MERRYLANDS
PRIMARY SCHOOL AND NURSERY

Behaviour Policy

2026-2027

Introduction

At Merrylands Primary School and Nursery we use a therapeutic approach to managing behaviour. This policy reflects our values, ethos, and philosophy.

All staff working with children receive training in behaviour support. This training is called "Therapeutic Thinking". Our staff promote prosocial behaviour and manage antisocial, difficult, and dangerous behaviour, and understand what behaviour may be communicating. Staff focus on de-escalation and preventative strategies rather than focussing solely on reactive strategies. Staff are trained in Therapeutic Thinking training and new staff joining the school will receive this training as soon as it is available to them. Annual refresher training is provided for all staff.

A Therapeutic Approach

A therapeutic approach is defined as ***an approach to behaviour that prioritises the pro-social experiences and feelings of everyone within the dynamic.***

Valued behaviour is defined as:

- relating to or denoting behaviour, which is positive, helpful, and intended to promote social acceptance
- behaviour which benefits other people or society

Valued behaviour is characterised by:

- a concern for the rights, feelings, and welfare of other people

Detrimental *difficult* behaviour is defined as:

- behaviour that violates the rights of another person
- behaviour that is anti-social, but not dangerous

Detrimental *dangerous* behaviour is defined as:

- behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse
- behaviour that causes harm or injury to an individual, the community or to the environment

Consequences are defined as:

- a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning
- consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts.

Further explanation can be found on page 5 – **Logical consequences.**

Whole school and class-based acknowledgements

At Merrylands Primary School and Nursery, we believe that positive praise and acknowledgment encourages children to make positive behaviour choices.

It is important that pro-social behaviours are encouraged throughout the school day. All staff will actively encourage children to use appropriate indoor and outdoor voices (volume at an appropriate level for setting and task) e.g., "Thank you for using your indoor voice". We encourage use of good manners and positive behaviour choices at lunchtime.

Children's pro-social choices and behaviours will also be recognised weekly in Celebration Assemblies. Teachers select one child a week from their class who has shown pro-social behaviours which reflect our school's core values.

In addition, children across the school can earn team points. These are awarded for positive behaviour and learning choices. Team points are collected in class houses throughout the week and added to the whole school totals in the weekly celebration assembly.

The following are pro-social behaviours that we may see in school and how adults will respond:

Pro-social behaviour examples	Response examples
Walking in the corridor	*"Well done for walking in the corridor"* *"[Name] thank you for walking sensibly in the corridor"*
Holding a door open for someone	*"Thank you, allow me to return the favour!"*
Using please and thank you	*"You're welcome"*
Walking a child to first aid	*"Well done for helping your friend"*
Helping a child who is lost	*"Well done for helping your friend"*
Helping a peer to understand work	*"Well done for helping your friend – it helps everyone when we help each other"* *"[Name], you are moving up to the rainbow for helping your friend."*
Inviting a child to play in a game	*"Well done for helping your friend"*
Using good morning and good afternoon	*"Good morning" or 'Good afternoon"*
Helping an adult carry equipment through the school	*"Thank you for helping – you've made my job much easier!"*
Supporting a peer when they are upset	*"Well done for helping your friend"*

Detrimental behaviours and responses

We believe that it is important for all adults within the school to understand the steps necessary to follow when approaching children's behaviours.

Where detrimental behaviours occur, staff will promote the behaviour that they need to see and then seek to discover an explanation and solution for the behaviour.

The following are examples of behaviours that we may see in school and how adults will respond:

Incident type	Behaviour examples	Response to behaviour	Actions after behaviour
1. Minor detrimental behaviours	• talking out of turn • fiddling • swinging on chair • running in the corridor	*"Walking in the corridor thank you!"* *"[Name] we sit with 4 chair feet on the floor thank you."* Non-verbal cues/reminders	Teacher to monitor and implement additional steps/changes where needed (moving of learning space, friendship group etc).
2. Continued minor detrimental behaviours, or difficult behaviours	• calling out • rude noise • arguing • walking around the classroom persistently	*"[Name] we sit on our chair to do our learning, thank you."* Use of de-escalation script	Refer to graduated response (appendix 1) and complete Early prognosis tool (appendix 2)

