Sandy Lane Nursery and Forest School
"Nurturing curiosity and inspiring imagination"



# 2026-27

# Behaviour -
# Positive Handling Policy

**DOCUMENT STATUS**

| Produced By | Version | Date | Action |
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| Sandy Lane Nursery and Forest School | Draft | February 2012 | For adoption by school's Premises, Health and Safety Committee |
| | 1 | 22.01.15 | Approved by school's Premises, Health and Safety Committee |
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**Legislation**

- Education and Inspections Act 2006 (Sections 93 and 93A)
- Children Act 1989 and 2004
- Equality Act 2010
- Human Rights Act 1998
- Health and Safety at Work etc. Act 1974
- SEND Code of Practice
- EYFS Statutory Framework
- Keeping Children Safe in Education (current version)
- DfE Restrictive interventions, including the use of reasonable force, in schools – Guidance for schools in England (April 2026)

**Approval**

Governing Body (behaviour principles – written statement – s88; reasonable force – s93)
Headteacher (school behaviour – s89)

**Review Frequency**

Annually

**Amendments**

***v2***

- Updated from p4 onwards

***v3***

- References to Covid-19 response removed

***v4***

- Updated to reflect April 2026 DfE expectations for recording and reporting duties

# Sandy Lane Nursery and Forest School

# Positive Handling Policy

# for adults working with and caring for children in school

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## 1. Statement of Intent

Sandy Lane Nursery and Forest School is committed to creating a safe, nurturing and inclusive environment where all children are supported to develop positive behaviour, emotional regulation, social skills and resilience.

Our approach is based on:

- Positive relationships and attachment-informed practice
- Early intervention and prevention
- Co-regulation and emotional support
- Child-centred and trauma-informed responses
- Respect for children's rights, dignity and wellbeing
- Proportionate and lawful responses where safety is at risk

We recognise that behaviour communicates need. Staff seek to understand the reasons behind behaviour and respond in ways that support learning, regulation and wellbeing.

Restrictive interventions are always a last resort and only used when necessary, lawful, proportionate and in the child's best interests to prevent harm.

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## 2. Legal and Guidance Framework

This policy is informed by:

- Education and Inspections Act 2006 (Sections 93 and 93A)
- Children Act 1989 and 2004
- Equality Act 2010
- Human Rights Act 1998
- Health and Safety at Work etc. Act 1974
- SEND Code of Practice
- EYFS Statutory Framework
- Keeping Children Safe in Education (current version)

- DfE Restrictive interventions, including the use of reasonable force, in schools – Guidance for schools in England (April 2026)

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**3. Aims**

This policy aims to:

1. Promote positive behaviour and emotional wellbeing.
2. Minimise behaviours that place children or others at risk.
3. Reduce the need for restrictive interventions through prevention.
4. Ensure staff respond consistently and safely.
5. Clarify lawful use of reasonable force.
6. Ensure recording, reporting and review procedures are followed.
7. Protect children's dignity, rights and welfare.

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**4. Positive Behaviour Approach**

Staff will:

- Build secure relationships
- Use calm and consistent communication
- Model respectful behaviour
- Provide predictable routines
- Support emotional literacy
- Use visual supports where appropriate
- Adapt environments to reduce triggers
- Use sensory regulation approaches
- Offer movement, outdoor learning and Forest School opportunities
- Recognise individual SEND needs
- Work collaboratively with families

Strategies may include:

- Praise and encouragement
- Restorative conversations
- Choice making
- Redirection
- Distraction

- Co-regulation
- Safe spaces
- Visual timetables
- Regulation resources
- Individual behaviour support plans

Punitive approaches, humiliation, shaming or practices that may degrade children are not permitted.

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## 5. Forest School Context

Forest School activities introduce additional environmental risks including:

- Uneven terrain
- Water
- Fire
- Tools
- Natural hazards
- Climbing opportunities

Risk assessments and behaviour expectations are taught proactively.

Children receive:

- Clear boundaries
- Demonstrations
- Supervised exploration
- Risk-benefit learning opportunities

Positive handling in Forest School follows the same principles as indoor/outdoor provision but takes account of environmental safety.

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## 6. Definitions

### Positive Handling

Positive handling refers to supportive physical contact used appropriately to guide, comfort, reassure or keep children safe.

Examples include:

- Holding hands
- Supporting balance

- Assisting movement
- Comforting a distressed child
- Guiding away from danger

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**Restrictive Intervention**

A restrictive intervention is any intervention that restricts a child's movement, liberty or freedom to act.

