Wolverdene Special School
Relationships and Positive Behaviour Policy 2026

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Signed for the School Headteacher: Nathalie Akhmatova Date: 17th March 2026	Signature: 
Approved by Governing Body: Chair: Jo Lloyd Date: 17th March 2026	Signature: 
This policy will be reviewed annually. The next review date will be March 2027	

Wolverdene School exists to educate and support the needs of pupils with SEMH (Social, Emotional and Mental Health) needs. As such, it is expected that pupils will present with behaviours that cause concern and require adapted approaches in order to meet the children's complex needs. Our policy is to promote our pupils' positive mental health and well-being and their socially appropriate behaviours so that all our pupils can become responsible young people able to gain the best experiences from their education.

This policy includes the school policy and guidelines for – Behaviour Management, Restrictive Physical Interventions, Time Out, Seclusion and Restraint & Restrictive Practice Reduction.

The main practices and principles within this policy have been approved by PRICE (Protecting Rights in a Caring Environment) This policy should be read in conjunction with the following policies: Child Protection, Safeguarding, Restrictive Physical Intervention, Staff Code of Conduct and Anti-Bullying.

'Throughout this policy the term "school" reflects both the educational and residential setting unless specifically indicated'.

This policy and Wolverdene School's practice underpins and implements the following national advice, guidance and strategies on the use of minimal force and the reduction in restrictive practices:

- Department for Education [DfE] guidance: Restrictive interventions, including use of reasonable force, in schools (April 2026).
- Department for Education [DFE] / Department of Health [DOH] (2019) "Reducing the need for restraint and restrictive intervention: Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties in health and social care services and special education settings"
- Restraint Reduction Network [RRN] (2019. Version 1.3 2021) "Training Standards First Edition: Ethical training standards to protect human rights and minimise restrictive practices"
- DFE "Keeping Children Safe in education (2025) Statutory guidance for schools and colleges: Part 2 The Management of Safeguarding, Use of 'Reasonable Force' in schools and colleges (p.42).
- British Institute of Learning Disabilities [BILD] (2009) "Factsheet: time out and seclusion"
- DFE (2013) "Use of reasonable force: advice for Headteachers, schools and governing bodies"
- OFSTED 'Positive Environments Where Children Can Flourish', October 2021

Our policy and practice also supports the Human Rights Act, UN convention on the rights of the child and the Health & Safety at Work Act (1974).

1. PURPOSE:

- To set high expectations for our pupils whilst valuing each child individually, treating all children with the same respect and dignity regardless of the degree of difficulties or behaviour challenges that they may present with.
- To use the Circle Time, Learning for Life, PSHE, therapeutic approaches and social competencies approaches as a whole school in order to develop the quality of interpersonal relationships in all our relationships.
- To challenge and report any racist, homophobic or sexist behaviour or language or any form of bullying.
- To adopt specific approaches for supporting different pupils according to their individual needs - within a broad framework of agreed standards and expectations for the whole school community. This is within a positive 'no blame' culture, where natural consequences are used. Punishment is not used and any sanctions, negative reinforcers or restrictive practices are actively avoided.
- To ensure staff are aware that children communicate their level of mental health and well-being though their non-verbal behaviour.
- To train all members of staff in appropriate strategies for supporting pupils when they exhibit challenging behaviour.
- To involve parents and carers as partners in the implementation of this policy.

2. POLICY IN PRACTICE

If challenging behaviour is shown by the children, they are to be supported in a positive fashion, to support their well-being and enable them to manage the crisis as soon as possible. The ethos of Positive Behaviour Support (PBS) promotes staff to understand and interpret challenging situations and interactions without: apportioning blame, seeking retribution, their own emotional responses, or seeing intentions and motives on behalf of the children who are not actually present whether this is due to their age, stage, needs or levels of emotional and social immaturity.

2a. **WE EXPECT ALL MEMBERS OF STAFF TO:**

- Be friendly and courteous
- Set high standards in speech and manner
- Use natural consequences to deal appropriately with behaviours that are challenging
- Support fellow colleagues and offer to help
- Relate positively to the pupils
- Develop trusting relationships so that pupils begin to allow staff to co-regulate their behaviour in the first instance
- Help children to self-regulate their behaviour
- Avoid any situations that shame, escalate or are viewed as punishment towards children

- Attempt to seek a reflective conversation and facilitate repair with any child with whom they have dealt whilst the child was in crisis.