	• disrupting other children with purpose • biting • defiance	Use of steering or guiding Logical consequence (educational/protective)	Parent to be informed where necessary by class teacher.
3. For continued 1 and 2 incidents or an increase in severity	• consistent refusal to comply. • swearing or other verbal abuse and/or harassment towards children or adults • physical harm towards peer or adult (including biting) • damaging property • stealing • vandalism	Use of de-escalation script Use of steering or guiding Protective consequence which may include internal exclusions (length and times determined by SLT) Education consequence	Parent to be informed by class teacher or member of SLT. Refer to graduated response. Start analysing behaviour further using Risk calculator, Anxiety Maps and Predict and Prevent forms. Explore if interventions with Sensory and Nurture Lead are required. Explore if lunch club needs to be attended.
4. Dangerous behaviours	• persistent bullying • personal verbal attack e.g racist or homophobic • severe defiance • criminal damage to school property • physical assault on another pupil or member of staff *e.g.* *hitting, kicking, punching, scratching, biting*	Use of de-escalation script Use of supporting or escorting Seek SLT support. Fixed term suspension	SLT member to inform/meet parent. Predict and Prevent forms to be updated. If more information is needed Therapeutic Tree and Risk Reduction Plan to be completed. Interventions with Sensory and Nurture Lead. Explore if lunch club needs to be attended.
5. If there is no improvement and the learning and welfare of themselves, staff and other children are being put at risk on a daily basis.		Fixed term suspension following incident(s) (determined by Headteacher/SLT/Director of Education)	Headteacher/SLT Risk reduction plan to be implemented for pupil's return. Headteacher to meet with parent and child before returning.

6. If there are ongoing suspensions with no improvement, hospital treatment is required following incident or incident involving emergency services.	Harm to another pupil resulting in hospital treatment. Harm to a member of staff resulting in hospital treatment. Involvement of emergency services.	Managed move, alternative provisions, CSS. If all options have been explored and significant improvements are not seen, this may result in a permanent exclusion.	Headteacher to liaise with Director of Education. Headteacher to meet with parents to explain decision.

NB: This will not be followed verbatim for exceptional cases where a child(ren) has particular needs.

Logical Consequences

When dealing with detrimental behaviours staff may be required to implement a consequence or sanction. These consequences will be relative to the action.

A **Logical Consequence** is defined as:

- a conclusion derived through logic
- something that logically or naturally follows from an action

A Logical Consequence may take the form of:

Protective consequences:

- removal of a freedom to manage harm e.g. increased staff ratio, limited access to outside space, escorted in social situations, no availability of minibus/car, differentiated teaching space, exclusion

Educational consequences:

- the learning, rehearsing, or teaching so the freedom can be returned e.g. completing tasks, rehearsing, assisting with repairs, educational opportunities, research, conversation, and exploration

De-Escalation

When faced with potentially harmful behaviour staff will use our de-escalation script. The pupil will be spoken to calmly, assertively, and respectfully at all times. The following phrases will not be deviated from and can be repeated:

- child's name
- I can see something has happened
- I am here to help
- talk and I will listen
- come with me and……

During this period, the child will be given physical space and time to recover and respond to requests. The following de-escalation body language will be used:

- outside of an outstretched arm
- good distance
- standing to the side
- relaxed hands
- managing height

Example of de-escalation body language:

Where de-escalation has not been possible, and difficult or harmful behaviour continues, the child will be guided from the area to a place of safety with the assistance of another member of staff. If this is not possible, an alternative is for the rest of the surrounding children to be removed from a potentially dangerous or harmful situation. A member of staff will always remain with the pupil, but at a safe distance. At this point it is important not to raise the stress of the child further. Staff will maintain an open stance, actively guiding them to a place of safety, rather than blocking them or backing them into a corner, as this could escalate the situation. (See Appendix 9 for guiding and steering strategies)

Recording behaviour

Staff are required to record the incident on CPOMS for behaviours related to incident types 3 – 6 and 2 where necessary. When reporting incidents, the following will be included:

- factual telling of the event
- initials of individuals involved
- STAR Analysis (situation, trigger, action & response)
- what follow-up actions and consequences have/will take place
- who has been notified

Records of behaviour are kept electronically. The system helps ensure that pupils can expect fair and consistently applied consequences when required along with positive guidance.

Our steps are applied to promote positive, safe behaviours and make apparent the distinction between anti-social, difficult, and dangerous behaviours.

Communication with Parent/Carer

Parent/Carer will be notified of behaviours related to incident types 3 – 6, and some of 2, this may be a conversation at the door upon collection or a phone call from a member of staff. In some cases, parent/carer may request communication books; whilst these may be useful tools, we try to use other means of communication for example email, phone calls, Tapestry/Seesaw to allow for more positive and constructive dialogue between parents/carers and staff. Adapted means of communication will be considered on a case-by-case situation.

Bullying

We aim to promote a climate of positive values which will ensure a secure and happy environment for every pupil. Our whole school policy deals with bullying which contributes to the good health and positive ethos of the school community and forms part of the school's personal and social curriculum. See Anti-Bullying Policy.

