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*We provide children with a well rounded education in a safe, nurturing, inclusive environment,
where everyone feels happy and respected, facilitating all to reach their full potential.*

Policy on Supporting Children's Behaviours of Concern

1. Rationale and Policy Considerations

St Comán's Wood Primary School requires a policy that supports children's positive behaviour. To achieve this, it is essential to ensure that the physical, emotional, social and general wellbeing of all of the children attending the school is positively supported in a happy, safe, well-planned and controlled environment. It is very important for children to be able to: relate well to other children and adults; make friends and get on with others; feel secure and valued; explore and learn confidently and feel good about themselves.

The approaches for supporting children when their behaviour is challenging must be clear to all. Pupil and Staff wellbeing is at the heart of this Policy. Inclusive practices and a safe physical and emotional environment are of greatest importance for all pupils.

Physical contact by staff who are 'in loco parentis' to support students (e.g. a pat on the back, a plaster on a cut, a gesture of support or assurance) is an everyday occurrence in schools and should not be avoided where it is appropriate to the adult's professional role. If a child is in imminent danger e.g. running out in front of a car, a professional employed in the school 'in loco parentis' will restrict the child to prevent/stop injury (in the same way as would a prudent parent).

2. Legislation and regulatory requirements

This policy is to ensure that staff allow pupils the freedom and scope to learn in a well-planned, well-resourced and well-ordered environment and to test the limits of their bodies to learn what they are capable of while receiving the support, guidance and understanding that will help pupils learn how to manage and regulate their own behaviour in ways that are appropriate for their age and level of understanding.

Pupil's need:

- To be able to do this within reasonable and appropriate limits for their own and others' safety and wellbeing.
- To be supported to learn how to understand their feelings and learn how to express them in appropriate, acceptable and safe ways.
- Pupils need to learn how to manage conflict positively.

Chairperson: Mrs. Marie Doorly

Principal: Dr. Úna Feeley

Parents'/Families' need:

- To know that their child's needs will be appropriately met and their child's development will be supported in positive, supportive and constructive ways.
- To know that their child will be safe and happy.
- To know that they will be involved in decision-making about how their child's social, emotional and behaviour skills are being supported and developed and that the school will contact them, and work in partnership with them, in the event of any challenging or concerning behaviours being observed.

Staff members need:

- To have clear policy and procedural guidance on what the school's approach is to supporting children in their social, emotional and behavioural development.
- To be clear on what are and are not acceptable ways of responding to behaviours that they may find challenging.
- To know what is expected of them in relation to working in partnership with parents/guardians to ensure that children receive a consistent and shared approach to supporting them with developing their behaviour skills.

Management needs:

- To ensure that staff and parents are clearly informed about the school's approach to supporting their children's social, emotional and behavioural development.
- To give clear guidance to staff on the school's expectations of staff with regard to how staff members work with the children and in partnership with their parents/guardians.
- To ensure that the regulatory requirement to have a policy on managing behaviours of concern. is adequately met. See Circular 0081/2024

3. Characteristics of behaviours of concern

Characteristics and behaviours associated with emotional disturbance and/or behavioural problems may include aggressive or anti-social behaviour, inattentiveness, distractibility and impulsiveness; impaired social interactions; general inability to cope with the routine of daily tasks; obsessive and repetitive behaviours; attention-seeking behaviours such as negative interactions or a poor attitude towards work, peers or teachers; and depressed behaviours such as withdrawal, anxiety or mood swings. (Signposts, 2009).

Behaviours of concern may present as prolonged tantrums, physical and verbal aggression, disruptive behaviour (e.g. screaming, property destruction, self-injury, persistent non-compliance).