2b. **TO SET A POSITIVE ENVIRONMENT STAFF SHOULD:**

- Empower children, enabling them to choose and / or respond in a positive way.
- Be proactive in their management of pupils and planning of learning opportunities
- Ensure that learning is personalised
- Be active in responding to difficulties as they arise
- Be reactive when responding to serious or crisis situations
- use a gradient of responses to the situations as they escalate / de-escalate
- Set clear behaviour boundaries
- Establish their authority firmly and calmly
- Be consistent in their approach
- Reward positive behaviours (e.g. verbally, with stickers, certificates 'I do…I get' merits etc.)
- Plan appropriate activities with suitable differentiation
- Provide positive feedback
- Follow the Circle Time approach and ensure that classes are represented in the Achievement Certificate section of the weekly assembly
- Have a team approach with shared ownership and responsibility for the behaviour of all pupils.
- Ensure there is sufficient opportunity to repair after a crisis through the facilitation of reflective conversations.

2c. **WHEN PROBLEMS ARISE:**

- Separate the problem from the person and respond to the problem by making it clear that the behaviour is disapproved of whilst the person is still valued
- Seek creative solutions; the most important factor of managing pupil behaviour is prevention. Staff should be proactive in their planning and assessment of situations, creating opportunities to meet the needs of the children and prevent incidents arising
- Be consistent with individual children and flexible in approaches towards different children.
- Look at the "ABC" (Antecedents, behaviours and consequences) and consider the role the professional adult plays in reinforcing some behaviours.

ABC explained
*What were the antecedents (what happened immediately prior to the behaviour, what were the environmental factors)? *What was the behaviour? *What were the consequences (what happened immediately after the behaviour)? *Where can changes be made so that future recurrences of the undesired behaviour can be reduced? *Try to understand the meaning of the behaviour *Establish a general classroom management programme based on the raising of the pupils' sense of themselves.

All pupils at Wolverdene School have a Positive Behaviour Support Plan, written by the class teacher, with the support of the Assistant Headteacher (Behaviour and Attitudes). Some plans for high-risk pupils are enhanced and those attending the Lodge will have a plan that reflects the needs of the residents. These need to be shared within school, so that there is consistency between settings. Plans need to be shared and reviewed with parents during parent consultation events and throughout the year so that updates remain relevant and plans are working documents that support behaviour. In addition, it is important that parents understand the approaches the school is taking and where possible consistent approaches at home can be used. In some instances plans may need to be devised by a wider multi-agency team, for example when CAMHS or Forensic CAMHS are involved and there are complex social care needs.

A behaviour record will be kept, detailing all episodes of challenging behaviour and staff responses to these. The school uses CPOMS to record any instances of behaviour, and includes documenting all use of any RPI (restrictive physical intervention) and/ or the use of safe spaces around the school. These records are signed off by the PBS manager and the SLT.

When an incident is considered ‘serious’ and ‘threatening’ support staff should alert a senior staff member and/or the PBS manager for assistance.

2 **SLT and Positive Behaviour Manager**

Members of the SLT and the Positive Behaviour Support Manager offers an additional level of support where the interventions team is unable to support, for whatever reason, with a behavioural crisis. This is likely to be an incident of high risk, disruption, aggression or absconding that compromises the safety of the pupil and others, may lead to a crime and prejudices the maintenance of good order within the school. Members of this team are available throughout the day and can be alerted by staff if they require additional support.

For off-site activities a risk assessment will have taken place before the pupils leave the school site that day, based upon the staff numbers present, pupil mood within the group and previous issues, events or concerns with the activity. If an emergency situation takes place the staff will immediately attempt to make the situation safe, within the boundaries of their training and experience. School will be contacted to inform them of the events which have taken place and a decision will be made as to whether a member of the school leadership and management / response team should go out to the location and assist or take charge of the situation as necessary. Should a member of the response team go out to assist with the situation they may decide to bring the child involved or the remaining group back to school, allow the remainder of the group to continue with the activity, go on elsewhere and /

or ask for the parents / carers of the specific child to go out to meet them there as part of a possible suspension.