Suspension and Permanent Exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. At Merrylands Primary School and Nursery, we use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in school support and intervention.

The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'.

Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

Reasons for a permanent exclusion may include:

- physical assault against a pupil
- physical assault against an adult
- verbal abuse or threatening behaviour against a pupil
- verbal abuse or threatening behaviour against an adult
- use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- bullying
- racist abuse
- abuse against sexual orientation or gender reassignment
- abuse relating to disability

This is not an exhaustive list. We follow the guidance in The DfE's 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'.

Child on child abuse

Our school recognises that some children may abuse their peers and that this may happen in school, or outside of it. Any incidents of child-on-child abuse will be managed in the same way as any other child protection concern, and we will follow the same procedures. We will seek advice and support from other agencies as necessary and ensure that appropriate agencies are involved when required. The school understands that even though child on child abuse / harmful sexual abuse may not be reported, it is likely that it is occurring, and we are clear there is a zero-tolerance approach to inappropriate or abusive behaviour.

Searching

We follow the DFE's Searching, Screening and Confiscation advice for schools (July 2022). The Headteacher and authorised staff 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 below. At Merrylands Primary School and Nursery, the authorised staff are the Deputy Designated Safeguarding Leads.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the
- pupil)
- an article specified in regulations
  - tobacco and cigarette papers
  - fireworks
  - pornographic images
  - mobile phones (during the school day)

Inclusion

We aim to promote inclusion and equal opportunities for all children and adults and avoid discrimination against any individual or group. Adaptations will be made to suit the individual needs of each pupil in our school. We encourage an open-mindedness and lack of discrimination in the behaviour and language of the staff and pupils. Physical or verbal abuse or harassment of individuals on account of their race, religion, disability, gender, or sexual orientation will not be tolerated. All staff will be alerted to any signs of harassment and take appropriate action based on clear rules which are backed by sanctions. A new

incident on CPOMS will be added if an incident of this nature occurs. Our equal opportunities policy forms part of the schools' personal and social curriculum.

Evaluation and review

The school Behaviour Policy has been written in consultation with governors, pupils, parents, and staff and should be used in conjunction with the following documents:

- Exclusion Policy
- SEN Policy
- Reasonable Force Policy
- Anti-Bullying Policy
- Child Protection Policy
- Equal Opportunities Policy

The governing body will receive a termly report from the Headteacher regarding pupil behaviour and the implementation of this policy. The review process provides an opportunity to evaluate the effectiveness of this policy. All aspects of the policy will be considered with particular emphasis on the numbers of pupils having their name recorded for negative behaviour, parental satisfaction, and specific improvements in pupils' achievement.

Appendices

1. Therapeutic Thinking Graduated Response
2. Early Prognosis tool
3. Risk Calculator
4. Conscious Behaviour checklist
5. Subconscious Behaviour checklist
6. Anxiety Mapping
7. Predict, Prevent and Progress
8. Roots and Fruit Analysis
9. Risk Reduction Plan
10. Touch Policy

Appendix 1

Therapeutic Thinking Graduated Response

Universal Behaviour Curriculum	❑ Teach pro-social behaviour. ❑ Include within pupil induction. ❑ Establish routines. ❑ Staff role-model expectations. ❑ Create positive relationships. ❑ Use positive phrasing to communicate expectations.
Targeted Behaviour Policy	❑ Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. ❑ Check if the identified behaviour is covered in policy. ❑ Follow the policy. ❑ Record the impact of policy on pupil's behaviour. ❑ Analyse the dynamic using the inclusion circles. ❑ If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.
Targeted Plus Early Prognosis	❑ Describe the behaviour factually and unemotionally. ❑ Gather appropriate and authentic pupil voice. ❑ Gather information from relevant parties, including multi-agency colleagues, in respect of: o Function of behaviour o Health and wellbeing o Context o Cultural expectations ❑ Use the collated information to Assess, Plan, Do, Review. ❑ Where further intervention is needed, move to Predict & Prevent.
Specialist Predict, Prevent & Progress	❑ Update Early Prognosis document. ❑ Complete Risk Calculator. ❑ Identify any protective consequences needed. ❑ Identify educational consequences needed. ❑ Complete Subconscious and Conscious checklists. ❑ Complete Anxiety Analysis over a period of time. ❑ Identify factors the child can't cope with and which they can't cope without. ❑ Use all preceding analysis to create a Predict, Prevent & Progress plan. ❑ Review the plan regularly. ❑ Where further intervention is needed move to Therapeutic Plan.
Specialist Plus Therapeutic Plan	❑ Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). ❑ Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. ❑ Complete a Therapeutic Plan as a result of the completed analysis documents. ❑ Continue Assess, Plan, Do, Review cycles. ❑ Involve multi-agency colleagues in a review of the effectiveness of meeting need.

