

Hatfield Peverel St Andrew's Junior School



Physical contact policy

(Including the use of restrictive / non-restrictive physical intervention, use of reasonable force)

Approved by: Headteacher

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Last reviewed on: September 2024 DSL/DDSL- B Black and A Dutaut

Next review due by: September 2025

Contents

Introduction – a whole school approach

At St Andrew’s Junior School we believe in the importance of relationships, ensuring children feel valued, safe and secure, providing a sense of connection with a member of staff and a belonging to the whole school community.

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP), through our 4 school CARE values

- **Compassion**
- **Achievement**
- **Respect**
- **Enjoyment**

We endeavour to make sure that at our school these values run through all the school policies and practice.

Positive behaviour at St Andrew’s is key to academic achievement, and inseparable from safeguarding, the wellbeing of children and staff and all other aspects of learning. Our senior leaders are active in promoting a positive approach to this and there is a strong shared ethos for the school, which emphasises care, respect and responsibility. The cornerstone of our approach is that it is owned and lived by the whole school community, including staff, children, parents and the school governors.

Our school always considers behaviour (and responses to it) in the context of keeping children safe. Keeping Children Safe in Education (DfE, 2022) states that safeguarding and promoting the welfare of children is everyone’s responsibility. It explicitly states that:

“everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child”.

The guidance document [Positive Environments where Children can Flourish \(Ofsted, 2021\)](#) sets out that staff should work ‘positively and confidently’ with children and find the least intrusive way possible to support, empower and keep them safe. In line with this guidance, our staff ensure they are:

- building relationships of trust and understanding
- understanding triggers and finding solutions
- if incidents do occur, defusing the situation and/or distracting the child wherever possible.

Use of physical contact

There are occasions when staff will have cause to have physical contact with children and young people for a variety of reasons, this may include:

- to comfort a child or young person in distress (*appropriate to their age and individual specific needs identified through a risk assessment*);
- to direct a child or young person;
- for curricular reasons (*for example in PE, Music, Drama etc*);
- in an emergency, to avert danger to the child or young person or others;

The guidance produced by the Department for Education [Use of Reasonable Force \(DfE, 2013\)](#) states that:

*“Schools **should not** have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a child or young person or prevent them taking action needed to prevent a child or young person causing harm.”*

Where physical contact is used, protective steps must be taken to ensure it is legal and will prevent harm. In all situations where physical contact between staff and children and young people takes place, staff must consider the following:

- the child or young person’s age and level of understanding
- the child or young person’s individual needs and history
- the location where the contact takes place (ideally it should not take place in private without others present).

When might we use physical contact?

We use touch with children for a variety of reasons but, in general terms, we would normally do so for comfort, reward or guidance. It is acknowledged that some children will not want to be touched. This is respected, unless there is a risk of harm in doing so.

How might you use physical contact?

Hugging: A sideways on hug, with the adult putting their hands on the child or young person’s shoulders is the safest way to do this as both hands of the adult can be seen. Hugging can be used either standing or seated. We discourage ‘front on’ cuddling and placing the adult’s hands on the shoulders limits the ability of the child or young person to turn themselves into them.

Hand-Holding: It is natural that young children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children and young people, this can become a restraint.

Therefore, the best practice is the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child or young person is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child or young person for a little extra security if it is required.

In summary, our staff are trained to touch others on the upper arm and shoulders, where physical support is required.

Lap-Sitting: There are very clear potential risks with this and, as such, lap-sitting is discouraged, so neither staff nor children and young people are vulnerable. Children are taught to seek comfort / attention through other means. If a child attempts to sit on an adult's lap there is immediate active guidance to a more appropriate seating position alongside the adult.

The searching and screening of children

The new guidance from the Department for Education (July 2022) is called Searching, Screening and Confiscation Advice for schools: [Searching, Screening and Confiscation \(DfE 2022\)](#). This document makes it very clear that schools and their staff are an important part of the wider safeguarding system for children (as set out in the statutory guidance [Working together to safeguard children](#)). Before screening or conducting a search of a pupil, it is vital that schools consider their obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute (as all settings have duties around safeguarding which may override it); it can be interfered with, but any interference with this right by a setting (or other agency) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. Any setting exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise their searching powers in a lawful way."

This latest guidance is very thorough and helpful. The key messages are contained below.

Key messages

Searching

The guidance clearly states searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph (or any other item that the Behaviour Policy identifies as a prohibited item which may be searched for).