4. Policy Statement

We inform parents/guardians of children with behaviours of concern about this policy and seek information from families about the behaviour guidance strategies they use at home. We do our utmost to keep open lines of communication with families on an ongoing basis. St. Cománs Wood Primary School approach to supporting and promoting pupil's positive social, emotional and behavioural wellbeing is reflective of up-to-date professional practice. Our approach to supporting pupils with their social, emotional and behaviour skills is to ensure as far as possible that pupils are kept comfortable, relaxed, happy and engaged in play and other activities while the adults model positive ways of relating to them and each other. We recognise the need to understand pupil's behaviour as a form of communication and to consider what might be

triggering the behaviour and what the pupil is communicating. Pupils will be supported to learn how to express their feelings in appropriate ways and helped to learn how to deal positively with conflict.

The methods of dealing with challenging, unsafe or disruptive behaviour in this school will be those that help pupils to develop self-regulation and are developmentally appropriate. When we work to promote positive behaviour with pupils, we are aware of the theory of child development. Only positive approaches to guidance are used, including logical or natural consequences applied in problem situations, redirection, anticipation of and elimination of potential problems and encouragement of appropriate behaviour.

Any practices or the threat of any practices that are disrespectful, degrading, exploitative, intimidating, emotionally or physically harmful or neglectful are not tolerated.

Staff interactions with pupils are aimed at promoting pupil well-being and development. This includes social and emotional development. Adequate and appropriate stimulation is provided for each pupil and any inappropriate or challenging behaviour is dealt with sensitively and appropriately.

While staff are aware of and respect individual pupil's and families' backgrounds and beliefs, it may sometimes be necessary to balance these with our knowledge of developmentally appropriate practices and current best practice recommendations from recognised appropriate authorities, in the best interests of the child.

5. Procedures & Practices

It is essential for all staff to understand that there are many influences on a child's behavior.

The National Education Psychological Service (NEPS, 2010) define behavioural, emotional and/or social difficulties (BESD) as 'difficulties which a young person is experiencing which act as a barrier to their personal, social, cognitive and emotional development. These difficulties may be communicated through internalising and/or externalising behaviours. Relationships with self, others and community may be affected and the difficulties may interfere with the pupil's own personal and educational development or that of others. The contexts within which difficulties occur must always be considered, and may include the classroom, school, family, community and cultural settings.

The role that families play, especially parents/guardians, is crucial to the success of the behaviour guidance approach at St Cománs Wood Primary School.

Parents/guardians will be provided with regular opportunities (at least twice yearly) to contribute to the development and review of their own child's individual care and education plan.

The role of the Adult

An adult should avoid being on their own when a child is dis-regulated and could cause hurt to themselves or others. When this happens, the adult firstly calls for help.

A MAXIMUM OF TWO ADULTS, SHOULD SUPPORT A CHILD with behaviours of concern as the aim is, to calm the child and too many adults could cause confusion.

If a child or group of children are regulated and not stressed or demonstrating behaviours of concern - one adult may look after them. If an adult knows that they are going to be on their own

with a child/group of children who have behaviours of concern, they should alert and ensure an adult is nearby within hearing distance who is available to help should the need arise.

Adults who are kind, patient, and firm help children to learn that it makes sense to act in certain ways. Behaviour guidance based on trust, respect, kindness and consistency helps children to build self-esteem and self-discipline. Adults can help children to avoid inappropriate behaviour by helping them to understand rules and guidelines. When a pupil does something inappropriate, adults can help them look at the consequences of their actions and think about what they can do to make things better. Adults always need to consider whether a pupil may have some unmet need that is leading to the inappropriate behaviour or is experiencing some distress, and look at ways to address this in addition to helping the pupil with managing their behaviour.

- Staff interact frequently with the pupils in a calm, friendly, positive, respectful manner.
- Staff are available and responsive to the pupils.
- All pupils regardless of race, religion, family background, culture, gender or ability are treated with respect and consideration.
- Independence is encouraged and scaffolded, as pupils are ready.
- Pupil's efforts, achievements and feelings are acknowledged and given sincere encouragement leading to growth in self-esteem and self-regulation.
- Pro-social behaviours among pupils are recognised and encouraged.
- Staff expectations for pupil's social behaviour are developmentally appropriate – children's level of understanding and maturity are taken into account.
- Pupils are encouraged to communicate feelings, ideas and interests.
- Pupils are distracted from unwanted behaviour.
- When behaviour is unacceptable, staff explain to pupils why it is unacceptable in a way they can understand.
- Pupils need movement and sensory integration activities for their learning and development, and are allowed to move freely for a significant part of the day.
- Soft, quiet spaces are provided for children to withdraw comfortably when they are feeling tired or overwhelmed or just want to be alone.

