exceptional circumstances to allow students independence when transitioning within schools or whilst out in the community, are no longer desirable.

Harnesses and handling belts can be used as a teaching tool to allow students to be safe with minimum effects compromising their independence. However, they are no longer permitted to be used in this manner as pupils are encouraged to be independent in all aspects of their mobility and when transitioning throughout the school. Equally, clear and detailed risk assessments are undertaken to determine whether a student can safely access the community.

When out in the community with pupils new to the school, following a thorough risk assessment process, staff will be holding students' hand/linking arms and teams will have an appropriate staff ratio, with a handling belt as an additional risk reduction, and only with a detailed risk assessment, and with explicit permission from parents.

In the unlikely event a handling belt or harness have to be used, it will be in accordance with BILD guidelines [on mechanical restraint] for the safety of students and with a definite plan to phase out and eliminate their use. They should never be used as a means of gaining compliance or as a punishment. Harness or handling belt use must be written into a risk assessment, a Behaviour Support Plan, be agreed by the Leadership Team and the student's parents/carers. They should not be used to lift any student except in exceptional circumstances such as an emergency. Risk assessments for each student using reins or a harness must be in place and must include risk to staff holding reins.

The use of a harness on a minibus is to prevent a student from freeing from a regular seatbelt whilst the bus is in motion. The use of the harness should be monitored in terms of providing maximum independence for our students.

### **Recording incidents**

All incidents involving members of staff being injured must be recorded using the online Accident and Incident system. Incidents involving students where first aid is required must be recorded using CPOMS. Incidents not requiring first aid should also be recorded in CPOMS. **A Team Teach letter [Appendix D] must be sent home as a written record of the incident on the same day as it occurred.**

### **Absconding**

In the event of a student running off/absconding from school/becoming lost when off of school premises, **please call the police immediately** after not being able to locate the student as well as alerting the school office and school leaders

immediately.

If the incident occurs offsite, and there are other students in the group, please ensure they are taken to a safe place e.g. school bus that is parked safely. Ensure there is adequate staffing with the pupils and there are at least 2 members of staff looking for the pupil.

If this happens in school, please ensure the safety of the rest of the class with adequate staffing ratios and inform the office and school leaders immediately.

The minimum staff:pupil ratio when leaving the school site is 2 adults to 1 pupil. A single member of staff is not to accompany pupils offsite at any time.

### **Physical prompting and handling:**

As a school we acknowledge that many of our pupils will need a degree of support, prompting and physical contact which is vital to their learning and care. Staff have a responsibility to manage pupils in a considerate and minimal way as outlined in the ethos of this Policy. Staff should not lift students except to prevent harm or as part of a planned teaching approach.

At Mapledown we believe that the use of touch is a vital aspect of our nurturing role and that adult physical contact is not only inevitable but desirable. Touch not only promotes a child's social and emotional development but is also a highly effective and powerful method of non-verbal communication, is key to the development of healthy relationships and a method of stress relief. It can be used to:

- show acceptance
- provide reassurance
- calm and provide comfort
- emphasis the spoken word
- provide sensory stimulation
- engage in personal care routines
- deliver various therapy programmes
- offer an alternative to spoken communication
- remove a child from danger to keep a child safe
- prompt and guide pupils during transitions or to access the curriculum

When appropriate touch is not encouraged, as often happens then all touch has the potential to become sexualised. Valuable touch experiences can be friendly, nurturing, reassuring, comforting and healing. We should be instilling a sense of what appropriate touch is.

Research has shown that positive touch is beneficial for early bonding, stress reduction, and regulation [Harrison, 2001]; it can also improve attentiveness and sleep problems in some children with autism [Escalona, Field, Singer-Strunck, Culler & HArtshorn, 2001. Cullen LA, Barlow JH, Cushway D, 2005]. For children with delays and disabilities, positive touch has been used effectively to enhance caregiver-child interactions and increase the child's comfort [Pardew & Bunse, 2005].

Members of staff in a caring school recognise physical contact as an important part of child development and guidance. They understand that physical contact may be communication and they recognise the importance and significance of non-verbal communication and respond appropriately. This should always be done in a developmentally appropriate way and should a child shun the comfort offered through touch, the child's wishes will be respected by the member of staff dealing with the situation.