2e. SEARCHING, SCREENING AND CONFISCATION:

Wolverdene School follows the DfE guidance on searching, screening and confiscation (2022):

Searching -

- Wolverdene School reserves the right to search a pupil for any item if the pupil is in agreement.
- Wolverdene School deems that the Headteacher or members of the SLT can authorise a teacher in their place to use the statutory power to search pupils, or their possessions when there are reasonable grounds for suspecting that they are carrying the following prohibited items – knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, items which could reasonably be assumed to have been used, or might be used, to commit an offence or items that could cause personal injury to (or damage the property of) any other person. The school has deemed electronic media devices, such as mobile phones, MP3 players, hand-held games devices as prohibited when they are being used to cause a disturbance.
- The search could include the following locations - pupils' clothes, possessions, desks/work trays, bedrooms and bags.

If searching needs to take place without the child's consent two members of staff will conduct the search in a manner that maintains the dignity of the child and a written record of the process will be recorded on CPOMS, and scrutinised by SLT. In the event that there is a risk of serious harm due to the immediacy of the threat, a staff member may need to proceed without back-up from a colleague, but support from SLT and/or the duty manager should be sought once the unsafe situation has been contained. Parents will be informed as soon as is reasonably practicable after the search has taken place, and it is possible that this will result in a suspension.

Confiscation

i) Following a search, the school may confiscate, retain or dispose of a pupils' property as a disciplinary penalty, when reasonable to do so.

ii) If prohibited items are found they will be destroyed by the school and not returned to the pupil or their family. NB: if the prohibited items are illegal or have been / could be used in a manner constituting an offence the items will be handed over to the police for them to manage as they see fit.

Screening

i) Wolverdene School does not use metal detecting screening methods.

3. MONITORING BEHAVIOUR

The school has a Positive Behaviour Support Manager (PBS Manager) to assist SLT in promoting an ethos of Positive Behaviour Support and intervening using a range of approaches when pupils are in crisis. SLT and the PBS Manager have lead roles in the management of Positive Behaviour Support Meetings, completion of risk assessments, advice on Behaviour Support Plans and creation / implementation of the 4-Stage Behaviour Support Provision profile, together with feedback and debriefing staff in the event of a crisis situation.

THE FOLLOWING PROCEDURES ARE USED:

• The Assistant Headteacher (Behaviour and Attitudes) and the PBS manager gather information and analyse data from the records from CPOMS and all behaviour incidents on a termly basis (3 per year).

• The school leadership team analyse the behaviour data gained from accident forms on a termly basis.

• All instances of serious destructive, disruptive or aggressive challenging behaviour (i.e. towards staff and/or peers), attempting to go offsite, and the use of restrictive physical interventions are logged and analysed using CPOMS

• All bullying and / or racial incidents are recorded on CPOMS, and maintained by Assistant Headteacher (Behaviour and Attitudes). These incidents are reported to the Headteacher, governing body and / or local authority – see anti-bullying policy.

• The trends and issues arising out of the Senior Leadership review of behaviour and attendance will be reported to and monitored by the Safeguarding Governor following monitoring meetings or visits, at least once per year.

All behaviour incident data (including that of restrictive physical interventions) is analysed as part of functional analyses for each pupil and as part of the school Positive Behaviour Support Action Plan (including Behaviour Support Planning, Restrictive Practice and Restraint Reduction Action Plans).

4.TIME OUT

Children may seek "time out" to calm down from an episode of challenging behaviour. This may take one of two forms – open or closed and be for non-exclusionary or exclusionary purposes.

4a OPEN TIME OUT

Open time-out may be in an open area such as in the classroom e.g. at their work station / chill out area; outside the class e.g. on a chair; or nearby. They may also go outside, under staff supervision.

4b USE OF SAFE SPACES

Closed time-out may be in one of the "safe space" areas. These areas have doors that cannot be locked, and staff should supervise or monitor from an appropriate distance (e.g. outside the doors or out of sight as appropriate); pupils can go to, enter or leave the areas of their own free will. The blue Safespace has toughened plastic windows to see in and out and opening zips at the top and bottom. The students are free to leave as and when they choose. The regular use of the Safespace will always be carefully planned within the Child's Behaviour Support Plan. All staff are trained in the use of the safe spaces to ensure that seclusion is not used.

Children may choose to take themselves to the Safespace to opt into time-out to calm. For other children, e.g. those with autism, the use of the Safespace as a calming room may be preferable to the use of a physical intervention. This is considered time-out as they can exit at any time.