ROTATION OF STAFF

In promoting fairness, sharing of caseload and opportunities for professional development the Board of Management rotates staff (teachers and SNAs) working with children with behaviours of concern. Job shares where two SNAs and/or Special Class/mainstream teachers spend some time with different children/classes during the school year will be considered by the principal on behalf of the BoM for staff working with children with behaviours of concern.

Positive reinforcement and encouragement

Positive behaviour, however small, is encouraged and affirmed with words/signs/visuals and body language (e.g. nods, smiles). When a pupil is behaving well and when they are trying to stop themselves engaging in negative activities, this is noticed and acknowledged. This builds self-confidence and encourages pupils to repeat positive behaviour. Negative behaviour is ignored when it is judged safe and appropriate to do so.

Strategies recommended in Supporting Behaviour Management in Schools in Circular 0081/2024 that we use include:

- Anticipating conflict and supporting pupils in resolving it, coming to the assistance of frustrated pupils and helping them find solutions.
- Modeling social behaviour when interacting with adults and pupils, thus helping them to learn from others' social skills such as taking turns, listening, sharing,

asking/gesturing/signing/pointing for something.

- Encouraging pupils to help each other during their activities, play and routines. Helping pupils share skills and knowledge with each other.
- Encouraging and acknowledging spontaneous co-operative efforts made by the pupils

Boundary/limit setting and rules

- Any limits are clearly related to the safety, welfare and protection of the pupil themselves and others around them.
- Limits are communicated in a way that is respectful of all.
- Rules are as few as possible, consistently upheld and within the pupil's understanding.
- Clear, reasonable boundaries on behaviour are provided and explained.
- Rules are communicated positively, e.g. 'We walk' rather than 'Don't run'.
- Pupils are allowed enough time to respond to requests for them to behave within the rules or codes of behaviour, according to their needs and understanding –some pupils may take more time to think through what is being asked of them.

Provide choice

- Negotiating choices can help pupils take appropriate responsibility and prepare them with positive life skills such as listening and reasoning.
- Whenever there is an opportunity for a real choice to be made, pupils are given the chance to exercise choice and then follow through on it.
- Pupils are given choices within limits, as appropriate to their level of development, e.g. "would you like an outdoor blue break or a break in the classroom?" "Do you need help with your lunch, or will I just open the lid of the box?"

VISUAL CUES

For some children with ASD and some children with special needs, it is essential to have Visuals at hand always and include motivating activities in choices. The need for visuals will be written in the child's individual behaviour plan/ School Support document.

Schedules, routines and transitions

Schedules, routines and transitions serve as a framework from which pupils gain trust, security and order. These are always flexible, with as few transitions as possible, but they provide clear guidelines about what is expected. Any changes to the scheduling within the timetable will be clearly communicated to the pupils (and their families where necessary). Children with behaviours of concerns should have **NO SURPRISES**. They should be prepared by staff for activities and changes to a time-table.

The physical environment

The way in which physical space is arranged and used can either encourage or discourage desired behaviour. Space is aesthetically pleasing, planned and well organised to diminish the potential for problems.

- The outdoor space provides opportunities for pupils to move more freely, be louder without restrictions and become calmer.
- Active, loud and energetic play spaces are balanced with soft, passive, quiet and peaceful areas both indoors and outdoors.

Toys, materials and resources

Resources for working with pupils are developmentally appropriate and in good condition. Open-ended materials allow for pupils to use them in whatever way they choose and support engagement in play. There are enough easily accessible materials and equipment with enough complexity to keep pupils engaged for long enough without having to share too much or wait too long.

