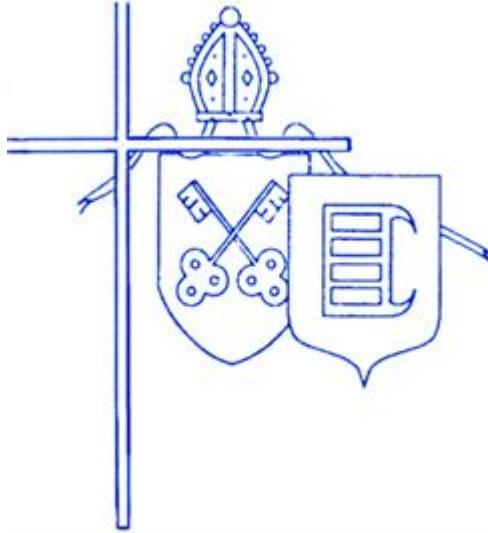




Barnwood Church of England Primary School

Positive Handling Policy





BARNWOOD C of E PRIMARY SCHOOL

POSITIVE HANDLING POLICY

2023 – 2026



Status (Statutory / Advisory)	Recommended	Review Cycle	3 years	Staff Lead(s)	Mrs Matson Mrs Knight
Last Review	September 2023			Next Review	September 2026
Chair of Governors	Alan Stanfield				
Headteacher	Julia Matson				

Introduction:

The policy has been developed in line with The Education and Inspections Act 2006 section 93. It also takes cognisance of joint guidance issued by the DfES and Department of Health, and follows the guidance for 'The Use of Reasonable Force to Control or Restrain Pupils'.

Our policy outlines how staff at Barnwood C of E Primary School create and maintain good order and promote strong relationships through positive approaches. These approaches are successful for the vast majority of the time. This policy, on the use of holding safely or positive handling interventions, supplements the main behaviour policy. Both should be read in conjunction with other safeguarding policies, most notably: Inclusion (inc. SEND) Policy, Health & Safety Policy and Child Protection and Safeguarding Policy.

At Barnwood C of E Primary School, we use the term Positive Handling and De-escalation in place of the term Restrictive Physical Intervention. We believe in the Team Teach philosophy and, as a Team Teach trained school, we implement the practices in which we have been trained.

SCHOOL VISION STATEMENT

Christian Values are at the heart of our school. We aim to provide our children with the best possible learning experience so that they develop into responsible and thoughtful citizens. All children, parents, carers, staff, governors and members of the wider school community work together to live out our core vision of ***'loving our neighbour and working together to be the best we can be, for the good of all'***.

We will do this by:

- Celebrating and living out our Christian values
- Embracing challenging and exciting experiences
- Valuing everyone
- Encouraging and supporting each other
- Respecting and caring for each other and our world
- Fostering a sense of awe and wonder for the world around us
- Developing independence
- Being confident lifelong learners together
- Working hard and having fun

POLICY STATEMENT

This policy aims to give all members of the school community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the values and principles described above. In particular, it aims to describe the circumstances in which holding safely or positive handling is an appropriate response and how staff at the school will fulfil their responsibilities in those circumstances.

Good personal and professional relationships between staff and pupils are vital to maintaining a calm and orderly environment. It is recognised that the majority of pupils in our school respond positively to the discipline and management practised by staff. We have a Barnwood Behaviour Blueprint which supports the consistent management of pupils, specifically those presenting with high level behavioural needs (**appendix 1**). This ensures the well-being and safety of all pupils and staff in school.

However, we also acknowledge that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. Barnwood C of E Primary School continues to emphasise that physical intervention is an absolute last resort measure and forms a very small, and rarely used, part of a whole school approach to behaviour management.

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

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and
- (ii) Are provided with appropriate training to deal with these difficult situations. There are a number of staff trained in Level 1 Team Teach practices. The theory behind de-escalatory approaches is disseminated to all staff with the aim of applied consistency.

As teaching and non-teaching staff work 'in loco parentis' and have a 'Duty of Care' towards their pupils, they must do all that is reasonably possible to safeguard pupils from harm to themselves and others. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies, wherever possible, in order to prevent the need for physical intervention. Staff must be aware that they are responsible for:

- assessing risks related to individual circumstances which may arise in the course of their day-to-day duties and
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation. They will be required to justify their decisions.

The Head Teacher supported by the Deputy Head (also the Inclusion Lead) will be responsible for ensuring that staff, Governors and parents are aware of the policy. They will ensure that any necessary training/awareness-raising takes place so that staff know and understand their responsibilities.