Appendix 2

Early Prognosis

Date:
Staff member:

The behaviour

Unemotional, non-judgemental, factual description, including severity and frequency.

-

Pupil voice

-

Do we still need more information?

Function

Sensory	
Escape or Avoidance	
Attention	
Tangible gain	

Do we still need more information?

Health & wellbeing

Including diagnoses, diagnostic pathways being explored, physiological responses, mental health factors, additional medical needs, barriers etc.

-

Do we still need more information?

Context

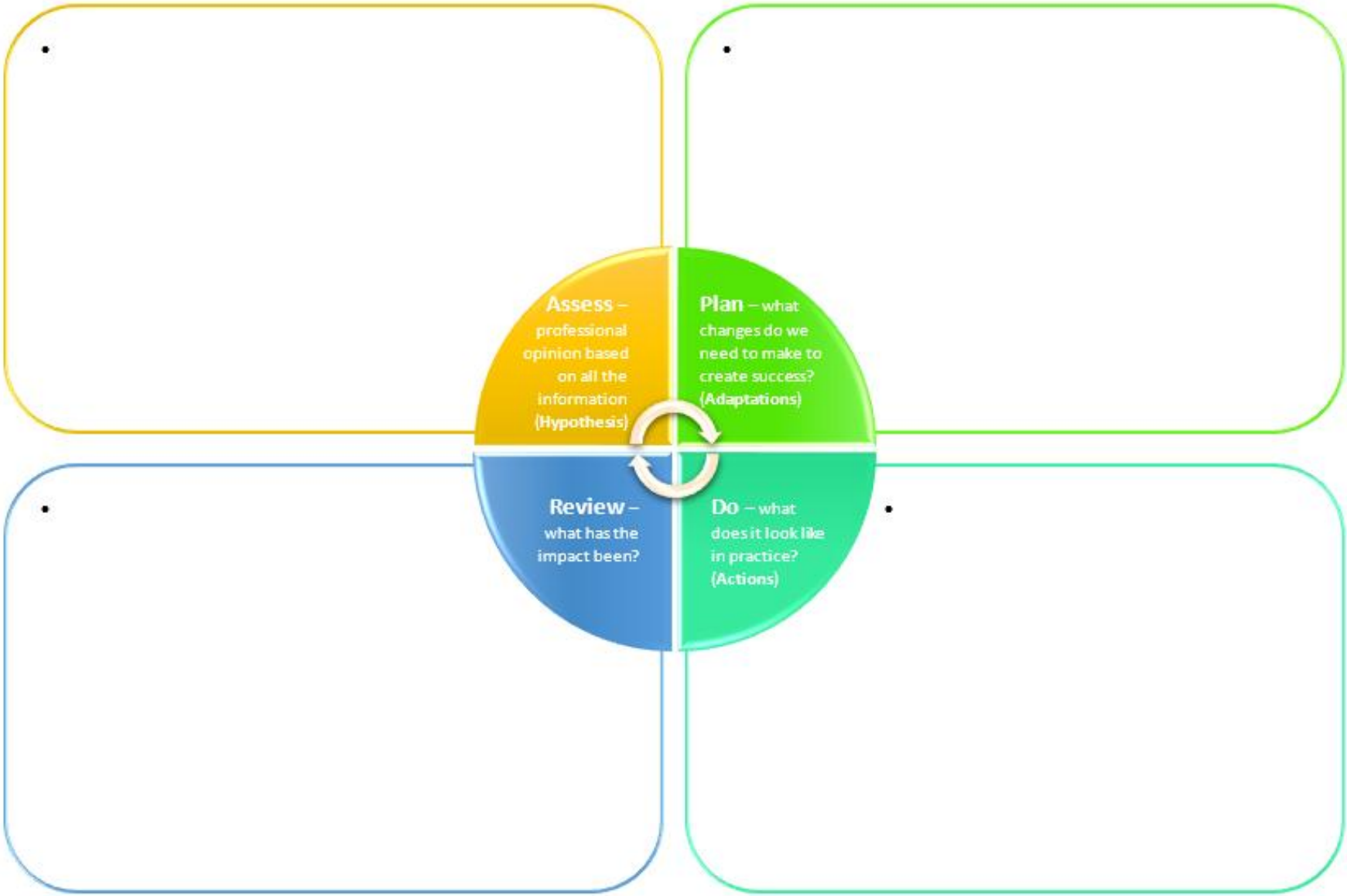
Home	School	Community

Do we still need more information?