6. Responding to behaviours of concern

- Staff must remain/appear calm always.
- No staff member should find themselves isolated with a child who displays behaviours of concern and should always be within 'hearing distance' of another staff member, in case help is required.
- There should ALWAYS be a minimum of two adults supervising in each ASD room. The door between both rooms facilitates this shared supervision.
- All staff are advised to give a child who is kicking/hitting a wide berth in order to avoid injury and to do their best not to get hurt.

IF A CHILD OR STAFF MEMBER IS IN DANGER OF BEING HURT, THE FIRST STEP IS TO RAISE THE ALARM AND SHOUT FOR HELP. The neighbouring room and office are alerted using a purple card.

- Staff have a responsibility to look out for each other. When a staff member shouts for help the safety/well-being of her/him is a priority and the nearest staff member prioritises them over all other work ensuring the children for whom they are responsible are safe. That may be sending **a purple card** with a child to the room next door and/or the office. **Staff know that when they receive a purple card, somebody nearby needs help quickly.** From once they know the children for which they are responsible are safe, they immediately go to the assistance of the staff member.

In many circumstances the child seeing 'a new face' to the person who is the target of their emotions/outburst/aggression can quickly diffuse a situation. A nearby staff member may temporarily swap responsibilities for a child/group/class of children with a staff member who is in danger of being hurt. If the staff member is hurt they may not be in a position to take this responsibility so help from a 3rd party must be sought nearby.

See sample scenarios attached to this policy. It is impossible to predict all situations as we are doing our best to meet the needs of children who are unpredictable. However, there are sample scenarios attached to this policy which may help to deal with situations.

INDIVIDUAL BEHAVIOUR PLANS See Appendix 1

Behaviour plans are completed for all children in the school with behaviours of concern (class teachers in consultation with SETs and SNAs). The class teacher arranges a time with the SET and SNA to draw up this plan and it becomes part of the child's School Support Plan.

The Individual Behaviour Plan outlines the preventative and de-escalation strategies which, if successfully implemented, should prevent the need for physical restraint. Critically, physical restraint is only to be used when the student's behaviour poses a serious and imminent risk to the safety of self or others.

A. RESTRAINT

Definition of Physical Restraint;

Physical Restraint is defined by the Department of Health (2014) as “any direct physical contact where the intention of the person intervening is to prevent, restrict or subdue movement of the body, or part of the body of another person”

Restrictive procedures should always be PROPORTIONATE, SAFE and MINIMAL. Restrictive procedures, SHOULD ONLY BE USED AS A LAST RESORT. **ONLY IF THERE IS IMMINENT DANGER OF INJURY TO A CHILD OR STAFF MEMBER and the child/staff member is unable to get to a safe place, SHOULD A CHILD BE RESTRAINED/RESTRICTED IN THEIR MOVEMENTS.**

A staff member who is willing to restrict/restrain a child in order to prevent injury to another party-child or adult - may decide that to physically restrict a child at this time is the only option to ensure the safety of those nearby and of the child himself/ herself.

The following staff have been nominated by the BoM to restrict the movement of a child if they or another child or adult are in imminent danger:

Úna Feeley

Olivia Ward

Aisling Dolan

Claire Mullen

Assistant Principals

*** If none of the above are available, the following applies as noted above:

If a child is in imminent danger e.g. running out in front of a car, a professional employed in the school ‘in loco parentis’ will restrict the child to prevent/stop injury (in the same way as would a prudent parent).

Following an event where restraint/restrictive practice was used, A FORM recording the need to use restraint must be completed.

Staff is aware of their legal responsibilities to record incidents when restraint is used in a clear and transparent manner using the Form Template. ([Appendix 2](#))

Staff must;

- Complete reports as soon as reasonably possible after the event.
- Ensure all records are dated and signed.
- Ensure all records are accurate and factual.
- Ensure all records are maintained securely to maintain an individual’s rights to confidentiality.