Other rooms such as the Space room and Treetops can also be used as a safe space if this is deemed appropriate by staff. It must be stressed that Wolverdene School does not use seclusion, and any use of the safe spaces must be detailed on any child's PBS plan. The aim of the use of safe spaces is to support the pupil to regulate and therefore there are some pupils who would become more heightened and dysregulated by being in a safe space, even with adult support. For these children, safe spaces must not be used.

A child may, on rare occasions, may be taken by members of staff to a safe space against their will, and placed within to calm. This is to be avoided wherever possible and is to only be used as an emergency option (children may also require restrictive physical intervention to transport to the area) to ensure the safety of the children, their peers or school staff. This too is considered time-out, as

they can leave the space when they choose. Wolverdene Zips on the safe space would only be used if the child requests this and the clear understanding is made that they are free to leave at any time.

All staff are trained in using such areas to ensure that the practice is in the very best interests of the pupil's wellbeing and safety. The Safespace shall not be used if it has an adverse effect on the pupil e.g. escalating anxieties or behaviours. When this short period (the shortest possible) is over there will be a discussion over what has been learnt by the period, how they felt and how those they affected have felt, to make it a learning experience, as part of positive behaviour support.

The role of exclusionary time out is to provide the pupil with an experience of a low arousal environment to help them calm / provide peers and staff with a period of respite and then for both pupil and staff of time for discussion and reflection. All parties will learn from the behaviour incident so as to reduce the risk of reoccurrence and to enable all involved to re-build their relationships at the end of the period. The key to effective use of safe spaces within the school is recognising strategies, identifying what works for individuals and understanding the messages of their behaviour. In some cases, when children ask staff to 'go away' (or other similarly inferred language), the adult leaving the pupil within the safe space, and remaining outside, will have a positive outcome and the child will be able to calm. In other cases where pupils are in a safe space with an adult, and instructing them to go away, whilst physically holding onto the adult, the child should be moved into a restrictive physical intervention, in order to minimise potential harm, and fulfil the need for physical contact that the child is requesting through behaviour, rather than through language.

The use of 'safe space' time out rooms complies with the BILD Guidance on Time Out and Seclusion (2009) and the advice OFSTED 'Positive Environments Where Children Can Flourish' (October 2021). Whenever safe spaces are used, at the instigation of school staff, CPOMS records will need to be completed with the date, name of pupil, name of staff member and the purpose of use – time out / seclusion (and why time out was considered necessary), duration of intervention. When time within the safe space is complete the supervising staff member will record the outcome of its use. If a child is placed in exclusionary time-out by classroom staff, they must inform a member of SLT and complete a CPOMS incident report. All uses of the safe spaces will be based upon allowing time for a proper functional analysis of the incident that has taken place and not as a spontaneous reaction to an unwanted behaviour.

5 RESTRICTIVE PHYSICAL INTERVENTION (RPI)

Restrictive Physical Intervention is recognised as sometimes being necessary in addition to the school behaviour policies and the individual pupil behaviour management programme. There will be occasions when a pupil's behaviour is such that a physical intervention will be the only way to ensure everyone's safety and continue to provide education. If a physical intervention is required as part of a behaviour support programme then the plan must be authorised by the Headteacher and the parents notified.

The School uses PRICE methods, should restrictive physical interventions be necessary due to any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in behaviour that is prejudicial to maintaining good order and discipline at school (e.g. running out or away from supervision, disrupting and preventing teaching taking place)

The authorisation applies on school premises and when the staff member has lawful control of the child concerned elsewhere. (Within the residential setting, maintenance of good order is not a behaviour that necessitates a restrictive physical intervention, unless the behaviour escalates to placing themselves or others in danger).

5a PROCESS

Following any or all uses of restrictive physical intervention there will be a de-brief of the incident for both staff and pupils. A Social Story may be used, if relevant, to give visual support and a script to the de-briefing of the pupil to aid with their understanding of the events that took place and future learning. A debrief for staff will enable staff learning from the incident to take place as part of the Positive Behaviour Support and Restraint and Restrictive Practice Reduction processes. A period of staff support should always take place, to enable the staff to gather their emotions and ensure their well-being, before recording/reporting the incident and returning to normal duties. A reflective conversation will need to happen, in order that a repair is facilitated between staff who supported a pupil in crisis and the pupil.