Cultural relevance

-

Early Prognosis



Appendix 3

Risk Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self				
Harm to peers				
Harm to staff				
Damage to property				
Harm from disruption				
Criminal offence				
Harm from absconding				

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Incidents were more than a year ago with no identified triggers remaining. There is evidence of historical risk and no evidence of current risk.
2	Incidents occur approximately on a monthly basis. The risk remains relevant.
3	Incidents occur approximately on a weekly basis. The risk is likely to occur again
4	Incidents are daily or constant. The risk is persistent

*Risks which score **6** or more (probability x seriousness) should have strategies listed on the plan*

Appendix 4

Conscious Behaviour Checklist

Conscious behaviour

Behaviours that we choose because they are successful or effective at meeting our needs and/or behaviours that are the result of thought or planning:

- predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any certain or potential consequence or punishment associated with the behaviour
- conscious decisions are influenced by the perceived outcome. They can be positively influenced by rewards, praise, recognition etc or suppressed with expectations, consequences, disapproval (within an established positive relationship), positive peer influences or expectations
- responses to pro-social conscious behaviours may include positive feedback, recognition, consequential rewards, such as 'you have finished your work so you can leave early,' or logical additional freedoms
- responses to anti-social conscious behaviour will be supported by clear expectations and an understanding and certainty of the logical protective and educational consequences

Conscious behaviour checklist

Question	Detail
What are the perceived gains of the anti-social behaviour?	
Why do they believe their anti-social behaviour will be successful?	
Why do they believe pro-social behaviour will not be successful?	
WIs the expected adult response preferable to their current experience?	
Is the expected adult response motivating the behaviour?	