UNDERPINNING VALUES

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;

- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- expect MY PLANs/ MY PLAN+s/EHCPs to be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern and others affected by the behaviour requiring intervention;
- be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for, and respond to, clearly defined limits, which govern behaviour in the school.

PHYSICAL TOUCH

At Barnwood, we pride ourselves on the relational approach we take with our children and believe that physical touch is an essential part of human relationships. In our school, adults may use touch to prompt, guide and/or comfort - such as appropriate care if a child has fallen over; to give comfort if a child is upset; to provide reassurance when they may be worried or to physically support a child in PE.

To use touch/physical support successfully, staff will adhere to the following principles. It must always:

- be non-abusive: no intention to cause pain or injury
- be in the best interests of the child and others
- have a clear educational purpose (e.g. to access the curriculum or to improve social relationships)
- take account of gender or cultural issues
- be open and transparent

There are times when a child may initiate physical contact with an adult. Many children, especially young children, seek touch as a form of comfort, connection or sensory need. Staff will be responsive to such initiation encouraging contact that is appropriate to the age and stage of the child.

Staff need to be aware of sensitivities associated with any form of physical contact with pupils and should refer to other policies referencing intimate care, child protection and working alone. Guidance should be sought from the Head Teacher or the Chair of Governors if there is any concern regarding inappropriate action or behaviour.

More guidance and advice on physical contact other than exercising the power of using force is provided by the Education and Inspections Act 2006.

MINIMISING THE NEED FOR FORCE. THE USE OF CO-REGULATION PRINCIPLES.

At Barnwood, we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. Pupils who have issues relating to sensory dysfunction or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may have individualised support or programmes to help them to manage this.

The school has a full time dedicated Inclusion Team, including an ELSA (Emotional Literacy Support Assistant) that advocates for vulnerable children, practising co-regulation as a model for building self-regulation skills. Co-regulation involves positive reinforcement and a good support system to help a child learn to self-regulate their emotions and behaviour.

Through the CPSHE curriculum all pupils learn about feelings and managing conflict, where this is appropriate to their level of development. The ethos further promotes independence, choice and inclusion; pupils are given maximum opportunity for personal growth and emotional wellbeing.

Reasonable force will only be used when the risks involved in doing so, are outweighed by the risks involved in not using force.

Reasonable force is using no more force than is necessary and based on the individual pupil and circumstances. If positive handling is used, it must be reasonable, proportionate and necessary.

Prevention of unsafe behaviour will be enabled through:

- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff;
- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for choice and achievement;
- Exploring pupils' preferences relating to the way/s in which they are managed
- Staff employ 'co-regulation and de-escalation' techniques to avert escalation of behaviour into violence or aggression
- Empowering parents to manage behaviour, employ effective communication strategies and practise co-regulation, at home, through parent workshops. We acknowledge the need for consistency within the school environment as well as at home.

Despite creating the right environment, providing pastoral care and opportunities for therapeutic intervention, the needs of some pupils mean that there may be times when challenging behaviours occurs regardless of every mitigating factor. In all cases, where positive handling is necessary, minimum reasonable force should be used to exercise a 'duty of care' to the pupils. In the event of a physical attack, staff have the right to defend themselves.

POSITIVE HANDLING DURING CHALLENGING SITUATIONS

When using a physical intervention, as a last resort, the minimum level of force required is the maximum permissible. Team-Teach techniques seek to avoid injury to pupils, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the pupil remains safe.

WHAT THE LAW SAYS ABOUT PHYSICAL INTERVENTION

Section 93 of the Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- a) Committing any criminal offence;
- b) Causing personal injury to, or damage to the property of, any person (including the student himself); Injury to self/ self-harm, injury to others, rough play, hitting another pupil or adult or fighting, damage to property including their own property.
- c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

DEFINITIONS OF PHYSICAL INTERVENTION or POSITIVE HANDLING

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance embedded in current research, management of the environment and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Risk assessment identifies positive prevention strategies and how a pupil may need to be supported in a crisis.

Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g., in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact, as long as this is within public view, sensitively carried out and age/person-appropriate.

Physical Guidance Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand (younger children) or shoulder (older children) where the pupil is compliant. This technique cannot be emphasised enough and in the hands of a skilful practitioner, many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to “defuse” a situation by a timely intervention.

Physical Control / Restraint / Restrictive Intervention

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be reported to the Head Teacher and a Positive Handling Log completed. If anyone is injured then an accident/incident report must also be completed. Records of incidents must be given to the Head Teacher as soon as possible.