The careful attention and training that goes into planning for restrictive procedures should not lead

to any corresponding tendency to use them more often. It is important that as much attention be given to arrangements for avoidance of restrictive procedures as to their safe use. Restrictive procedures should only be used in limited circumstances after other options to keep people safe have been exhausted. Such procedures should only be used in strict adherence to international human rights instruments, national legislation, regulations, policy and evidence-based practice guidelines.

B. SECLUSION

Definition of Seclusion;

Seclusion can be defined as “the placing or leaving of a person in any room alone, at any time with the exit door locked or fastened or held in such a way as to prevent the person from leaving.....it is clear, from a human rights perspective, that restraint and seclusion are safety interventions of last resort, should be carried out within a legal framework and should only be used for the shortest time possible” (Health Commission, Rules governing the use of seclusion and mechanical means of bodily restraint, Version 2, 2009.)

Everyone has a fundamental right to freedom and staff and Management in St Cománs Wood Primary School respect and promote this right alongside pupil's other rights. It is not seclusion when a child is given time to reflect on a rule away from but with peers in the same room/yard area or another room/yard area. Time out for reflection on behaviour according to age is allowed in line with this policy where our focus is always to improve behaviour and never to humiliate the child. As in line with our policy ‘time out to reflect’ may/may not apply to children with individual behaviour plans.

TRAINING FOR STAFF

The BOM has a ‘duty of care’ to both children and staff. In compliance with this ‘duty of care’ the following training has been provided for staff:

1. **MAPA (Management of Actual or Potential Aggression) Crisis Prevention Intervention (CPI)** In 2024, two staff members were trained as trainers by the CPI over two days in Dublin. They in turn delivered training to all the SNA.

Guiding principles of MAPA Training.

Principle 1: Physical restraint is a serious intervention. Physical restraint must only ever be used for immediate safety reasons, with the minimum force and for the minimum amount of time. The purpose of this intervention can only be to prevent injury to the pupil, another pupil or to an adult, or to prevent serious damage to property.

Principle 2: If there is an alternative to physically restraining a pupil, use the alternative.

Principle 3: All schools are required to provide a safe physical and emotional environment for pupils and staff. Parents, students and the public have a legitimate expectation that the school environment will be a safe environment that supports learning.

Principle 4: There are circumstances when teachers and authorised staff members may physically restrain a student. In exercising these powers, teachers and authorised staff

members must act reasonably and proportionately in the circumstances to achieve a safe environment for students and staff.

Principle 5: Pupils' rights are protected under United Nations Convention of Rights of Persons with Disabilities, 2006: Equality Act, 2010. This Act applies to and shapes the legal duties of staff to respect and protect everyone's human rights, especially in relation to the use of lawful restraint.

2. **Low Arousal Approach training delivered by STUDIO III:** All SNAs and the Principal and DP were trained on the Low Arousal Approach on the 21st March, 2025.

The Low Arousal approach emphasises a range of behaviour management strategies that focus on the reduction of stress, fear and frustration and seeks to prevent aggression and crisis situations. The low arousal approach seeks to understand the role of the 'situation' by identifying triggers and using low intensity strategies and solutions to avoid punitive consequences for distressed individuals.

The Low Arousal approach enables practitioners to avoid the use of punitive consequences, such as physical restraint, for individuals from a variety of settings through early identification and intervention using low intensity strategies and solutions right the way through to managing meltdowns.

3. **Workplace Training and Compliance (WTC) training on Behaviours of Concern and DES Circular 0081/2024** delivered to all staff, teachers and SNAs on the 30th April, 2025.

7. Communication Plan

Expectations and agreed codes of behaviour are accessible and communicated to all, using the school website with copies of all policies available from the office if so required. A copy of all policies is available to all staff on the shared school drive. Staff are expected to be familiar with all policies and adhere to procedures stated in these policies.

Parents/guardians of children with behaviours of concern are informed of this Policy on Managing *Behaviours of Concern* on enrolment. Staff members check at parent/teacher meetings in November to remind parents/guardians of school policies.