5b DEFINITIONS

The definition of restraint is the use of force to compel a pupil to comply with the aim of the staff member. The level of force required to make an intervention one that falls within the remit if this policy is difficult to formalise. It is essentially a judgement that relates to the action of the child, their characteristics and the action of the staff member. The intention is that the recording and monitoring procedures will ensure that these judgements are agreed and acknowledged as appropriate to the circumstances. For example:

• **Escorting** - Accompanying for protection or guidance. This only should be considered as restraint when the level of compliance and degree of physical force is commensurate with the requirements needed to ensure compliance from the child being escorted.

• **Holding** – To assert authoritatively and maintain a standing position for a person who needs to remain in one place or be supported whilst moving in a non-restrictive fashion.

• **Restraint** - The application of force with the intention of overpowering the child to prevent them from harming themselves or others or damaging property.

The use of reasonable force will depend upon:

- If the circumstances of the particular incident warrant it
- The degree of force which must be in proportion to the circumstances
- The age, understanding and gender of the pupil

The minimum force necessary only should be used and it should never be used as a form of punishment.

PHYSICAL INTERVENTION CAN ALSO TAKE A NUMBER OF FORMS, FOR EXAMPLE:

- Physically interposing between pupils
- Standing in the way of pupils
- Leading a pupil away from an incident

Any more restrictive holds should only be used following training in PRICE methods. The whole staff will be trained in the use of PRICE methods and will receive regular updates in training.

All incidents will be recorded – logged and reported – as appropriate using CPOMS and if necessary additional accident proforma. All parents will be notified either through a phone call or email to talk through the incident and use of an RPI, and offered the CPOMS report should the parent request this. This is in line with DfE April 2026 guidance: Restrictive interventions, including use of reasonable force, in schools (April 2026).

Central to our policy for Restrictive Physical Intervention is the post-incident debrief so that other positive gateways can be considered and a restraint reduction plan can take place. It must be possible to consider if other positive and alternative strategies could take place in the future, rather than RPIs. Restrictive Physical Interventions are only to be used if There Is No Alternative (TINA). Our interventions are always legal as they meet the Police JAPAN protocol - our RPIs are always reviewed and evaluated before, during and afterwards to ensure that they are: Justified, Authorised, Proportionate, Auditable and Necessary.

11. List of Approved PRICE techniques

Table of approved RPI techniques			
P.R.I.C.E.	Description	Purpose	Effectiveness
Phase 1 (one person)			
Walk and Talk	This is not a hold, it is a non-restrictive technique to maintain safety and balance, enabling staff to engage positively and assess risk whilst walking and talking. Please note: The technique becomes restrictive if in the context of preventing the person from moving towards a source of risk or potential danger.	For use when responding and engaging with a person we support. It is an initial response whilst dynamically assessing risk.	Low-level response when responding to a low to medium level of arousal (when dynamically risk assessing the situation).
Single embrace	One-person technique Standing and walking. Can also be seated.	Low-level response to a low-level arousal. Moves the person away from the potential risk.	Low to Medium. Requires a degree of positive response from the person you are supporting (this will be reliant on the knowledge of the child and how they react).

Adapted Embrace	One-person technique. Standing and walking. For use when you have previous knowledge of a child you are supporting who hasn't responded positively to a single embrace. Can also be seated.	Low-level intervention, in response to a low-level arousal, however, can easily be raised to a medium level response to a medium level of arousal. It is used to move the person away from a potential risk with support as appropriate.	Low to medium. Requires a degree of positive response from the person you are supporting (this will be reliant on the knowledge of the child and how they react).
Side hug	One-person technique. An immediate response to a high-risk situation (for example if a person was running towards a road). Standing hold. Static technique.	Medium level response to a high-level situation. It can ensure the person's immediate safety.	Medium to high. Allows staff to make a dynamic risk assessment on the course of action.
Adapted side hug	One-person technique. An immediate or planned response to a high-risk situation (for example if a person was running towards a road). Can move/walk and engage in dialogue while holding. Can be seated. This may require an additional trained adult to use "rainbow leg support" to support the child's legs.	Medium-level response to a high-level situation. To move a person away from risk or danger – either as an immediate response or planned response when held in a Side Hug.	Medium to high effectiveness to a medium to high level of arousal. Very flexible technique – can be adapted to the environment you are in.
Phase 2 (two person)			
Standing double embrace	Two-person technique. STANDING ONLY. Can be static or walking. Need to ensure you are familiar with the summary risk assessment for variables including size, health conditions	For use when attempting to apply a Phase Two hold on a person who demonstrates behaviour that may challenge when the difference in height between the person and staff makes a Cupped Hand unsafe to use.	Medium to high effectiveness in response to a medium to high level of arousal. Very effective if the person you are supporting is known to bite.