Therapeutic touch is used in situations where children are distressed. In these situations research has shown that it would be unkind or increase the child's distress if touch was not employed. When children are very distressed they often ignore information provided by their senses, for example they may no longer see or no longer hear. When a child is distressed, touch can be the only means of maintaining a connection with the child.

Where a child presents a danger to themselves or to others it will at times be necessary for trained staff to use a means of physical intervention or safe holding using Team Teach methods. These techniques can be the safest means of holding a child to feel safe and soothed and to calm them down when they are very distressed, and used to prevent the

child exposing themselves or others to physical or psychological harm. At such times staff should always take care to explain what they are doing and that the actions taken are for safety reasons. As the situation deescalates, touch can be appropriately used to move from one situation of control to one of care, such as the friendly hold.

Examples of appropriate touch may include the following:

- respecting the personal privacy and personal space of children
- responses affecting the safety and well-being of the child [e.g. holding the hand of a child while crossing the street, using a Team Teach hold when a pupil becomes a danger to themselves or others]
- responses supporting social and emotional development such as side hugs [to avoid full-body contact], reassuring touches on the shoulder, back rubs, head rubs
- touch for health and hygiene, personal care. Where a pupil requires intimate personal care, staff should ensure that the pupil is comfortable with the staff member attending to their needs. A pupil's privacy and dignity should always be preserved.
- for use in specific curriculum subjects when support or guidance is needed, for example during PE or Swimming.

Examples of inappropriate touch include:

- satisfaction of adult needs rather than that of a pupil
- coercion or other forms of exploitation of the pupil's lack of knowledge
- violation of laws against sexual contact between adults and children
- forced kisses, corporal punishment, slapping, striking or pinching, tickling for prolonged periods, fondling or molestation, hugging chest to chest, lifting pupils e.g. piggy backs

It is vital that staff should always consider the pupil's gender, race, disability and age when using touch as individuals may be used to experiencing different levels or types of touch. An individual's history may also influence who represents a 'safe' adult to them. In addition, some individuals may be used to differing levels of touch as part of their cultural upbringing. All staff have a responsibility to ensure that all practice at Mapledown School is safe, sensitive and appropriate.

## Zones of Regulation:

Zones of Regulation is an approach used to support the development of self-regulation in children (Appendix C). All the different ways children feel and the states of alertness they experience are categorised into four coloured zones. Children who are well regulated are able to be in the appropriate zone at the appropriate time.

Teaching the zones gives children a shared language to talk about their emotions by associating them with highly visual coloured zones. The approach is based on research and is highly respected as a systematic, cognitive behavioural technique leading children to greater independent regulation. It helps to teach children to identify their feelings, their levels of alertness, to understand how their behaviour influences those around them and gives them the tools they can use to manage their feelings.

Zones of Regulation help children by:

- providing a vocabulary to talk about emotions
- supporting them to recognise their own emotions
- supporting them to detect the emotions of others
- helping them recognise what might trigger certain emotions
- helping them see how others may interpret their behaviour
- giving them tools to problem solve

Zones of Regulation give children and adults the right words - a common language - to talk about emotions in a way that is non-judgemental, is simple for everyone to understand, and teaches healthy coping and self-regulation strategies.

A person who can self-regulate is able to remain calm in a stressful situation, cheer themselves up after a disappointment and know when they are experiencing an emotional overload and adjust.

## The Zones:

**Blue Zone** - This is where we are at a low state of alertness. Our brain and body is moving slowly and sluggishly. We may be feeling tired, sad, bored or unwell. We need to help our bodies wake up, feel better and regain focus.

**Green Zone** - We are in control of our emotions in this zone. We are in a regulated state of alertness. we may be feeling

calm, happy and ready to learn.

**Yellow Zone** - This is the zone where we experience more intense emotions but we are still able to maintain a level of control. We are in a heightened state of alertness and we do still have some control but need help to calm ourselves. We may be feeling worried, frustrated, anxious, excited, scared or overwhelmed.

**Red Zone** - We are struggling to control our emotions in this zone. We may feel angry, wild, out of control or terrified. We may be hitting out or becoming physical with others. We need help to stay safe and calm down.