These may include:

**Non-restrictive physical support**

- Gentle guidance
- Protective escorting

**Restrictive physical intervention**

- Holding to prevent injury
- Blocking unsafe movement
- Separating children during serious incidents

**Non-physical restrictions**

- Environmental controls
- Temporary restrictions necessary for safety

Restrictive interventions must:

- Be necessary
- Be proportionate
- Use the minimum force required
- Last only as long as needed
- Be recorded and reviewed where required

---

**7. Use of Reasonable Force**

Under Section 93 Education and Inspections Act 2006, authorised staff may use reasonable force to prevent a child from:

- Hurting themselves
- Hurting others
- Causing serious damage
- Seriously disrupting safety

- Running into immediate danger
- Accessing hazardous areas

Examples within nursery or forest provision may include:

- Preventing a child entering water unsafely
- Stopping access to fires or tools
- Preventing absconding into roads or woodland
- Intervening during aggressive behaviour
- Preventing serious self-injury

Reasonable force:

- Is always the minimum necessary
- Is never punishment
- Must never be used to secure compliance
- Must not intentionally inflict pain
- Must stop immediately when risk reduces

---

**8. Prohibited Practices**

The following are not permitted:

- Pain-inducing techniques
- Restricting breathing
- Restricting airway or circulation
- Holding children face down
- Neck holds
- Punitive restraint
- Forced compliance
- Humiliation
- Isolation used as punishment
- Seclusion except where lawful emergency safety measures apply and recording requirements are met
- Any intervention causing unnecessary distress

## 9. Prevention and De-escalation

Staff must attempt preventative approaches before restrictive intervention wherever safe to do so.

These include:

**Environmental strategies**

- Reduced stimulation
- Quiet areas
- Sensory supports
- Predictable routines

**Communication strategies**

- Calm language
- Processing time
- Visual prompts
- Limited choices

**Emotional strategies**

- Co-regulation
- Validation
- Breathing support
- Regulation activities

**Individual planning**

Children with recurring risks may have:

- Individual Risk Assessments
- Behaviour Support Plans
- SEND support documentation
- Positive Handling Plans where appropriate

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## 10. Staff Training

Sandy Lane Nursery and Forest School will ensure staff receive training appropriate to role and identified risks.

Training may include:

- Behaviour support

- Trauma-informed practice
- De-escalation
- SEND awareness
- Autism support
- Sensory regulation
- Safe physical intervention approaches
- Recording and reporting procedures
- Forest School risk management

No specific external training provider is mandated within this policy.

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**11. Recording and Reporting**

All significant incidents involving restrictive intervention or reasonable force will be recorded promptly.

Records should include:

- Date and time
- Child involved
- Staff present
- Antecedents/triggers
- De-escalation attempted
- Intervention used
- Duration
- Outcome
- Injury information
- Parent communication
- Follow-up actions

Parents/carers will normally be informed as soon as reasonably practicable.

Leadership will review incidents to identify:

- Patterns
- Training needs
- Environmental factors
- Support requirements
- Equality implications

Recording and reporting duties follow April 2026 DfE expectations.

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**12. SEND and Equality Considerations**

Children with SEND may communicate distress differently.

The nursery will:

- Make reasonable adjustments
- Consider disability-related behaviours
- Seek specialist advice where required
- Avoid unnecessary restrictive practices
- Review support plans regularly

Restrictive intervention must never be used because adjustments were not made.

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**13. Safeguarding**

Any use of force or restrictive intervention forms part of safeguarding practice.

Concerns regarding:

- Excessive force
- Inappropriate intervention
- Repeated incidents
- Unsafe practice

will be referred immediately through safeguarding procedures.

Serious incidents may require:

- DSL review
- Headteacher involvement
- External agency consultation
- Safeguarding referral

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**14. Roles and Responsibilities**

**Governing Body**

will:

- Monitor implementation
- Ensure compliance with legal duties

- Review data and incidents
- Support staff training

**Headteacher**

will:

- Implement policy
- Oversee recording systems
- Monitor patterns
- Ensure reporting obligations are met

**Staff**

will:

- Promote positive behaviour
- Use preventative strategies
- Follow agreed procedures
- Record incidents promptly

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**15. Monitoring and Review**

This policy will be reviewed:

- Annually
- Following significant incidents
- Following legislative change
- After safeguarding reviews

Monitoring will include:

- Incident analysis
- Parent feedback
- Staff reflection
- SEND reviews
- Risk assessment updates

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**Appendices – see p13**

# Appendices
# for Behaviour and Positive Handling

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## **Appendix A:** Positive Handling Incident Form

**Sandy Lane Nursery and Forest School**

**Positive Handling/Restrictive Intervention Incident Form**

**Confidential Record – To be completed as soon as possible after the incident**

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**SECTION 1 – CHILD DETAILS**

**Child's Name:** _____

**Date of Birth:** _____

**Room/Group/Key Person:** _____

**SEND/EHCP/Additional Needs:**
☐ Yes
☐ No

If yes, details:

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---

**Existing Support Plan in Place:**
☐ Behaviour Support Plan
☐ Positive Handling Plan
☐ Risk Assessment
☐ SEND Support Plan
☐ Other: _____

---

**SECTION 2 – INCIDENT DETAILS**

**Date of Incident:** _____

**Day:** _____

**Time Started:** _____

**Time Ended:** _____

**Duration:** _____

**Location:**
☐ Nursery Room
☐ Outdoor Area
☐ Forest School Area
☐ Woodland
☐ Fire Circle Area

☐ Tool Area
☐ Transition Space
☐ Other: _____

**Staff Leading Response:**

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**Additional Staff Present:**

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**Witnesses (staff/children/visitors):**

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**SECTION 3 – ANTECEDENTS/TRIGGERS**

What happened immediately before the incident?

Tick all that apply:

☐ Transition change
☐ Conflict with peer
☐ Frustration
☐ Communication difficulty
☐ Waiting/delay
☐ Sensory overload
☐ Demand placed
☐ Change in routine
☐ Environmental factor
☐ Fatigue
☐ Hunger/thirst
☐ Outdoor risk behaviour
☐ Tool use concern
☐ Fire circle concern
☐ Absconding attempt
☐ Unknown

Details:

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**SECTION 4 – PRESENTING BEHAVIOUR**

Tick all observed behaviours:

☐ Attempted absconding
☐ Running toward hazard
☐ Hitting

☐ Kicking
☐ Biting
☐ Scratching
☐ Throwing objects
☐ Damage to property
☐ Self-injury
☐ Head banging
☐ Climbing unsafe area
☐ Entering restricted area
☐ Unsafe use of equipment
☐ Aggression to peers
☐ Aggression to adults
☐ Emotional distress
☐ Other:

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**SECTION 5 – DE-ESCALATION ATTEMPTED BEFORE INTERVENTION**

Tick all strategies used:

☐ Verbal reassurance
☐ Co-regulation
☐ Redirection
☐ Distraction
☐ Choice offered
☐ Reduced language
☐ Visual support
☐ Sensory support
☐ Change of environment
☐ Removal of audience
☐ Safe space offered
☐ Movement break
☐ Key adult support
☐ Risk reduction
☐ Other:

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Were de-escalation strategies successful?

☐ Fully
☐ Partially
☐ No

Details:

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**SECTION 6 – POSITIVE HANDLING/RESTRICTIVE INTERVENTION USED**

**Reason intervention was necessary:**

☐ Prevent injury to child
☐ Prevent injury to others
☐ Prevent serious damage
☐ Prevent access to hazard
☐ Prevent absconding
☐ Immediate safety risk
☐ Forest School environmental risk
☐ Other:

---

**Type of intervention used:**

☐ Physical guidance
☐ Protective escort
☐ Blocking movement
☐ Separation for safety
☐ Holding for immediate safety
☐ Environmental restriction
☐ Other:

---

Describe precisely what happened:

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Was the intervention:

**Necessary?** ☐ Yes ☐ No
**Proportionate?** ☐ Yes ☐ No
**Minimum force used?** ☐ Yes ☐ No
**Stopped immediately when safe?** ☐ Yes ☐ No

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**SECTION 7 – OUTCOME**

How did the incident end?

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Child's emotional presentation afterwards:

☐ Calm
☐ Distressed

☐ Tearful
☐ Withdrawn
☐ Regulated
☐ Sleeping
☐ Engaged in play
☐ Other:

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**SECTION 8 – INJURIES / MEDICAL**

Any injury to child?

☐ No
☐ Yes

Details:

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First Aid given?

☐ Yes
☐ No

By whom:

---

Any injury to staff?

☐ No
☐ Yes

Details:

---

Body map completed?

☐ Yes
☐ No
☐ Not required

Medical attention required?