	and appropriateness of the hold.		Very good for phasing up or down, particularly good for phasing down to Figure of Four or Single Embrace.
Figure of four	Two-person technique. Static or moving. Can be seated. This may require an additional trained adult to use "rainbow leg support" to support the child's legs.	A two-person technique used to support a person when a Phase One hold is not effective.	Medium effectiveness to a medium level of arousal. Useful as it is transitional (can be phased up or down) depending on the arousal levels of the person you are supporting.
Cupped hand	Two person technique. Static or walking. Useful response when supporting a person who may bite, scratch or pinch or where a Figure of Four has been proven to be ineffective. This may require an additional trained adult to use "rainbow leg support" to support the child's legs	For use where a person you are supporting is unable to be held safely in a Figure or Four as they are too strong or are attempting to bite towards the hand, chest or shoulders of the staff member. A useful transitional hold.	Medium to high effectiveness to a medium to high level of arousal in the person you are supporting. Effective as it can be phased up or down as circumstances dictate.
Safe location to knees	Two-person technique. Static. Level 1 and Level 2 techniques can be used depending upon the size and previous knowledge of the person you are supporting.	For use when the person is being held in a Cupped Hand or Standing Double Embrace and they drop to their knees and attempt to maintain the high arousal behaviour that is challenging. It allows the staff to respond to the imbalance of a drop of body weight by the person (when they are in a heightened state of arousal). It allows staff to dynamically assess the next transitional action	Medium to high effectiveness to a medium to high level of arousal in the person being supported. Allows staff to phase up and phase down through dynamic risk assessment.

		to maintain their own and the person's safety).	
Scoop from the floor	Two person technique. Standing and standing/walking hold. Subject to careful risk assessment for suitability. Very dynamic/responsive.	For use when the person you are supporting is sitting in a straddled position sitting on another person and they have not responded to a verbal request to move from the position.	This is a medium to high impact technique used in response to a medium to high level of arousal in the person you are supporting.
Scoop from the front	Two person hold. Standing and standing/walking hold. Subject to careful risk assessment for suitability.	Very dynamic/responsive. For use when the person you are supporting is moving towards staff member, with the intention to attack them or another from the front.	This is a highly effective response to a high arousal situation.
Straight arm transition – Level 1	Two person transitional technique. Standing or seated. Static hold.	For use when the person we are supporting pushed their hands forward out of a Figure of Four technique – to allow the staff to dynamically risk assess and transition the hold up or down.	Medium to high effectiveness in response to a medium to high level of arousal in the person we are supporting (more towards the high arousal level).
Small Person techniques			
Comfort embrace	One-person technique. Suitable for use with KS1 & 2.	To offer physical emotional containment when a child is distressed.	Low to medium level technique for use when a child is in a low to medium level of arousal and able to respond positively.
Seated comfort embrace	One or two person technique. Suitable for use with KS1 & 2.	To offer physical emotional containment when a child is distressed in a seated position (in line with soft chair policy).	Low to medium: o 1 person low o 2 persons medium
Floor support	One-person technique.	To support child who is distressed and is voluntarily on the floor.	Medium level of response to a medium

	Suitable for use with KS1 & 2.		level of arousal in the child.
Rainbow leg support	One-person technique. Suitable for use with KS1 & 2. This is usually used in combination with 2 person techniques as above	To support a child who has taken themselves to the floor and is kicking with their legs.	Medium to high level of effectiveness to medium/high level of behaviour.
Up and Go	One-person technique. Suitable for use with KS1 & 2.	To move a child away from danger i.e. if they need to be lowered from a table or chair or are emotionally distressed.	Low-level response to a low level of arousal. Very effective (as per example above). Low to medium effectiveness.
Prevention and Breakaways			
T Stance / Safety stance	This is not a hold, it is a technique to maintain safety and balance, enabling staff to engage positively and assess risk	For use when responding to a potential confrontation and/or engaging with a person we support. It is an initial response whilst dynamically assessing risk.	Low level response when responding to a low to medium level of arousal (when dynamically risk assessing the situation).
Defensive Stance	Can be static or moving. This is not a hold. It is a technique that helps maintain the member of staff's safety.	It is used to maintain the safety of the member of staff. It allows a dynamic risk assessment when safely approaching a person we are supporting who may be in need of physical support.	Low to medium level response to all levels of arousal/intervention.
Arrow head formation	This is a two-person formation that is used when you have dynamically risk assessed that a Phase 2 technique is an appropriate response to the level of arousal. Planned intervention	It is for use in a planned intervention following a dynamic risk assessment that a phase two technique or other technique/appropriate response to the level of arousal. It allows staff members to adhere to the fundamental concepts of	Medium to high level response from the support worker to a medium to high level of arousal Very effective response