It is important to remember that there is no 'bad' zone. Everyone experiences all of the zones at different times and in different circumstances. We can't change the way children feel but we can help them manage their feelings/behaviours and validate their feelings, 'I can see you are angry and I understand, but it is not okay to...'. You can be in more than one zone at a time. If a child is confident using words to describe their emotions, they might not always need to relate this to a zone, however, making links to the zones will help them choose the right strategy to manage their feelings. If a child is in the Red Zone, staff must limit the verbal - this is not a teachable moment! Instead, discuss the use of tools when the child is calm and well regulated and plan for if/when it happens again.

### **Sexual Behaviour:**

Inappropriate behaviour of a sexual nature should be dealt with in an appropriate manner and context. It must be reported to the DSL [Designated Safeguarding Lead] in the school and be entered onto CPOMs. Safeguarding procedures must be followed and this may be shared with the LADO.

### **Staff development:**

All staff will be inducted into the contents of this Policy, trained in TEAM-TEACH (TT) and refreshed annually in Level One. Intermediate refresher courses will be available on a rolling programme through the year. Ricky Louch, Charlotte Able and Sandra Chaaya are our Team Teach Tutors in Mapledown School.

### **Staff debriefs: [Appendix G and H]**

The debriefing process has many benefits and is vital in ensuring positive change within school. It provides opportunity to ensure staff consistency where staff know and follow policies and procedures and that their responses during a crisis are consistent with the training provided and with the school vision. It provides a platform to learn from challenges and success, to build trust between staff, to promote teamwork, to support staff to reflect, to support analytical thinking around reasons for incidents and helps to prevent future incidents. Debriefs are in place as part of SLTs duty of care to staff to support their psychological and physical wellbeing and to address the smallest of concerns to avoid compassion fatigue or burnout. Following any incident, staff will have the opportunity to debrief by having protected time to talk through events; to review facts, to correct misconceptions, and to consider observations with the aim of preventing further incidents. The debrief process should be supportive and should take place in a safe, controlled, non-judgmental environment to best enable a reflective discussion based on unconditional positive regard. Debriefs can take place immediately after the incident [Hot], but it's recommended that the debriefing process should take place 24-48 hours after an incident [Cold] to enable time to process and recover. However, if an incident happened just before the weekend or a holiday period then it may be advisable to debrief earlier rather than have an extended period of time between the incident and the debrief discussion.

Hot debriefs are held immediately after an incident and focus on facts, feelings and future plans.

Cold debriefs are held typically 24 hours after an incident and have a higher level of structure. The discussion focuses on:

- Description of the incident - What happened? Why?
- Reflection - Why intervene? What trying to achieve? What worked? Consequence of actions? Thoughts and feelings of self and others.
- Influencing factors - What factors may have influenced thoughts, feelings, responses? How does environment impact - sensory overload?
- Changes - Other choices available? How may this have changed situation? Different response if happened again? How can we reduce risk of recurrence?
- Learning - feelings, insights, changes needed

### **Pupil debriefs: [Appendix H and I]**

Debriefing with a pupil (if appropriate) is an important practice to ensure the voice of the child is heard. They follow a similar process to staff debriefs and aim to support the pupil to recognise/accept responsibility for their actions,

investigate reasons/triggers e.g. feelings at the time and to support pupils to self-evaluate and reflect what they can do if they feel the same way in the future. This process works best when pupils have had time to regulate and recover and may happen days after the event however it should happen when they are still able to connect the conversation with the incident. This conversation is most effective when pupils are relaxed and receptive and can be supported to reflect and should be led by a person who has a good relationship with the child and who the child trusts, this person may not have been present during the incident. Use of visuals/prompts [Example Debrief Visual Aid - Appendix I] may help support some pupils, for others it may be a conversation where staff then update pupil plans to reflect these discussions. It is important to ensure staff and pupils involved are emotionally ready for discussion. Staff should record the debrief conversation as appropriate [Example recording sheet - Appendix J].

### **Duty of Care:**

The Children Act 2004 places a duty on organisations to safeguard and promote the welfare of children and young people. This includes the need to ensure that all adults who work with or on behalf of children and young people in these organisations are competent, confident and safe to do so.

All adults who come into contact with children and young people whether working in a paid or unpaid capacity have a duty of care to safeguard and promote their welfare. Children and young people have a right to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and well being of children and young people. Failure to do so will be regarded as neglect.