POSITIVE HANDLING STRATEGIES

De-escalatory Approaches

Responsive Regulation Strategies:

At Barnwood, we practice the art of attunement and co-regulation based on the principles of attachment theory. This involves using various types of response to calm and settle children, including, but not limited to, a warm and calming presence, soft and regulated tone of voice, verbal acknowledgement of distress, modelling of behaviours that can modulate arousal and the provision of a structured environment that supports emotional and physical safety. We pay close attention to the shifting mood of the child and look for emotional and physiological cues at the earliest opportunity. Intervention is flexible and intuitive offering supportive and consistent response in order to de-escalate any mounting dysregulation.

Appendix 2 illustrates the responsive regulation strategies used at various states of being.

Time-in or Time-away:

Time-in involves deliberately distracting a child who appears to be in a hyper-aroused and agitated state by giving them a directed role or responsibility and/ or engaging them in a conversation of interest. Focused adult to child attention can sometimes help children co-regulate and de-escalate.

The reverse is also sometimes needed and **time-away** means providing a child with a safe space, which is quiet and low stimulus to re-regulate their emotions. This does not necessarily mean time spent out of the class, but rather refers to withdrawal of stimulus and/or attention.

Withdrawal:

Which involves removing the child from a situation that is causing anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class, to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. The arrangement of “quiet time” can be negotiated between the child and staff involved. If a child requires time away an adult will be present at a distance agreeable to the child.

Sensory Breaks:

Some children’s emotional escalations may be the result of sensory overload. If a child appears to become agitated and physically mobile, they may require a sensory break. This involves a short physical activity designed to let off steam. Guidance on sensory diets, and the use of sensory circuits, is available from the Inclusion Lead upon request.

Social Snack Breaks:

Children who experience high levels of anxiety and hyper-agitation are often flooded with adrenaline. The energy used, by the brain and body, to combat such a rush of chemicals can cause dips in blood sugar levels. Children who experience these challenges often tell us they feel hungry, more so than other children. We recognise the importance of regular fuelling, or snacking, to help children regulate their blood sugar, improving mood and their ability to concentrate. For this reason, we provide some children with additional snacks and use this time to create social one to one connection with an adult or other peer.

5 to Thrive:

The 5 to Thrive model is based on an understanding that connected relationships are fundamental to well-being and help children build emotional resilience. Children who experience frequent episodes of dysregulated behaviour are invited to spend 5 minutes each day, with a key trusted adult, talking about anything they choose. This strengthens communication and builds trust with supporting adults, increasing the success of co-regulative intervention.

ELSA (Emotional Literacy Support Assistant):

Barnwood has a full time Inclusion Team, which includes a trained ELSA. We have a dedicated nurture room called The Snug where children can access a safe, and positive, space to explore feelings and thoughts.

Planned interventions:

These are pre-arranged strategies and methods employed by staff in accordance with a child’s individual risk assessment or MY PLAN/EHCP. It will be based on a relational understanding of the child and establish agreed responses to specific behaviour; designed to support the child’s overall social, emotional and academic education.

Holding safely interventions:**Positive Handling:**

When a restrictive physical intervention is justified, staff will use ‘reasonable force’. Although there is no legal definition of reasonable force, we state that the following should be adhered to;

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming him/herself, others or property.
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be managed, and the nature of the harm they might cause.

- Staff should take account of a pupil's level of physical, emotional and intellectual development and have a clear understanding of any special needs. If this is not known, then guidance should be sought immediately.
- Staff would be expected to follow, in the first instance, the pupil's Co-regulation and De-escalation Plan and/or Risk Assessment to manage an incident of challenging behaviour
- The number of staff involved in the incident should be reduced to a safe minimum. This ensures that the pupil is not over-whelmed or intimidated.
- One key adult should lead the intervention and invite people in to support, if and when necessary.
- If de-escalation is unsuccessful and the situation continues to escalate staff would then be expected to seek the help of other members of staff.
- Only if all of the above have been tried and are unsuccessful, should staff even consider any other form of restraint. Unless there is immediate risk, physical handling should be carried out by a member of staff trained in Team Teach.

Physical intervention will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration. They will adopt a calm, measured approach and maintain communication with the pupil at all times. A change of face will be used to depersonalise any intervention.

Staff are advised to use a gradual, graded system of response.

Emergency/unplanned interventions:

This may occur in response to an unforeseen event. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be proportionate to the circumstances and consistent with the training they have received. An emergency can only happen once. Once it has happened, plans must be in place to reduce the foreseeable risk in the future.