Appendix 5

Subconscious Behaviour Checklist

Subconscious behaviour

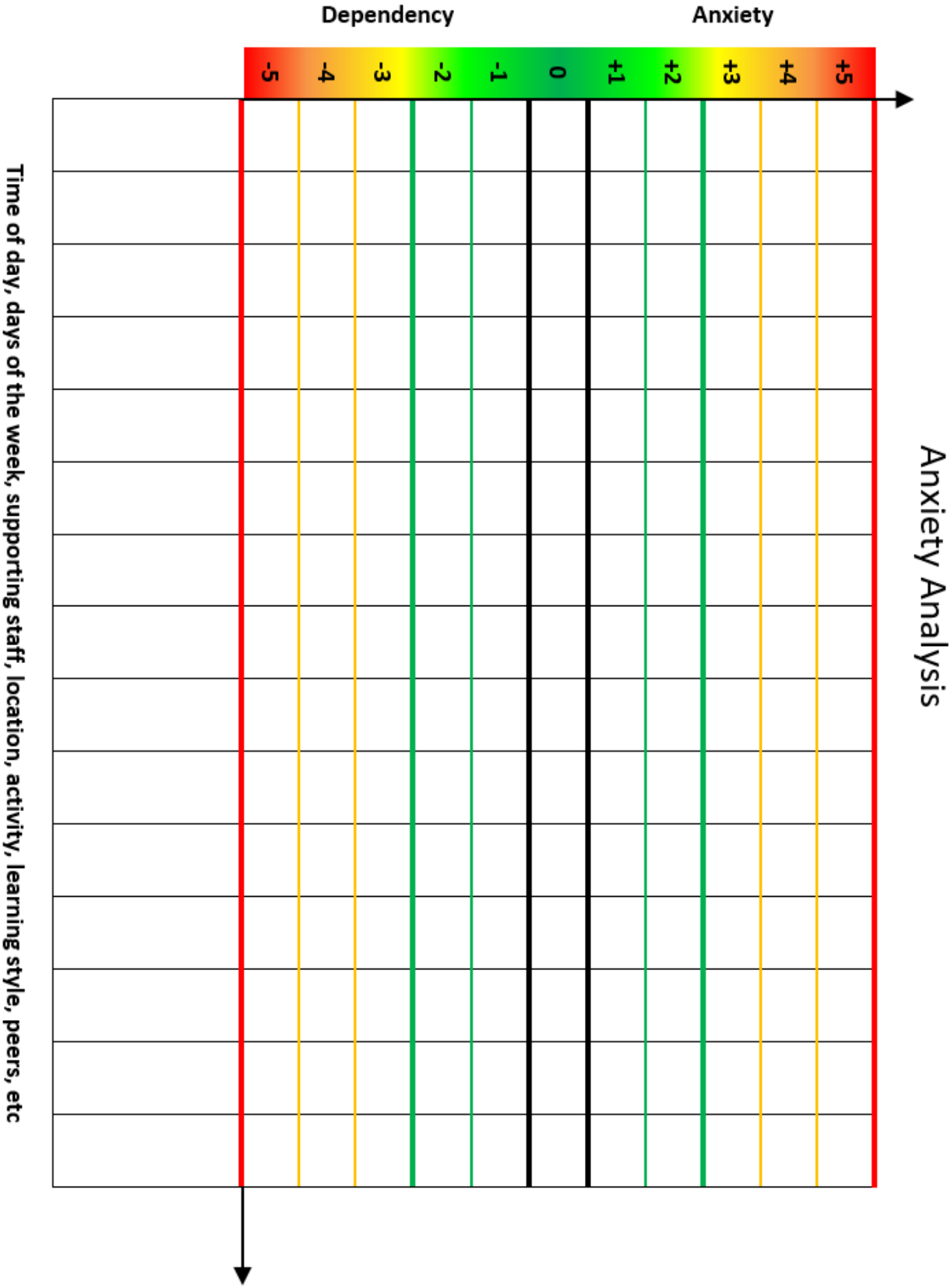
Behaviours that choose us

- Behaviours that are evident without any thought or planning.
- Predominantly subconscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration, anxiety or depression or excitement.
- Subconscious behaviour can be influenced by raised awareness or by changing the experience or feeling which is causing the reaction. They can be positively influenced by support, deflection, nurture as well as reduced stimulus, change of personnel or peer group, emotional support, counselling, managing triggers such as space, noise or activity. (Reference anxiety analysis.)
- Responses to pro-social subconscious behaviours may include recognition and celebration to raise the behaviour to a conscious level, emotional feedback such as smiles, clapping, laughing etc.
- Responses to anti-social subconscious behaviour may include managing the feelings through support, discussions, restorative work, counselling, recovery time or managing the experience with time out, differentiated curriculum, family support, managing the stimulus etc.

Subconscious behaviour analysis checklist

Question	Detail
Medical factors?	
Habitual factors?	
What is causing the sadness? *What are the associated feelings? E.g. rejected, lonely, despondent*	
What is causing the anger? *What are the associated feelings? E.g. frustrated, embattled, undermined*	
What is causing the fear? *What are the associated feelings? E.g. worried, petrified, reluctant*	
What is causing the disgust? *What are the associated feelings? E.g. reluctant, avoidant, cautious*	
What is causing the surprise? *What are the associated feelings? E.g. confused, shocked, panicked*	
What is causing the happiness? *What are the associated feelings? E.g. excited, enthusiastic, engaged*	

Appendix 6


Anxiety Analysis
+5
+4
+3
+2
+1
0
-1
-2
-3
-4
-5
Anxiety
Dependency
Time of day, days of the week, supporting staff, location, activity, learning style, peers, etc

Predict, Prevent and Progress Plan

Child name: ..... Date of plan: .....