8. Supporting Policies in St Cománs Wood Primary School

- Child Protection and Welfare Policy
- Anti-bullying Policy
- Code of Behaviour Policy

- Admissions and Enrolment Policy
- Health and Safety Policy
- GDPR Policy.
- Record keeping Policy.
- Special Needs Policy
- Complaints Procedure Policy
- Supervision Rotas

9. Circular/Related Legislation

- **Understanding Behaviours of Concern and Responding to Crisis Situations Guidelines for Schools in Supporting Students** [Circular 0081/2024](#) Dec. 2024.
- The UN Convention on the Rights of the Child
- United Nations Convention of Rights of Persons with Disabilities, 2006: Equality Act, 2010
- EPSEN Act (2004)

10. Who Must Observe This Policy

- Staff
- Pupils
- Parents
- Volunteers

Actions to be Followed if the Policy is not Implemented: If you, as a staff member or a parent, consider that this policy is not being implemented, you can follow the Complaints Policy and Procedure available on the school website.

11. Contact Information

If you need more information about this policy, contact Úna Feeley, principal at ufeeley@comanswoodprimary.ie or phone the office at 0906626872.

Date this policy was ratified by the Board of Management: 19th May, 2025



Marie Doorly, Chairperson

Scenario A: a child runs from a classroom on the Junior Site.

All members of staff are vigilant about keeping doors to the yard locked from 08:45 - 14:30. There are bolts on the two ASD classes to keep the children safe.

The staff member responsible for the child at that time does not run after the child but calmly follows the child. When the staff member finds the child he/she calmly tells the child that they will be waiting for them. All other staff ignore the behaviour as best they can.

Later when the child has calmed down a social story should be used to help the child to understand that we walk inside the school building - we don't run.

Scenario B: an exit door has been inadvertently left open and a child runs from the school out to the school yard on the Junior Site.

School gates are all locked between 08:45 and 14:30 except for the pedestrian gate on the Convent Rd. which is used by parents and visitors. If a child does get out a door - staff know to go immediately to the pedestrian gate on the Convent Rd. to lock it.

The staff member responsible for the child at that time does not run after the child but calmly follows the child. When the staff member finds the child he/she calmly tells the child that they will be waiting for them when they are ready. .

Scenario C: A child runs and leaves the school grounds of either the Junior or Senior site.

1. The person with the child when he/she ran, raises the alarm immediately with a staff member.
2. He/she calmly follows the child but does not run after them. They make every effort to keep the child in sight.
3. The staff member who has been alerted communicates with the office. A phone call is made to parents immediately to inform them.
4. The Gardaí are then informed.

Scenario D: A child climbs on furniture in the classroom/ outside the classroom

If the child is prone to climbing, this should be referenced in the child's individual behaviour plan and strategies for discouraging and preventing climbing on furniture discussed. Social stories should be used to teach children the dangers of climbing. Every effort should be made within reason to organise furniture so that the child is discouraged from climbing. Climbing on furniture in the classroom is not in general, a high risk activity. Staff should only restrain the child if *not* doing so would cause injury to the child.

If a child does climb on furniture staff should:

1, remain calm and encourage the child to come down off the furniture with visual cues helping the child to choose a different activity.

2. have visual cues 'at hand' with choices of activities for the child as an alternative to climbing.

3. When the child is finished climbing some time should be spent soon afterwards on a social story demonstrating the dangers of climbing and what could happen if he/she fell.

Scenario E: A child falls to the ground and will not transition to the next activity for example: from the yard back inside, on the way to/from the swimming pool/ on the way to/from one room to another.

1. An adult stays with the child. If the child is kicking/hitting he/she gives them a 'wide berth' and calls for help if in danger of being hurt.
2. If the child is in imminent danger of running out in front of a car a teacher or DLP restricts the child's movement.
3. The adult has visual prompts/cues 'at hand' and uses these to give the child a choice of activities.
4. If the child is outside the school grounds when he/she refuses to move, an adult waits with the child until the child is ready. A member of staff in school is alerted to join his/her colleague who is waiting with the child. Putting a child with behaviours of concern in a car when they are upset is not an option as this puts the driver and passengers at risk.
5. When the child is ready to move, the adult calmly brings the child to the next activity.