Recovery

Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible, especially for pupils with special needs
- Time with a member of staff to debrief the incident
- Restorative Conversations

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. It is avoided whenever possible and will not be used for staff convenience.

Positive Handling will only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will consider whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's best interests at heart.

Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation. Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

Supply staff will not be authorised to use restrictive physical interventions. Parents and volunteers in the school are not given authorisation. Staff from the local education authority may have their own policies

about the care and control of pupils but, whilst on the premises, they will be expected to be aware of, and operate within, the policy of this school.

RISK ASSESSMENT

If, through the school's special needs assessment procedures, it is determined that a restrictive physical intervention is likely to be appropriate to help keep a child and their peers safe, a risk assessment must be carried out following the school's guidelines.

If appropriate, an individual positive handling plan will then be drawn up for that pupil. This plan will aim to reduce the likelihood of the need for restrictive physical intervention as well as describing how such intervention will be carried out. This plan will be designed in collaboration with any outside agencies involved with the child and discussed with parents/carers.

Before the risk assessment is implemented, any necessary training or guidance will be provided for the staff involved. The Head Teacher and Deputy Head (also the Inclusion Lead) will be responsible for establishing staff needs and for organising necessary training. This may be delivered through in-school expertise or an external provider such as Team Teach.

WHAT TO DO AFTER THE USE OF RESTRICTIVE PHYSICAL INTERVENTION

After the use of an emergency restrictive physical intervention, the following steps will be taken:

1. Details of the incident will be recorded on a Physical Handling Form by all adults involved immediately. This will then be attached to a MY CONCERN Incident log.
2. Recording will be completed within 24 hours whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report and any other personal / professional support they may need.
3. Any injuries suffered by those involved will be recorded following normal school procedures.
4. The Head Teacher will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the Head Teacher will follow the school's child protection procedures and also inform parents/carers.
5. Parents/carers will be informed verbally by the Head Teacher/Inclusion Lead on the day of the incident.
6. Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
7. Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions.
8. Arrangements for recording and informing parents in the case of a planned restrictive intervention will be followed as agreed beforehand but broadly will follow the same pattern as above.
9. The Senior Leadership Team will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The Head Teacher/Inclusion Lead will report headline information to the Link Inclusion Governor at their termly meetings.

STAFF AND PUPIL SUPPORT AND WELL-BEING

Any member of staff or pupil at the school involved in, or witnessing, a serious incident involving the use of physical hold may require additional support following the incident. Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek, and offer, support where it is deemed necessary.

At Barnwood C of E Primary School, we have a debrief procedure which should be utilised if staff need to debrief after an incident. Where staff have been involved in an incident involving reasonable force, they should have access to support; this will be made available/supported through the Head Teacher or Deputy Head (also the Inclusion Lead).

COMPLAINTS

We believe our school to be a successful, happy and inclusive place. However, we understand that very occasionally some issues may arise over which not everyone is in agreement. The school and Governing Body have therefore created a procedure to enable legitimate concerns, or complaints, to be made and properly investigated. We aim to seek resolution to any disagreements at the lowest possible level and encourage any party who may wish to make a complaint to discuss any concerns with the appropriate person in the first instance. The school and Governing Body will work with any complainant to resolve the concern of complaint as quickly as possible.

The school's Complaints Procedure is readily available on the school website, or can be requested directly in paper copy from the school office.

'loving our neighbour and working together to be the best we can be, for the good of all'.



BARNWOOD C OF E PRIMARY SCHOOL

ADULT BEHAVIOUR

- Calm, consistent and fair
- Polite and respectful
- Relationship -based
- Give first attention to best conduct
- Relentlessly bothered
- Meet and greet with a smile
- Welcome return
- Recognise over and above

SCHOOL RULES

- Be respectful, kind and thoughtful
- Be the best I can be
- Be safe

We will be our **BEST**,
RESPECTFUL and **SAFE**

POSITIVE PRAISE

- Credible verbal praise
- Praise effort not just outcome
- Send to Head / Deputy
- Praise certificates
- Merit
- House points

Love your neighbour and be the best you can be, for the good of all

All adults must be fully engaged in managing and modifying behaviour. Having high expectations for behaviour and conduct, no matter how challenging, is everyone's business and therefore, we are a school where nobody 'walks past'.