The duty of care is in part, exercised through the development of respectful and caring relationships between adults and children and young people. It is also exercised through the behaviour of the adult, which at all times should demonstrate integrity, maturing and good judgement.

Employers also have a duty of care towards their employees, both paid and unpaid, under the Health and Safety at Work Act 1974. This requires them to provide a safe working environment for adults and provide guidance about safer working practices. Employers also have a duty of care for the well being of employees and to ensure that employees are treated fairly and reasonably in all circumstances. The Human Rights Act 2000 adopted by the UK sets out important principles regarding protection of individuals from abuse by state organisations or people working for those institutions. Adults who are subject to an allegation should therefore be supported and the principles of natural justice applied.

The Health and Safety Act 1974 also imposes a duty on employers to take care of themselves and anyone else that may be affected by their actions or failings. An employer's duty of care and the adult's duty of care towards children should not conflict. This 'duty' can be demonstrated through the use and implementation of these guidelines.

### **Other references:**

This Policy should be read in conjunction with all Appendices and Mapledown School Aims, The Mapledown School Anti Bullying Policy, Mapledown Policy on Child Protection. See also Mapledown's Policy on Teaching & Learning and Sensory Integration Policy.

This policy will be reviewed in September 2026 by Acting Deputy Head; Charlotte Abley

## Appendix A

Behaviours of concern can specifically be identified as the following:

1. Physical Aggression towards self or others to include but not limited to

- Hitting
- Kicking
- Pinching
- Biting
- Spitting
- Punching
- Self-Mutilation

2. Verbal Aggression towards others to include but not limited to

- Teasing
- Name Calling
- Intimidation
- Threats

3. Sexual Assault towards others to include but not limited to

- Non-consensual touching of private areas of another person's body
- Non-consensual kissing
- Molestation
- Sexual Penetration

4. Damage to school property to include but not limited to

- Throwing equipment such as electrical appliances, chairs, tables, etc.
- Breaking windows, doors and furniture (with intent to damage)
- Breaking/destroying school resources (with intent to damage)

5. Other behaviours not focused towards others to include but not limited to:

- Hyperactivity.
- Attention seeking behaviours
- Excessive crying and/or isolation.
- Constant refusal to do work
- Absconding

As a school we need to recognise that individual pupils have behaviour of concern - we are challenged by the behaviour and not the pupil. We also need to remember that behaviour is communication.

## Appendix B - Positive Behaviour Plan Template

### Individual Positive Behaviour Plan

Name:	DOB:	Date:	Review Date:
<p><b><u>Risk reduction measures</u></b></p> <p><b><u>Triggers and Proactive Strategies:</u></b></p> <p><b><u>Early Warning Signs:</u></b></p> <p><b><u>Things to avoid:</u></b></p> <p><b><u>N.B.</u></b></p>			
<b>Pro social / positive behaviour</b>		Strategies to respond	
<b>Anxiety/Initial behaviours and triggers to respond to/ DIFFICULT behaviours</b>		Strategies to respond	
<b>Crisis / DANGEROUS behaviours</b>		Strategies to respond	
<p><b>Post incident recovery and debrief measures</b></p> <p><u>Immediately following incident:</u></p> <p><u>After a period of calm - a time limit can't be put on this. communicate with staff working with him/her for clarity after each individual incident:</u></p>			

**PBP written by:**

**Date original written:**

**Parent/Carer signature and date:**

**Class team signatures and date:**

**PBP review dates:**

## Appendix C - Zones of Regulation Form Template



# WHAT I LOOK LIKE IN EACH ZONE



When I am in the **green** zone my face/body is often...

Times I may be in the **green** zone...



When I am in the **yellow** zone my face/body is often...

Times I may be in the **yellow** zone...



When I am in the **red** zone my face/body is often...

Times I may be in the **red** zone...

What are the four **most effective** resources/strategies that support me to calm...

- 1.
- 2.
- 3.
- 4.

# Mapledown School



## Working & Learning Together to Achieve our Best

Dear Parent / Carer,

Your child.....needed some additional physical support at school today to keep themselves and others safe, at approximately ..... am/pm. Physical support was required for ..... minutes as they were attempting to, or did:

- Headbang
- Bite themselves/someone else
- Hit themselves/someone else
- Kick
- Damage property
- Throw objects
- Abscond
- Remove clothes
- Other: .....