Scenario F: A child refuses to come into school in the morning and is with his/her parents.

1. The SNA/teacher responsible for the child greets the child at the school gate.
2. If the child is reluctant to enter, the parent is asked to bring the child to the classroom. This may be done on a 'phased basis' where the parent gradually reduces the distance between the classroom and the gate until eventually the child agrees to enter on their own without the parent.

Scenario G: A child refuses to go to the bus at home time.

Visual cues are used for some time before it is time to go home so that the child is aware in advance as to what is happening. Enough time is given to prepare the child for going home - putting on his/her coat, books in his/her bag etc.

If the child is still refusing to go home on the bus, parents are contacted by phone. The Principal/DP or a teacher acting on their behalf in their absence, stays with the child.

Scenario H: A child is using/throwing a toy/tool/ implement that raises the risk of injury to another child or adult

AN ALARM IS RAISED TO LET STAFF KNOW OF THE POTENTIAL DANGER and HELP IS SOUGHT. The neighbouring room and office are alerted using a purple card.

If it is known that a child could use a tool to cause harm to another party e.g a scissors, hard toy etc. staff will be proactive in looking at the classroom environment storage etc. - anticipating what could happen. Every effort will be made to keep dangerous items out of reach or to use alternatives. Laptops are kept on a high shelf. A storage area in each of the two ASD rooms allows items to be stored under lock and key. Safety scissors will be used instead of real scissors/ soft toys instead of

hard ones or hard toys stored outside the classroom etc.

However, items for every-day use such as pencils used incorrectly could result in injury. It is impossible to keep all items with the potential to cause harm 'out of reach'. Acknowledging this, staff is expected to be prudent and vigilant in adjusting the environment in whatever way is practicably possible, with safety in mind.

If a child with a potentially dangerous item is using it in such a way to cause injury (intended or not) the adults in the room do all they can to keep everyone in the class safe. This may mean that the other children in the class are calmly brought by an adult to engage in an activity outside the classroom until the dangerous tool/implement is out of the child's hands.

Two adults stay in the room with the child with the dangerous implement, well away from the child, in order to avoid being injured themselves. The adults do their best to convince the child to put down the dangerous tool/implement 'out of harm's way'. Thus, it is best that one of the two staff members who stays in the room with the child is a person the child knows and trusts. However, if this staff member is not able to calm the child, or indeed may be the one closest to the child when he/she initially demonstrated behaviours of concern which had the potential to cause injury, another staff member steps in. The child in this situation may need to be restricted.

Scenario I: the behaviour of a child is at such a high level of risk that if the child is not restricted, their actions have the potential to cause injury to themselves or others and not to restrict the movements of the child could cause serious injury or even death.

Despite being vigilant in identifying triggers to behaviours that challenge, and implementing consistent strategies as detailed in the child's behaviour plan and in this policy, there may be times when some pupils will behave in a way that heightens risks to the safety of themselves and others to such a degree that they need to have their movements restricted as the alternative could be serious injury or even death.

Scenario J: A child is making sounds/noises/using bad language/singing which is annoying/distracting the child next to him/her.

Depending on the situation and guidelines in the child's individual behaviour plan staff may choose from the following:

- distract/remove the child making the sounds from the situation by giving him/her a choice of activities using visual cues.
- remove the child/children who are annoyed from the situation by giving him/her/them a choice of activities using visual cues.
- Suggest to the child that he/she wears headphones.
- Put some music on that will drown out the sound - the children could be involved in choosing the music.

Scenario K

A child is banging their head off the wall/table or elsewhere and there is a concern that he/she could cause injury to themselves

The staff member assisting the child places a cushion between the child's head and the wall/table or elsewhere. The staff member also tries to distract the child using visual cues.