☐ No
☐ GP
☐ Minor Injury Unit
☐ Hospital
☐ Emergency Services

---

**SECTION 9 – PARENT/CARER COMMUNICATION**

Parent informed?

☐ Yes
☐ No

Date: _____

Time: _____

Method:

☐ Telephone
☐ Face to Face
☐ Email
☐ Written Report
☐ Other:

Parent response:

Staff member informing parent:

**SECTION 10 – FOLLOW UP ACTIONS**

Required actions:

☐ Review Behaviour Support Plan
☐ Review Risk Assessment
☐ Create Positive Handling Plan
☐ SEND review
☐ Environmental changes
☐ Forest School risk review
☐ Staff reflection meeting
☐ Safeguarding review
☐ DSL discussion
☐ External agency involvement
☐ Training identified
☐ No further action

Details:

**SECTION 11 – SAFEGUARDING REVIEW**

Does incident raise safeguarding concerns?

☐ No
☐ Yes

If yes, action taken:

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Was DSL informed?

☐ Yes
☐ No
☐ Not required

Date: _____

---

**SECTION 12 – SIGNATURES**

**Staff Completing Form**

Name: _____

Role: _____

Signature: _____

Date: _____

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**Manager/Senior Review**

Reviewed by: _____

Role: _____

Date Reviewed: _____

Further action required:

☐ Yes
☐ No

Comments:

---

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Signature: _____

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**Post-Incident Reflection Checklist**

☐ Child voice considered (where developmentally appropriate)
☐ Prevention strategies reviewed
☐ Triggers identified
☐ Restrictive intervention reduced wherever possible
☐ Family involved
☐ Patterns monitored
☐ Equality/SEND implications reviewed
☐ Policy followed
☐ Recorded in incident log

## **Appendix B:** Individual Behaviour Support Plan Template

**Sandy Lane Nursery and Forest School**

**Individual Behaviour Support Plan (IBSP)**

**Confidential Document**
*To be completed where a child requires additional support for emotional regulation, behaviour, safety, communication, social interaction or risk management.*

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**SECTION 1 – CHILD INFORMATION**

**Child's Name:** _____

**Date of Birth:** _____

**Room/Group:** _____

**Key Person:** _____

**Plan Start Date:** _____

**Review Date:** _____

**Person Completing Plan:** _____

**Parent/Carer(s):** _____

**Other Professionals Involved:**

☐ SENDCo
☐ Health Visitor
☐ Speech and Language Therapist
☐ Educational Psychologist
☐ Family Support Worker
☐ Social Care
☐ Other: _____

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**SECTION 2 – CHILD PROFILE**

**Child Strengths, Interests and Motivators**

What does the child enjoy? What helps them feel safe, successful and engaged?

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Examples may include:

☐ Outdoor play
☐ Forest School activities
☐ Construction play
☐ Water play
☐ Books
☐ Music
☐ Sensory activities
☐ Movement
☐ Quiet spaces
☐ Adult attention
☐ Visual supports
☐ Other:

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**Child Voice/Family Voice**

What is important to the child and family?

Child voice (where developmentally appropriate):

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Family views:

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**SECTION 3 – PRESENTING NEEDS**

Reason for support plan:

☐ Emotional regulation difficulties
☐ Aggression towards others
☐ Self-injurious behaviour
☐ Unsafe risk-taking
☐ Running/absconding
☐ Distress during transitions
☐ Communication difficulties
☐ Sensory needs
☐ Anxiety
☐ Peer interaction difficulties
☐ Forest School safety concerns
☐ Property damage
☐ Behaviour linked to SEND
☐ Other:

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Describe concerns:

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**SECTION 4 – KNOWN TRIGGERS/ANTECEDENTS**

What situations increase risk or dysregulation?

Tick all that apply:

☐ Changes in routine
☐ Waiting
☐ Noise levels
☐ Crowded environments
☐ Demands placed
☐ Transitions
☐ Peer conflict
☐ Sensory overload
☐ Hunger/tiredness
☐ Communication breakdown
☐ Unstructured times
☐ Separation from adult
☐ Outdoor hazards
☐ Fire in Forest School
☐ Tool sessions
☐ Weather changes
☐ Unknown triggers

Other:

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Describe patterns:

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**SECTION 5 – EARLY WARNING SIGNS**

How do adults know the child may be becoming dysregulated?