He/she has been monitored since the incident and we have not identified anything that caused concern up to the time of their going home.

Details of intervention:

- Help Hug
- Friendly
- Single Person Double Elbow
- Two Person Double Elbow
- Figure of Four
- Seated Hold
- Small Person Beanbag Support
- Other: .....

If you would like the written report of the incident please contact your child's class teacher.

The support given today was in line with your child's Positive Behaviour Plan.

New support was given today so your child's Positive Behaviour Plan will be updated and sent home for you to read.

First aid given. Details:.....  
.....Head bump letter sent

Signature of Staff Member .....

Parents/Carers contacted by phone: Yes-spoken to  Yes - Voicemail left  No

Date: .....



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**Deputy Head:** Charlotte Abley: [charlotte@mapledown.barnet.sch.uk](mailto:charlotte@mapledown.barnet.sch.uk)  
**Assistant Head:** Michaela Pogue: [michaela@mapledown.barnet.sch.uk](mailto:michaela@mapledown.barnet.sch.uk)



**Help Hug [ ]**



**Friendly [ ]**



**Single Person Double Elbow [ ]**



**Two Person Double Elbow [ ]**



**Figure of Four [ ]**



**Seated Hold [ ]**



**Small Person Beanbag Support [ ]**

## Appendix E - Terminology

**Restrictive intervention:** a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

**Reasonable force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.<sup>4</sup> Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

**Significant incident:** any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' below. This includes when physical force is used to implement a non-physical restrictive intervention.

**Other physical contact with pupils:** examples of occasions when physical contact is generally appropriate include, but are not limited to:

- to give first aid
- to guide or escort pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- to comfort a distressed pupil
- to congratulate or praise a pupil, for example a pat on the back or a handshake
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching

**Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

**Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

## **Consideration for pupils with special educational needs and/or disabilities (SEND)**

Some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments or feelings of fear and anxiety. In particular, pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. This can lead to pupils with SEND being disproportionately subject to the use of restrictive interventions.

Schools should seek to understand the underlying triggers of challenging behaviour so that they can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. For example, schools should consider how the school culture and environment may be experienced differently by pupils with SEND and seek to support pupils to cope with situations that they may find distressing.

Schools should utilise staff who know individual pupils well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur, and develop proactive strategies to reduce the likelihood of restrictive interventions being used. They should also work with the pupil, parents and other professionals to develop prevention and de-escalation strategies.

Depending on the circumstances, examples of strategies may include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Where appropriate, school staff should work with pupils with SEND and their parents in the co-production of any necessary behaviour support plans. Behaviour support plans should outline any adjustments, such as to address aspects of the school environment which the pupil finds challenging and ways for pupils to communicate their needs effectively.

Behaviour support plans should detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. This should be discussed in conjunction with the relevant people, such as teachers, parents, the pupil, pastoral staff or health professionals, and parameters around its use stated clearly in the plan. Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, schools must have risk assessments in place and where possible, mitigate risks such as through training and prevention strategies.<sup>15</sup> Whether the use of restrictive interventions is appropriate will depend on the circumstances, irrespective of whether it has been considered as part of a behaviour support plan.

Any behaviour support plans should be reviewed with the pupil and their parent periodically and following any significant incident, so that changes can be made based on evidence of what has worked and what has not worked in practice for the individual pupil. Where a pupil has a disability, the school has a duty under the Equality Act 2010 to take reasonable steps to avoid disadvantage so that the pupil can fully participate in the education provided by the school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.


**Appendix G - Debrief form template and example staff advice form**





<b>Staff debrief / post-incident learning - Record of Meeting</b>		
Name:		
Where?		
When? [Date and time]		
Who was involved?		
Nature of incident		
Incident report on CPOMS [ ]                      Team Teach letter sent home [ ]		
Date of debrief		
<b>Reflections of staff member gathered at the debrief and agreed [ ]</b> Why might this have happened? How did you feel? What have you learned?		
<b>Actions:</b> What do we need to do now? [expectations, timeframes, policy/procedure review, review or creation of PBP, multiagency meeting] <b>The actions have been recorded on CPOMs as an action [ ]</b>		
Review date		
Staff participant	Name:	Signed:
Facilitator	Name:	Signed:



Appendix H - Pupil Debrief Visual Aid example





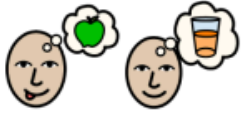



What happened?