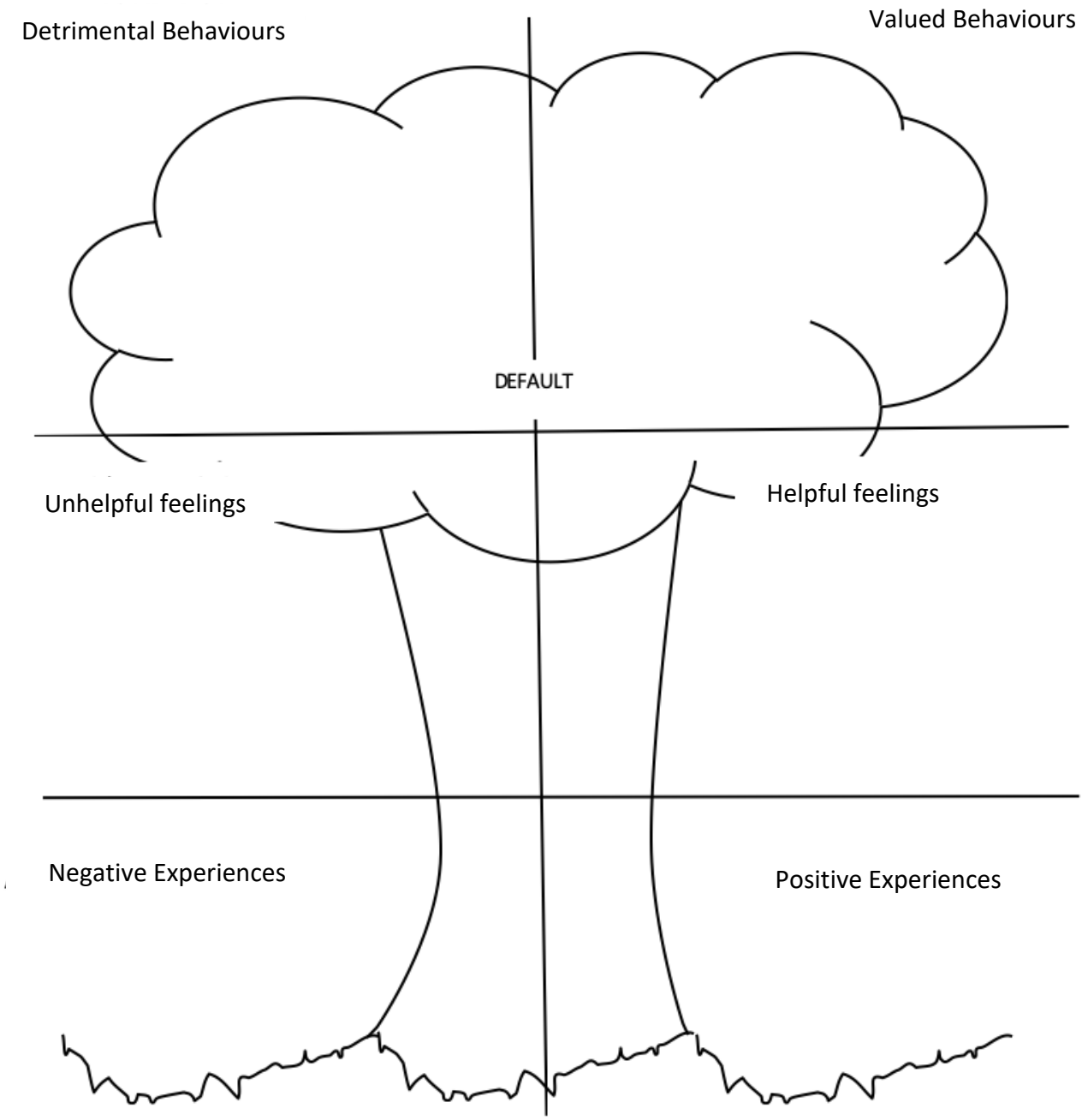
Year group: ..... Date for review: .....

	Score	**Predict** Staff/Location/Activity/Peers/Time	**Prevent** Adaptations (including protective consequences)	**Progress** Adaptations (including educational consequences)
Increased Anxiety	+3 - +5	Unable to cope with: 1. 2. 3. 4. 5.	What will manage the over-anxiety: 1. 2. 3. 4. 5.	How will we teach and monitor the management of over-anxiety: 1. 2. 3. 4. 5.
	+2	Vulnerable to being unable to cope with: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
	0			
Increased dependency	-2	Vulnerable to being unable to cope without: 1. 2. 3.	Monitoring needed: 1. 2. 3.	Adaptation or contingency needed: 1. 2. 3.
	-3 - -5	Unable to cope without: 1. 2. 3. 4.	What will manage the over-dependency: 1. 2. 3. 4.	How will we teach and monitor the reduction of over-dependency: 1. 2. 3. 4.

Appendix 7

Appendix 8

Therapeutic Tree



Appendix 9

Risk Reduction Plan

Name	DOB	Date	Review Date
Photo	Risk reduction measures and differentiated measures (to respond to triggers)		

Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator…… Date …….

Signature of Parent / Carer…… Date ……

Signature of Young Person……Date…….

Appendix 10

Statement on the use of Physical Interventions

- There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:
  - to comfort a pupil in distress (so long as this is appropriate to their age)
  - to gently direct a pupil
  - for curricular reasons (for example in PE, Drama etc)
  - in an emergency to avert danger to the pupil or pupils

- In all situations where physical contact between staff and pupils takes place, staff will consider the following:
  - the pupil's age and level of understanding
  - the pupil's individual characteristics and history
  - the location where the contact takes place (it should not take place in private without others present)

Within Merrylands Primary School and Nursery this means that as a member of staff may physically guide, touch, or prompt children in appropriate ways at appropriate times. It is extremely important that you have read and understood all relevant policy to appreciate the reasons why we may choose to use physical intervention or restrictive physical intervention with children and the appropriate ways in which we do so.

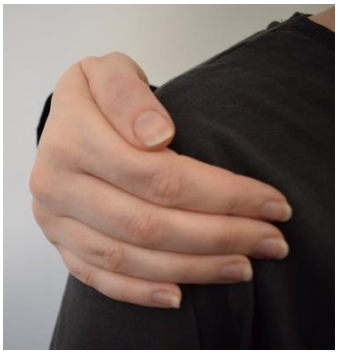
Why Do We Use Touch?

We may choose to use a physical intervention with children for a variety of reasons, but in general terms we would normally do so for either comfort or guidance.

How Do We Use Touch?