		team work, communication and timing.	
Hair grab: front	One-person technique. Use hair grab release when a person you support has grabbed the front of your hair or hood but has not taken a secure hold.	To break away from unwanted physical contact and ensure the safety of the staff member and afford the person we support the opportunity to self-regulate.	Medium effectiveness.
Hair grab: rear	One-person technique. For use when a person we support grabs your hair from the rear.	To break away from unwanted physical contact and ensure the safety of the support worker and afford the person we support the opportunity to self-regulate.	Medium effectiveness.
Bite prevention wave	One-person technique. Used to keep the member of staff safe and minimise the risk of being bitten (predominantly on the arm as this is most common).	To break away from unwanted physical contact and ensure the safety of the staff member and afford the person we support the opportunity to self-regulate.	Medium effectiveness. Requires a degree of positive response from the person we are supporting.
Pony tail/nape of neck grab	One person technique. Used to keep ourselves safe when the hair (pony tail or nape of neck) has been grabbed from behind.	To break away from unwanted physical contact and ensure the safety of the staff member and afford the person we support the opportunity to self-regulate.	Medium effectiveness.
Sleeve grab: single handed	One person technique. Used to keep ourselves safe when being grabbed on one sleeve by a person we are supporting. In terms of context the scenario could potentially be in relation to a person attempting grab both sleeves to pull a staff	To break away from unwanted physical contact and ensure the safety of the support worker and afford the person we support the opportunity to self-regulate.	Medium effectiveness

	member to the floor or head butt.		
Wrist grab: scissor release	One person technique. Used to keep ourselves safe from a single wrist grab with thumbs underneath. In terms of context, the person that we are supporting may attempt to drag the staff member.	To break away from unwanted physical contact and ensure the safety of the staff member and afford the person we support the opportunity to self-regulate.	Medium effectiveness.
Wrist grab: arch release	One person technique. Response to a single handed grab (where the person is not pulling/dragging you), this technique can be used as an alternative to the 'Scissor Release'. Static position.	To break away from unwanted physical contact and ensure the safety of the staff member and afford the person we support the opportunity to self-regulate.	Medium effectiveness.
Wrist grab: Single hand	One person technique. Used to keep ourselves safe when a person we support takes hold of our wrist with a single hand (with their thumb on top).	To break away from unwanted physical contact and ensure the safety of the staff member and afford the person we support the opportunity to self-regulate.	Medium effectiveness.
Wrist grab: Two handed	One person technique. Used to keep ourselves safe when a person we support takes hold of your wrist/arm with two hands.	To break away from unwanted physical contact and ensure the safety of the staff member and afford the person we support the opportunity to self-regulate.	Medium effectiveness.
Wipeaway	One person technique. Breakaway/preventative technique, used to keep yourself safe from unwanted physical contact.	To break away from unwanted physical contact and ensure the safety of the staff member and afford the person we are supporting the opportunity to release	Medium effectiveness.

	In response to a person attempting to strike or grab hold of the support worker.	the grab/avoid striking the support worker.	

5c STAFF TRAINING

All staff using RPIs within Wolverdene School will have been trained in PRICE (Protecting Rights in a Caring Environment). All Staff will be trained to use PRICE. New staff will not be able to use any RPI until they have been appropriately trained.

Within the School the Assistant Headteacher (Behaviour and Attitudes) , and Positive Behaviour manager are all PRICE Trainers and deliver training to all staff within Wolverdene.

The interventions trained each year will be planned following a pre-audit based on the changing needs of the school, pupils, staff or classes. Additional class / person-specific training may take place outside the normal training programme based upon a risk assessment, as required. All staff within the school, with the exception od admin and site staff are trained in PRICE.