 <p>hurt someone</p>	 <p>damaged something</p>	 <p>took my clothes off</p>
 <p>was unsafe</p>	 <p>threw something</p>	 <p>something different</p>



What were you thinking or feeling?

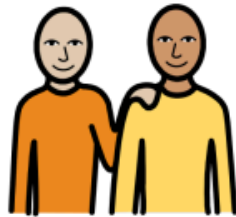
 <p>worried</p>	 <p>fidgety</p>	 <p>excited</p>
 <p>angry</p>	 <p>hungry/ thirsty</p>	 <p>something different</p>



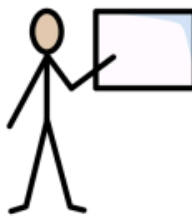
Who has been affected?



me



a friend



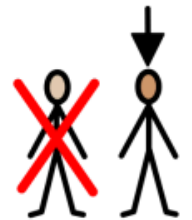
an adult



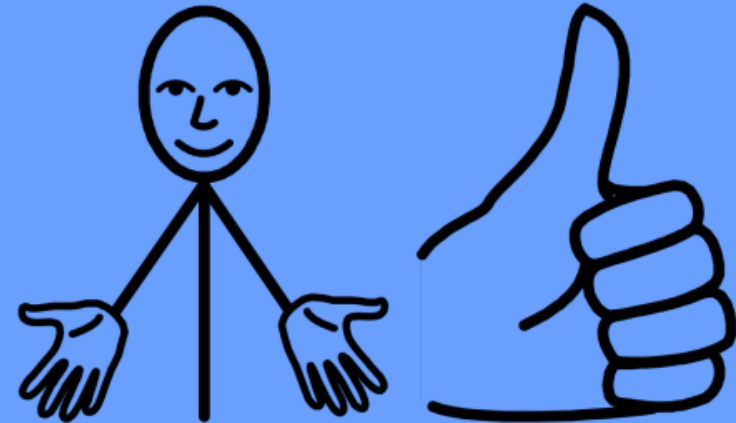
my family



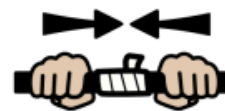
other children



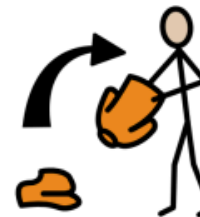
someone else



What needs to happen to put it right?



fix something



get dressed



tidy up



have a break  
and think



get my energy  
out



something  
different



How do you feel now?



sorry



good



worried



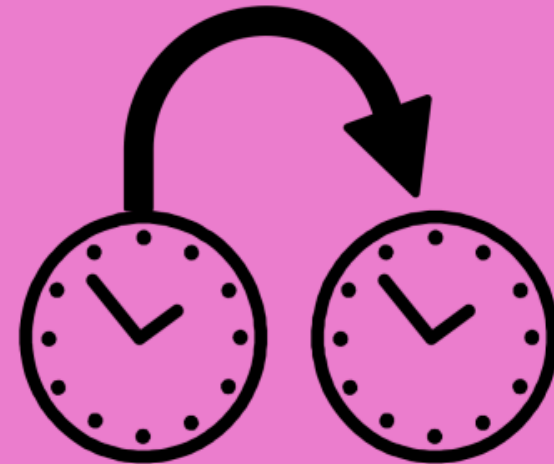
OK



sad



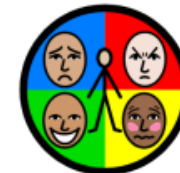
something different



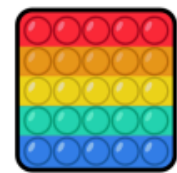
Next time I could...

