



## SEMH/Nurture Provision Behaviour Support Plan

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To be reviewed: As Required

**Name of Child:** \_\_\_\_\_

**DOB:** \_\_\_\_\_

**Date of Completion:** \_\_\_\_\_

Should an incident occur when it becomes clear that a child is not responding to positive approaches and that their behaviour may require physical intervention, the following steps will be taken. It is unusual for all the steps to be needed on each occasion.

**Step 1:**

The child is given a quiet reminder of the expected behaviour, their personal target and/or how to improve their behaviour in a positive way.

**Step 2:**

The child is separated from the main teaching group, spoken to regarding their behaviour and given the opportunity to calm down.

**Step 3:**

The child is escorted to the quiet room, a quiet area of the classroom or just outside the classroom (including outdoors if appropriate) in order to have Time Out and calm down using strategies discussed in class. There will be members of staff present at all times to offer the child reassurance, support and to try to help him/her to calm down. By this stage the child will usually have used the strategies to calm down, apologise and be ready to re-join the group. However, if their behaviour prevents them from doing this and they are intent on attempting to cause harm to himself/herself or to others, cause damage to property, run away or cause persistent disruption to the learning of others, the next step may be taken. If the incident occurs within the main school, and it is clear to adults present that the child is not ready to re-join the class, he/she is escorted back to Conifer class.

**Step 4:**

If, as above, the child is persistently and intentionally causing disruption, attempting to cause harm to himself/herself or others or attempting to cause damage to property, physical intervention may be required. This involves a minimum of two members of staff who are trained in Physical Intervention (Team Teach) to hold the child in a secure but comfortable position in order that he/she has time to reflect on his/her behaviour, become calm and thus, re-join the group.

Physical Intervention is carried out quietly and with the minimum of fuss so that the child does not feel humiliated. The adults constantly reassure the child and encourage him/her to use the strategies to become calm. Minimum force is used to prevent harm to self or others. There may be minimal discomfort with some disengagement techniques.

After an incident of Positive Handling the child is always debriefed. This is where the adults and child discuss what led to the situation, why it was necessary to use Positive Handling and what the child could do next time to keep control of the situation.

If Positive Handling is used, an Incident Record is completed and faxed to the Physical Intervention lead at Oakbank Special School. The Head Teacher is notified and the parents will be informed either by telephone, email or the home/school book.

This step is rarely necessary but may be vital in order to protect the child concerned, the other children and members of staff. If such an incident was not contained in this way, it could result in compulsory permanent exclusion.

A copy of the Physical Intervention policy has been made accessible to you, please read this and keep for future reference.

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**I/We understand that the above steps may need to be followed in order to protect my child, other children and members of staff and to prevent immediate, permanent exclusion. I/We have read and understood the Physical Intervention policy.**

**Signed** \_\_\_\_\_

\_\_\_\_\_

**Date** \_\_\_\_\_

**Please print name(s)** \_\_\_\_\_

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