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs

- stolen items
- fireworks
- pornographic images
- tobacco and cigarette papers (this does not include e-cigarettes or vapes)
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence
 - to cause personal injury
 - to cause damage to property of any person (including the pupil)

In addition, under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

When exercising their powers, settings must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Leaders must ensure that a culture of safe, proportionate and appropriate searching is in place and understood by the pupils, staff and parent/carers. The headteacher has overall responsibility for searching and ensuring that staff are appropriately trained. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search.

The designated safeguarding lead (or deputy) will be informed of any searching incidents and there will be effective processes in place for recording such incidents and communicating them to parents / carers. If there is any concern about risk of, or actual, harm to a child, the usual child protection procedures should be implemented.

A decision about whether to use reasonable force to conduct a search should be made on a case-by-case basis. Consideration should be given to whether conducting the search should be undertaken to safeguard and whether it would prevent the pupil harming themselves or others, damaging property or from causing disorder.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only in exceptional circumstances and where:

- the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff

Where a member of staff does conduct a search as an 'emergency' measure, they should immediately report this to an appropriate senior member of staff.

Strip searching

A strip search is a search involving the removal of more than outer clothing (see paragraph 29). Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Strip searches can only be undertaken by the Police and must never be undertaken by staff within the setting.

Settings may decide to call the Police themselves to respond to a particular situation, or the Police may arrive at school with a request to meet with a pupil in relation to a matter they are already dealing. In either scenario, staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

Once the police are on-site, the decision on whether to conduct a strip search lies solely with them.

Parents should always be informed once a strip search has taken place (it will be for the setting and the Police involved to agree how this will be done). However, settings must keep records of any strip searches that have been conducted on-site.

Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made
- is evidence in relation to an offence

Use of Reasonable Force and Restrictive Physical Intervention (restraint) – the legal position, human rights and procedural safeguards

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children and young people.
- Force is usually used either to control or restrain. This can range from guiding a child or young person to safety by the arm* through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

***This must not involve gripping as it could result in harm to the child. Staff will need training if this is a regular occurrence**

- 'Reasonable in the circumstances' means using no more force than is needed.

- Control means either passive physical contact, such as standing between children and young people, redirecting a child or young person's path, or active physical contact such as escorting a child by the arm or arms out of a classroom. This should never involve pulling or dragging.
- Restraint means to hold back physically or to bring a child or young person under control. It is typically used in more extreme circumstances, for example when two children and young people are fighting and refuse to separate without physical intervention.
- 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 child.*

***Staff receive training which will significantly reduce the likelihood of this happening**

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of children and young people such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent children and young people from harming themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control children or to restrain them.
- 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.

Schools can use reasonable force to:

This list is not exhaustive and provides examples of where reasonable can and cannot be used – this is also taken from DfE guidance

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a child or young person behaving in a way that disrupts a school event or a school trip or visit;

- prevent a child or young person leaving the classroom where allowing the child or young person to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child or young person from attacking a member of staff or another child or young person, or to stop a fight in the playground; and
- restrain a child or young person at risk of harming themselves through physical outbursts.

Reasonable force should only be used to avoid harm to the child or other and where all other strategies have been considered or attempted

Key messages

Schools cannot use force as a punishment; - *“it is **always** unlawful to use force as a punishment”*

(Use of Reasonable Force - DfE, 2013)

It must be emphasised that the vast majority of child misbehaviour can be managed without any use of force or restraint. All behaviour can be seen as communication.

Where children show dangerous or harmful behaviour, identified through a risk assessment, then restrictive physical intervention may be considered as a strategy to manage harm. The necessity to use this should reduce over time. If incidents do not decrease, it is not a successful strategy and risk management plan reviews need to take place regularly (at least termly).

The following principles must be borne in mind when considering any use of physical restraint:

- physical intervention carries the possibility of being interpreted as an assault
- physical intervention may carry the risk of injury to the child or to the adult involved
- any consideration of the use of restraint or containment should only occur, as a last resort, where no other intervention is feasible or effective
- the intention of any physical intervention must be clear

In short, staff should only intervene physically to restrain or contain a child:

- where there is a clear danger to the child or others (including adults)
- Where all other interventions have failed or are not feasible
- with the clear intention of removing the child from danger
- with the minimum force required to ensure the child’s safety

Removal, Withdrawal, Isolation and Seclusion

Removal: should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
and
- c) to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Withdrawal: the removal of a child from a place of stress to a safe place, where they can be supported and monitored until they are ready to re-engage with learning – the child may need the choice of some time alone to ‘recover’, according to their needs

Isolation: the removal of a child or young person from their peer group for a fixed and short period of time.