Examples:

☐ Pacing
☐ Withdrawal
☐ Increased movement
☐ Crying
☐ Refusal

☐ Shouting
☐ Covering ears
☐ Running away
☐ Throwing objects
☐ Hitting
☐ Repetitive behaviour
☐ Climbing
☐ Changes in speech
☐ Physical tension

Child-specific indicators:

**SECTION 6 – PREVENTION AND SUPPORT STRATEGIES**

**Universal Support**

What should all staff do?

☐ Use calm voice
☐ Reduce language
☐ Offer choices
☐ Visual timetable
☐ Prepare transitions
☐ Sensory regulation opportunities
☐ Extra processing time
☐ Predictable routine
☐ Outdoor regulation activities
☐ Key adult support
☐ Positive reinforcement
☐ Forest School access

Other:

**Targeted Strategies**

Specific supports for this child:

**Regulation Supports Available**

☐ Quiet area
☐ Sensory resources
☐ Weighted items (if agreed)
☐ Movement break
☐ Outdoor time
☐ Safe retreat space
☐ Adult co-regulation
☐ Water play
☐ Nature activities
☐ Deep pressure support (where assessed and agreed)
☐ Other:

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**SECTION 7 – RISK BEHAVIOURS AND SAFETY**

Risk behaviour observed:

☐ Hitting
☐ Kicking
☐ Biting
☐ Throwing objects
☐ Running off
☐ Climbing unsafe areas
☐ Accessing hazards
☐ Unsafe tool use
☐ Fire circle risk
☐ Self-harm behaviour
☐ Head banging
☐ Damage to property
☐ Aggression to peers
☐ Aggression to adults
☐ Other:

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Risk level:

☐ Low
☐ Medium
☐ High

Describe risk:

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**SECTION 8 – DE-ESCALATION PLAN**

When early signs appear staff should:

Step 1:

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Step 2:

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Step 3:

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Step 4:

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Strategies NOT to use:

☐ Raised voice
☐ Public correction
☐ Crowding child
☐ Physical prompting unless necessary
☐ Sudden demands
☐ Removing regulation items
☐ Other:

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**SECTION 9 – POSITIVE HANDLING/SAFETY RESPONSE**

Complete only where required.

Has a positive handling response been identified?

☐ No
☐ Yes

If yes:

Possible circumstances:

☐ Immediate risk of injury
☐ Absconding risk
☐ Access to hazards
☐ Forest School danger
☐ Serious aggression
☐ Serious self-injury

Approved responses:

☐ Physical guidance
☐ Protective escort
☐ Blocking movement

☐ Separation for safety
☒ Restrictive intervention only as last resort

Description:

Restrictive intervention must only be used where lawful, necessary, proportionate and for the shortest time required.

**SECTION 10 – ENVIRONMENTAL ADJUSTMENTS**

Adjustments agreed:

☐ Reduced stimulation area
☐ Additional adult support
☐ Smaller group sessions
☐ Visual boundaries
☐ Seating adaptations
☐ Transition support
☐ Modified Forest School participation
☐ Alternative tool access
☐ Timetable changes
☐ Sensory supports

Details:

**SECTION 11 – FAMILY AGREEMENT**

Parent/Carer contributions:

Strategies used successfully at home:

Parents informed that restrictive intervention may only be used in emergency safety situations:

☐ Yes
☐ No

**SECTION 12 – REVIEW AND MONITORING**

Monitoring methods:

☐ ABC records
☐ Incident forms
☐ Observation notes
☐ Behaviour tracking
☐ Parent meetings
☐ SEND review
☐ Risk assessments

Success indicators:

☐ Reduced incidents
☐ Improved regulation
☐ Improved transitions
☐ Reduced risk behaviour
☐ Increased engagement
☐ Improved peer interaction

Targets:

1. _____
2. _____
3. _____

_____

**SECTION 13 – SIGNATURES**

**Staff completing Individual Behaviour Support Plan**

Name: _____

Role: _____

Signature: _____

Date: _____

---

**SENDCo**

Name: _____

Role: _____

Signature: _____

Date: _____

---

**Parent/Carer**

Name: _____

Signature: _____

Date: _____

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**Review Outcome**

Date Reviewed: _____

☐ Continue plan
☐ Amend plan
☐ Escalate support
☐ Close plan
☐ Refer to external services

Review notes:

---

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## **Appendix C:** Forest School Risk Behaviour Assessment

**Sandy Lane Nursery and Forest School**

**Forest School Risk Behaviour Assessment**

**Confidential Document**
*To be completed for children whose behaviour, emotional regulation or additional needs may increase risk within Forest School provision*.