5d PLANNED RESPONSE TO EMERGENCY AND DANGEROUS BEHAVIOUR SITUATIONS:

• If a pupil is dangerously out of control staff will alert SLT and the PBS manager as part of an ERT (Emergency Response Team)

• ERT will take over the situation and attempt to make the situation safe (e.g. using positive strategies, their more advanced ~~Team Teach or~~ PRICE training and/or the Safe Space and as appropriate). The third member will observe, advise and assist with the decision-making.

• If the ERT decide that the situation has escalated beyond their control, Wolverdene School may make the decision to contact the Police by calling 999, and for them to attend the scene to make the situation safe and assist the school in its decision making, including whether to make an arrest - depending on the age, abilities and capacity of the pupil (offender) involved. This may also be a decision made in the event that the pupil has left the school site and is refusing to return to school, or cannot be found.

6 RESTRICTIVE PRACTICES AT WOLVERDENE SCHOOL

As part of the Whole-School Health and Safety planning and owing to our educating individuals with Social, Emotional and Mental Health needs (requiring an EHCP, PBSP and / or a risk assessment to help keep them calm or those around them safe) planned restrictive practices are in place at Wolverdene School:

- Potential use of the Safespace
- Potential use of Restrictive Physical Interventions
- Magnetic locks on the main routes into the school, and into outside spaces.

Additional practices may be advised by occupational therapists, moving and handling risk assessments or CAMHS key worker medication review documentation.

7. RESTRAINT & RESTRICTIVE PRACTICE REDUCTION PLANNING, PBS AND FUNCTIONAL ANALYSIS

As part of the school Positive Behaviour Support (PBS) practices, pupils who have a Positive Behaviour Support Plan (PBSP) have it shared with and signed by the parents / carers, class staff, pupils where appropriate and SLT.

8 PROCEDURES TO FOLLOW IN THE EVENT OF A VIOLENT INCIDENT

The Health and Safety Executive's definition of such an incident is:

''Any incident in which a person is abused, threatened or assaulted in circumstances relating to their work''. All members of staff are to complete an incident form following such an experience. The Headteacher will then undertake an investigation if requested by the staff member.

The leadership of the school will:

• Proffer immediate support and help to the member of staff to deal with any trauma and re-establish confidence

• Offer medical support if any physical injury has been sustained and recommend a visit to doctor or hospital as appropriate

• Ensure that the incident is appropriately reported

• Compile a list of witnesses, conduct interviews and collect statements

• Provide the member of staff with a copy of the incident report and notes on any subsequent interviews and statements of witnesses

• Provide details of confidential counselling/support services available to the employee

9. BEHAVIOUR DATA ANALYSIS

There is a weekly monitoring of behaviour data sources and behaviour by the Assistant Headteacher (Behaviour and Attitudes) and PBS Manager. They analyse the data six times a year monitoring evidence: incidents by type, number and types of accidents, number and type of staff / pupil injuries, number and types of safe space uses, and the number and type Restrictive Physical Interventions. This information is reported to the staff on a termly basis and to the governing body 6 times per year. This information is used to target resources, review behaviour support plans and select who may require the support of a PBS meeting to support the class, pupil and their family.

10. PROTOCOL FOR CHILDREN WHO ABSCOND FROM SCHOOL

The following procedures will be followed if a pupil walks or runs out of school:

1) Alert the office and the Senior Leadership Team and PBS manager immediately.

2) An initial decision will be taken at this point as to how to follow, shadow, chase and / or intervene

3) The choice of above actions will be considered due to the following risk factors: age, social maturity, personal independence, road safety awareness and knowledge / certainty of their desired destination, consideration about whether ‘the chase’ will drive the pupil further away

4) If a child crosses the gate threshold we will contact the parents. During this phone call a joint decision will be made as to whether the police are immediately informed

5) If, after a period (of staff shadowing) of 10 mins the pupil has not reached a place of safety the school will inform the police.

6) Within the residential setting, we also adhere to the RMFHC (Runaway or Missing From Home and Care) protocols (DfE 2014)

EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

Wolverdene School, in all policies and procedures, will promote equality of opportunity for children and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

As part of our commitment to meet the Public Sector Equality Duty (PSED), Wolverdene School aims to:

- Provide equal opportunity for all.
- Foster good relations, and create effective partnership with all sections of the community.
- Only take actions which do not discriminate unlawfully in service delivery, commissioning and employment.
- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.
- Demonstrate zero tolerance to any form of bullying, harassment or abuse.