Steering or Guiding

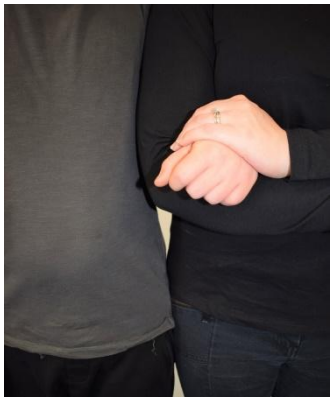
Closed mitten



Closed mitten (used to draw a student close)

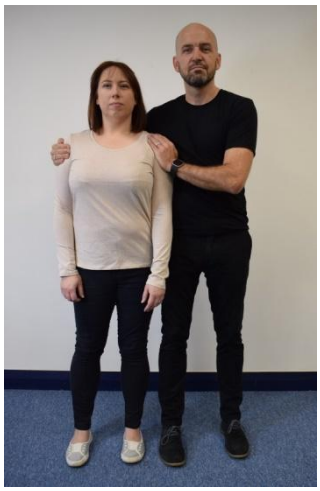
- fingers and thumb together. The hand will remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

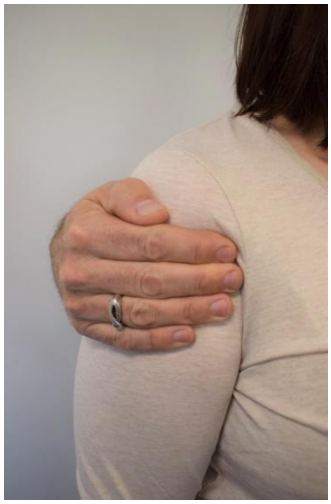
Offering an arm (to support, guide, or escort)



- hip in
- head away
- sideways stance
- arm is offered
- student accepts the invite
- draw elbow in for extra security

Supportive hug (to support, guide, or escort)





To communicate comfort or reward:

- hip in
- head away
- sideways stance
- closed mittens contain each shoulder
- communicate intention
- use ‘de-escalation script’ if needed

Supportive arm (to support, guide, and escort)

- hip in
- head away
- sideways stance
- positioned behind the elbow
- closed mittens used above the elbows to maintain safe shape (penguin shape)
- communicate intention

Open mitten

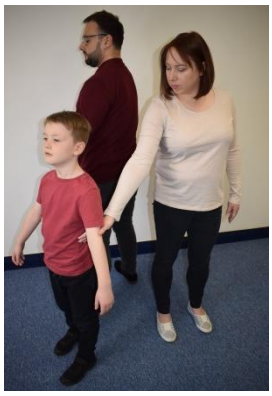
- fingers together
- thumb away from fingers
- palms parallel to floor

The hand will remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

Open mitten guide (to protect or turn)

Open mitten guide (to communicate)

Open mitten guide – paired



- open mitten hand, placed on the arm above the elbow
- safe shape (penguin shape)
- palm parallel to the floor
- staff positioned behind with extended arm
- communicate intention
- use ‘de-escalation script’ if needed

Open mitten escort (to support, guide, and escort)

- hip in
- head away
- open mitten hands above the elbows
- safe shape (penguin shape)
- arm resting across the shoulders
- communicate intention
- move assertively (prevent kicking / dropping)

The hand will remain in a mitten to avoid the possibility of gripping. Gripping hands can result in bruising consistent with poor practice.

When difficult or dangerous behaviours occur, the school will follow the Graduated Response in Appendix 1.

There may be other occasions when physical contact is used. It will be acknowledged that some children will not want to be touched and this will be respected.

Hugging
At Merrylands school, when touch for comfort staff will use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' cuddling and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. Hugging can be used either standing or seated.

Handholding
We recognise that 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, this can become a restraint and is not an acceptable strategy for managing behaviour. Therefore, we encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.

Lap-Sitting
Lap-sitting is discouraged, so neither staff nor child is vulnerable. Children will be taught to seek comfort/attention through other means. If a pupil attempts to sit on an adult's lap there will be immediate active guidance to a more appropriate seating position alongside the adult.

Biting
If a child bites a member of staff, they will support the back of the head with a closed mitten and *then push into* the bite. The staff understand that they will not pull away as this can result in tearing of the skin. This will apply if a child is not releasing a bite on a peer.

All staff at Merrylands Primary School and Nursery have a 'Duty of Care' towards the pupils in their care. Therefore, if a pupil is likely to be at risk from harm if they do not physically intervene in an emergency situation, they will take action. The action they take will be dependent on the dynamic risk assessment that they make at that moment in time.

Parents/carers will be made aware of this statement when their child is admitted to this school.