**BREAK**

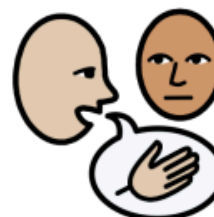
ask for a break



use my ZoR card



get a fidget toy



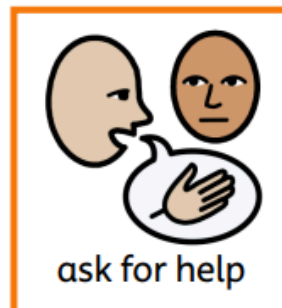
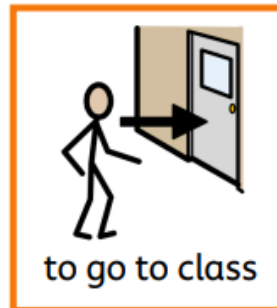
ask for help



have a drink



something different



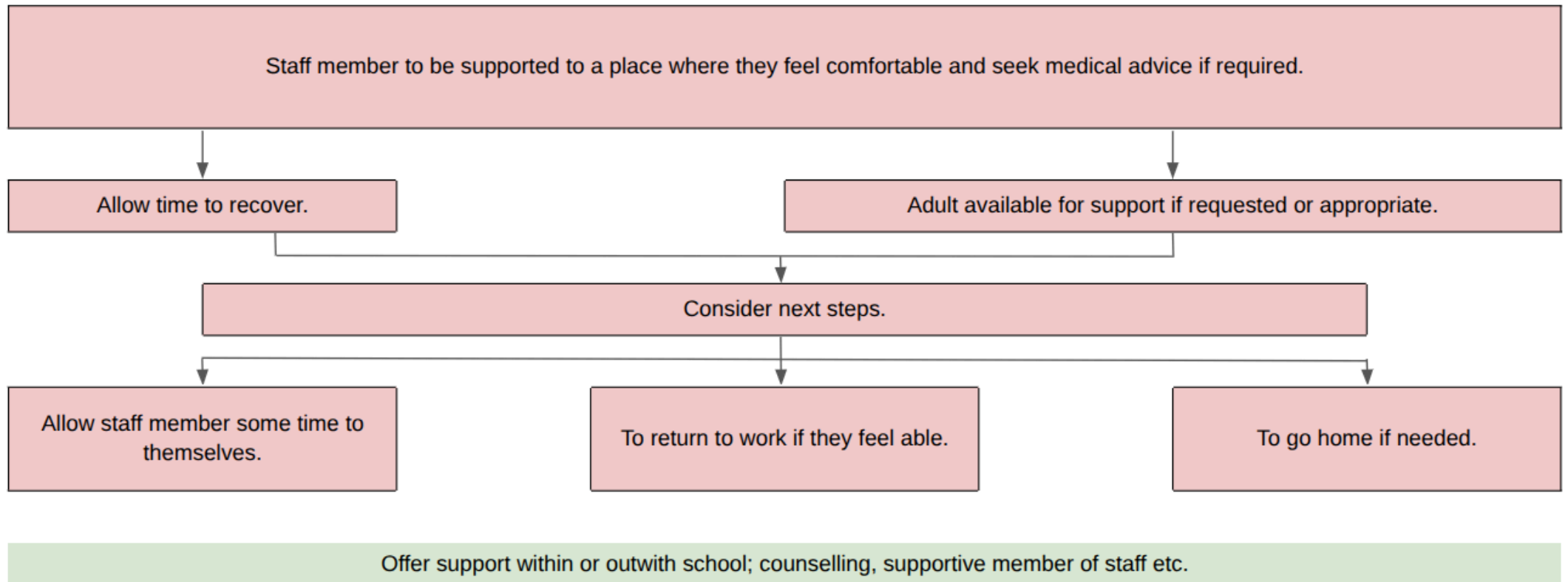
## Appendix I - Pupil Debrief Recording Form example

Pupil: ..... Date of debrief: ..... Staff completing form: ..... Please use overleaf for any further notes.

What happened?	hurt someone	damaged something	took my clothes off	was unsafe	threw something	something different:
Thinking/feeling?	worried	fidgety	excited	angry	hungry / thirsty	something different:
Who affected?	me	a friend	an adult	my family	other children	someone else:
What needs to happen?	fix something	get dressed	tidy up	break and think	get energy out	something different:
How do you feel now?	sorry	good	worried	OK	sad	something different:
Next time I could...	ask for a break	use ZoR card	fidget toy	ask for help	have a drink	something different:
Now I need...	a break	my ZoR card	to go to class	ask for help	have a drink	something different:

Appendix H - Post-incident learning/debrief flow charts [Hot and Cold].

Post-incident learning/debrief - HOT  
[as soon after the incident as appropriate and actionable]



## Post-incident learning/debrief - COLD [at least 24 hours after the incident]