Seclusion: when a child or young person is *forced* to spend time *alone* and *against their will* (for example, they are prevented from leaving a room of their own free will (including locking a door, holding a door closed, a handle or exit button placed out of reach of child or young person). Seclusion **must not** be a planned response to behaviour and can only be considered in **exceptional** or **emergency circumstance** (as concluded by the Child C versus Local Authority court case - *Royal Courts of Justice 16th June 2011*).

Communication to parents / carers

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents (*see Appendix D*). Parents should be informed of the incident initially by phone and it should then be followed up in writing (this process should be set out in the school Behaviour Policy). Where it is necessary to suspend or permanently exclude a pupil for the incident, there is separate guidance on this and supporting model paperwork for schools to use to ensure they meet statutory requirements relating to this.

Further Guidance

1. [Keeping children safe in education 2022 \(DfE 2022\)](#)
2. [Reducing the Need for Restraint and Restrictive Intervention \(DfE, 2019\)](#)
3. [Searching, Screening and Confiscation \(DfE 2022\)](#)
4. [Behaviour in Schools - Advice for headteachers and school staff \(DfE 2022\)](#)
5. [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(DfE 2022\)](#)
6. [SET Procedures \(ESCB\)](#)
7. [Positive environments where children can flourish \(Ofsted, 2018\)](#)
8. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)
9. [The Human Rights Framework for Restraint \(EHRC, 2019\)](#)
10. [Restraint in schools inquiry: using meaningful data to protect children's rights \(EHRC, 2021\)](#)

Appendix A – Template for Recording an Incident

Child name:	DoB:	Year group:
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Date of the incident:	
Day of the week:	
Members of staff	
Where it took place	
What was the activity?	

Outline of event/ What happened?
Consequences:
Protecting (what will now happen to prevent any immediate further harm occurring)
Learning/teaching (what needs to be revisited with the child or learnt)

Was safe holding used? yes/no Restraint (Restrictive Physical Intervention) form completed
Parent / carer informed: Time and date:

Appendix B - Explanation of the Stress Areas

Domain and definition	A child having difficulty regulating in this area may:	Supportive strategies
<p>Sensory/physiological consider many factors such as sleep, exercise, health, nutrition and sensory inputs.</p> <ul style="list-style-type: none"> • physical health • hunger • noise 	<ul style="list-style-type: none"> • have challenges remaining calm amidst distracting visual and auditory stimuli • have difficulty sitting for more than a few minutes • withdraw (become hypoalert) and need to upregulate • become over-stimulated and need to down regulate 	<ul style="list-style-type: none"> • less intense lighting – soft white light • use blinds to block out light • less bright visual materials • choice in seating (exercise balls, beanbag chairs, rocking chair) • keep clutter to a minimum • oral input (healthy crunchy snacks, water bottles etc.) • plants • removing squeaky chairs • designating areas for quiet and noisy activities • creating comfortable learning areas to down- regulate • using music to signify transitions • visual schedules (predictable) • noise cancelling headphones • fidget tools (i.e. playdough) • action breaks
<p>Thinking the child’s ability to concentrate and switch attention as well as appropriate task and language demands.</p> <ul style="list-style-type: none"> • focus and switch focus as required • plan and executive several steps consecutively • problem-solve • understand cause and effect 	<ul style="list-style-type: none"> • have difficulty focusing attention • give up at the slightest frustration • daydream during class • be distracted by impulsive thoughts 	<ul style="list-style-type: none"> • preferential seating • providing instruction in more than one mode • quiet place when feeling overwhelmed • learning games (simon says, statues, musical chairs etc....) • breaking down instructions • providing collaborative learning experiences