STEPPED SANCTIONS

- Be a presence, use non-verbal cues
- Reminder rules/ expectations
- Offer 'time in'
- Warning
- Last chance
- Offer of a safe space (appropriate for some)
- Restorative conversation
- Allow take up time

POSITIVE APPROACHES

- One-person approach
- Offer support but don't wade in
- Pick battles wisely.
- Mirroring
- Avoid face to face confrontation.
- Distraction techniques
- Fast, rhythmic walking
- Allow for take up time
- Private and confidential
- Tag-team
- Debrief

MICROSCRIPT / WONDERING ALOUD / REFLECTIVE VOICE

- I've noticed that...You know the school rules, be respectful, kind and thoughtful / be the best you can be / be safe.
- Can you remember when (reference a past experience) ...and how that made you feel? I expect you to...
- I can see that you are struggling with... I think it would help you if...
- I know you can make good choices and so in... I want to see...
- I can see that you are upset. I need you (and others) to be safe and so I would like you to go to...
- Thank you for listening /making the right choice / staying safe /.

RESORATIVE QUESTIONS / DEBRIEFING

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

RELENTLESS ROUTINES AND BEHAVIOURS

Nurturing
Clarity

Understanding
Presence

Positive
Influential

Relational
Communication



BARNWOOD C OF E PRIMARY SCHOOL
Principles of Responsive Co-Regulation and De-escalation

State	Behaviour Characteristics	Regulatory Response
Calm (accessing cortex) Safe Socially engaged	Steady heart/ breathing rate. Body language is calm and relaxed. Open to social engagement Expressive facial expression and steady voice. Able to listen, process language, follow instructions and engage in thinking and shared activity. Able to focus and sustain concentration.	Maximise expressive social engagement. Fully engage with pupil using face, voice and movement. Encourage listening and expressive responses. Engage in higher level thinking skills to reflect and make connections. Introduce gentle challenge through play / activity. Laugh together and reflect on being happy.
Mild Stress (still accessing cortex) Alert Aroused Agitated	Slightly raised heart/ breathing rate. Signs of agitation , frustration and anxiety. Raised hyper-vigilance. Lack of focus, easily distracted. Closing down social interactions – appears frustrated or starting to withdraw from others. Increased mobilisation Early signs of needing to take control or helplessness. Shutting down on being able to listen, follow instructions and engage in thinking and shared activity.	Connect through eye contact, movement and facial expressions. Express calmness through story-telling prosody (rhythmic and controlled) and open facial expressions. Attune to mood, intensity and energy of child. This can be sitting next to them (not face to face) or taking them for a speedy walk. Respond to being more animated to attune to agitation; increase intensity to attune to anger; be gentle and delicate to attune to sadness. Respond empathetically and validate feelings by wondering aloud. Distraction – engage in a conversation or get them to do a job. Use calm and soothing activities – colouring, play doh,
Dysregulation Mobilisation	Faster heart rate / breathing High levels of arousal/distress Hyper-vigilant Difficulty listening and focusing Mobilised – fighting, jumping, running, climbing etc Wanting to hide /escape Raised voice – sharp, staccato or no voice at all Decreased expressivity Threatening behaviour Oppositional behaviour	Reduce social demands – safe space – key adult to stay present Offer individual attention – it may be rebuked Convey containment by letting them know that you can hold their dysregulation – adult to stay absolutely regulated and if you can't tag team to another adult. Let them know that you can see their struggling. Say I'm here for you and can help you when you are ready. Use quiet, cam sounds and tones that express confidence and control. Reduce language, give short, clear instructions. Avoid questions and choices. Use predictable routine. Soothe through rhythmic movement. Reduce sensory input – lights / noise etc.
Dysregulation Immobilisation	Lowered heart rate / breathing Reduced energy Shuts off – stops speaking Surroundings dissociated Depressed state. Immobile / frozen May hide / curl up/ lie down Body becomes floppy	Gentle, soft and delicate manner of coming close, making them aware of your presence and support. Use comforting and predictable voice Use invited touch to soothe Singing, hum, music Calm and gentle reassurance Use calm and gentle reassurance.
Crisis Unsafe	The child's behaviour means that they or other people are not safe. Emotional hijack – physical aggression. This can be targeted or impulsive. Includes kicking, hitting, running at someone, spitting. Can also be up-turning furniture, throwing objects, destroying things, swiping things off surfaces.	Follow individualised plan, which outlines actions to be taken in the event of unsafe behaviour. Seek advice from outside agencies. Plan and actions should be shared with child and parents and include their views. Plan should be shared amongst staff working with child. Roles and responsibilities clearly identified. If physical intervention is required, staff should be Team Teach trained. Adults need to exhibit high levels of containment; if they are unable to stay regulated then they must tag team with another adult. Every crisis situation requires debrief. Supervision may be required to protect safety and emotional well-being of staff managing behaviour.