<ul style="list-style-type: none"> • time management • ignoring distractions • delaying gratification • sequencing ideas • tolerating frustration and learning from mistakes • switching focus 		<ul style="list-style-type: none"> • allowing child's choice and to set own goals • digital technology • using the child's passions to engage learning (consultation with families) • teaching time management skills • visual timer • self-reflection • providing consistent routines
<p>Emotional the child's ability to monitor, evaluate and modify their emotions</p> <ul style="list-style-type: none"> • managing the big feelings and strong emotions • ability to recover from adversity • courage to learn new things • desire to achieve goals • healthy and realistic sense of self 	<ul style="list-style-type: none"> • become overly excited when praised • show intense frustration when trying to solve a problem • become anxious when dealing with confrontation • have difficulty focusing when strong emotions arise 	<ul style="list-style-type: none"> • holding classroom meetings to check feelings • mindfulness • breathing exercises • encouraging children to express how they are feeling verbally • using strategies and language from the SMART thinking- There's always a way back • teaching calm down techniques (breathing, counting down) • playing calm music during learning tasks • teaching positive self-talk • journaling feelings and experience <ul style="list-style-type: none"> • role playing how to express and cope
<p>Social consider the perspective of the child and the impact of their actions on others</p>	<ul style="list-style-type: none"> • have difficulty listening to the ideas of others • have difficulty taking ownership over actions • respond inappropriately to a situation 	<ul style="list-style-type: none"> • collaborative learning experiences • music experiences • demonstrating a good sense of humour • using books to deepen communication of feelings

<ul style="list-style-type: none"> • understanding the feelings and intentions of self and others • monitoring the effects responses and adjusting when necessary (“appropriate responses”) • the ability to be an effective communicator – as a listener and as a speaker • the ability to demonstrate a good sense of humour that does not rely on ridicule • the ability to recover from and repair breakdowns in interactions with others (e.g. through compromise) 	<ul style="list-style-type: none"> • have difficulty reading social cues 	<ul style="list-style-type: none"> • teaching how to read social cues • using expected and unexpected behaviour prompts • teaching social media communication skills • reinforcing rules
<p>Prosocial the idea that other people’s stress also cause stress for the child. This domain is rooted in the development of empathy and doing the “right” thing. The ability to help regulate others and to co-regulate with others.</p> <ul style="list-style-type: none"> • a sense of honesty, both with oneself and with others • empathy, or the capacity to care about others' feelings and to help them deal with their emotions • the ability to put the needs and interests of others ahead of one's own • the desire to “do the right thing” and the conviction to act on one's conviction 	<p>As above</p>	<ul style="list-style-type: none"> • collaborative learning experiences • teaching how to read social cues • using expected and unexpected behaviour prompts • teaching social media communication skills • reinforcing rules • reassurance

Appendix C – Template for recording incident requiring restraint

Record of incident Requiring Physical Intervention (RPI)

Child name:		DoB:	Year group:
Reporting member of staff:			
Date of incident:			
Start time of incident:			
End time of incident:			
Location of incident:			
Name(s) of additional staff witness:		Name(s) of additional child witness:	

Stressors leading up to the hyperarousal and distress

Co-regulation prior to the decision to use of RPI			
Verbal advice and support		Swapping of staff	
Calm talking and Reassurance		Distraction/diversion	
Personalised co-regulation script		Offering choices and options	

Humour		Offering safe space	
Other (specify)			

Why the RPI was deemed absolutely necessary	To prevent harm to self	
	To prevent harm to another child (children)	
	To prevent harm to adults	
	To prevent damage to property	
	To prevent harm from absconding (in accordance with policy)	

The harm predicted to be prevented by the RPI
(e.g. bruising to peers, lacerations, destruction of computer, climbing over high fence, climbing on roof)

Unresolved harm/ details of damage to property (costs and details of harm to people including medical intervention or damage to property)

Was a medical record completed	Yes / No
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Specific details of the RPI including sequence of techniques, time and staff involved

Time	Technique	Staff name

Duration of RPI:		Duration of the incident:	
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Was there any physical mark or harm caused by the use of RPI to the child?	Yes / No	Details

What action has been taken?	
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Has the incident been reported to the Children Safeguarding Team (Local Authority Designated Officer)?	Yes / No	Details
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Incident reporting and monitoring		
	Name	Time and date
Incident reported to Senior staff by:		
Parents / Carer verbally informed by:		
Parents / Carer letter sent:		
Child wellbeing check by:		
Staff wellbeing verified by:		
Restorative conversation with child		

Care for Child following the RPI

Verification of account of incident		
Staff name	Staff signature	Date
Reporting staff name	RPI checker and approver name	
Signature	Signature	

Appendix D – template letter to inform parents of an incident

Dear *(parent / carer)*

Further to our earlier telephone conversation, I am writing to confirm our discussion about the incident in school today. As discussed, it was deemed necessary to use a physical intervention with *(child or young person)*. You will be aware that such an intervention is used in our school only as a last resort, where other interventions and de-escalation techniques have not been effective in reducing the harmful behaviour. As shared with you, it was felt by staff involved that, on this occasion, it was absolutely a necessary and appropriate response to *(child or young person's)* behaviour at the time in order to keep them and everyone else safe.

As I explained, the detail of this incident is available in school and forms part of *(child or young person's)* records. If you would like to discuss this matter further, please feel free to contact me and I would be happy to meet with you.

Or

It is important that we continue to work together, going forward. I would like to invite you to a meeting to *write / review* a risk management plan for *(child or young person)* and I can share more detail about the recent incident with you

Yours sincerely

Appendix F – levels of reporting and recording difficult or harmful behaviour

<p>Level 1</p> <p>When there was no need for first aid or medical attention, or when there is no long-term anxiety or stress as a result of the incident for a member of staff.</p>	<p>Level 2</p> <p>When there was a need for first aid or medical attention, or if the staff member experiences long term anxiety or stress as a result.</p> <p>When there was a need for non-restrictive physical intervention.</p>	<p>Level 3</p> <p>When it was deemed absolutely necessary to use restrictive physical intervention to co-regulate in order to keep everyone safe and prevent harm.</p> <p>(when this is an agreed intervention to manage the harm as part of the Adult Response Plan/Behaviour Support/ Management Plan.)</p>	<p>Level 4</p> <p>When it was deemed absolutely necessary to use restrictive physical intervention in order to keep everyone safe and to prevent harm including the child/young person. (when this has not been an agreed intervention to manage the harm as part of the Adult Response Plan/Behaviour Support/ Management Plan.)</p>
<p>These are behaviours that are likely to be responsive to the usual range of support and interventions set out within the school behaviour policy. They will be also be monitored and reviewed through personalised ‘One Planning’ when appropriate.</p> <p>Examples of such behaviours</p> <ul style="list-style-type: none"> Eating or mouthing non-edible items, such as stones, dirt, pen lids, bedding, metal, faeces 	<p>These will encompass behaviours that have duration, frequency, intensity or persistence and are beyond the typical range for the school. Such behaviour is less likely to be responsive to the usual range of support and interventions identified within the school behaviour policy.</p> <p>These behaviours may also</p> <ul style="list-style-type: none"> compromise the child or young person’s own and / or other CYPs learning 	<p>These will encompass behaviours that are harmful in that they compromise the safety and wellbeing of the child/young person or staff:</p> <p>This will include</p> <ul style="list-style-type: none"> causing harm towards adults or other children/young people (including pushing, punching, kicking, biting, scratching, spitting, head-butting) <p>causing harm to the learning environment, including that of property</p>	<p>These will encompass behaviours that are harmful in that they compromise the safety and wellbeing of the child/young person or staff:</p> <p>This will include</p> <ul style="list-style-type: none"> a one-off serious incident involving behaviour not previously observed in the child or young person causing harm towards adults or other children/young people (including pushing, punching,

<ul style="list-style-type: none"> • Smearing of faeces • Rocking, repetitive speech and repetitive actions or manipulation of objects • Absconding • removing of clothing items • Self-injury/harming, including head banging, scratching, hitting, kicking, biting and poking • Language-based personal abuse or sexual comments • Racist, sexist, or homophobic behaviour or comments 	<ul style="list-style-type: none"> • disrupt the day to day functioning of the school, making it a less safe and routine environment. • Language-based persistent personal abuse or persistent sexual comments • Persistent racist, sexist, or homophobic behaviour or comments 	<ul style="list-style-type: none"> • striking another adult / child or young person with an object 	<p>kicking, biting, scratching, spitting, head-butting)</p> <ul style="list-style-type: none"> • causing harm to the learning environment, including that of property • striking another adult / child or young person with an object
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Expected Reporting and Recording			
Systematic reporting and recording at the school/setting level in accordance with policy.	Systematic reporting and recording at the school level in accordance with policy. In all cases of RIDDOR and when Headteacher deems appropriate, these incidents may also be reported to ECC via MySafety.	Systematic reporting and recording at the school level in accordance with policy. These incidents must be reported to ECC via MySafety.	Systematic reporting and recording at the school level in accordance with policy. These incidents must be reported to ECC via MySafety.