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**SECTION 1 – CHILD DETAILS**

**Child's Name:** _____

**Date of Birth:** _____

**Room/Group:** _____

**Key Person:** _____

**Assessment Completed By:** _____

**Role:** _____

**Date Completed:** _____

**Review Date:** _____

---

**SECTION 2 – RELEVANT INFORMATION**

**SEND/Medical/Additional Needs**

☐ Autism
☐ ADHD
☐ Speech & Language Needs
☐ Sensory Processing Needs
☐ SEMH Needs
☐ Physical Needs
☐ Developmental Delay
☐ Medical Condition
☐ Trauma/Attachment Considerations
☐ EHCP
☐ Other:

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Details:

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**Relevant Support Plans**

☐ Individual Behaviour Support Plan
☐ Positive Handling Plan
☐ Risk Assessment
☐ SEND Support Plan
☐ Healthcare Plan
☐ Safeguarding Plan
☐ Other:

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**SECTION 3 – FOREST SCHOOL ACTIVITIES ACCESSED**

Tick all relevant activities:

☐ Woodland exploration
☐ Climbing
☐ Loose parts play
☐ Fire circle sessions
☐ Tool use
☐ Rope activities
☐ Mud/water play
☐ Den building
☐ Nature walks
☐ Outdoor cooking
☐ Tree swings/hammocks
☐ Open field play
☐ Sensory exploration
☐ Animal encounters
☐ Other:

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**SECTION 4 – IDENTIFIED RISK BEHAVIOURS**

Tick all behaviours that may create additional risk outdoors:

☐ Running off/absconding
☐ Climbing unsafe heights
☐ Unsafe tool handling
☐ Entering fire circle unsafely
☐ Throwing objects/tools
☐ Aggression to peers
☐ Aggression to adults
☐ Lack of danger awareness
☐ Impulsive behaviour
☐ Unsafe water play
☐ Hiding from adults

☐ Removing clothing/footwear
☐ Difficulty following boundaries
☐ Oral sensory seeking (putting objects in mouth)
☐ Self-injurious behaviour
☐ Emotional dysregulation
☐ Refusal during transitions
☐ Unsafe interaction with wildlife
☐ Other:

Describe observed concerns:

**SECTION 5 – KNOWN TRIGGERS/RISK FACTORS**

Tick all known triggers:

☐ Transitions
☐ Waiting
☐ Loud noise
☐ Group activities
☐ Unstructured time
☐ Weather conditions
☐ Clothing discomfort
☐ Sensory overload
☐ Demands placed
☐ Change in routine
☐ Conflict with peers
☐ Tool sessions
☐ Fire lighting
☐ Fatigue
☐ Hunger/thirst
☐ Anxiety
☐ Unknown triggers

Other:

Describe patterns:

**SECTION 6 – ENVIRONMENTAL HAZARDS**

Identify hazards relevant to this child:

| Hazard | Risk Level | Control Measures |
|---|---|---|
| Uneven ground | ☐ Low ☐ Med ☐ High | _____ |
| Trees/climbing | ☐ Low ☐ Med ☐ High | _____ |
| Fire circle | ☐ Low ☐ Med ☐ High | _____ |
| Tools | ☐ Low ☐ Med ☐ High | _____ |
| Water/mud | ☐ Low ☐ Med ☐ High | _____ |
| Boundaries/gates | ☐ Low ☐ Med ☐ High | _____ |
| Loose materials | ☐ Low ☐ Med ☐ High | _____ |
| Rope activities | ☐ Low ☐ Med ☐ High | _____ |
| Wildlife/plants | ☐ Low ☐ Med ☐ High | _____ |
| Outdoor cooking | ☐ Low ☐ Med ☐ High | _____ |
| Weather conditions | ☐ Low ☐ Med ☐ High | _____ |
| Other: _____ | ☐ Low ☐ Med ☐ High | _____ |

---

**SECTION 7 – EARLY WARNING SIGNS**

How do adults know the child may be becoming dysregulated outdoors?

☐ Increased movement
☐ Running
☐ Climbing
☐ Shouting
☐ Withdrawal
☐ Crying
☐ Throwing items
☐ Refusal
☐ Fixation on hazards
☐ Pacing
☐ Physical aggression
☐ Unsafe sensory seeking
☐ Other:

---

Child-specific signs:

---

**SECTION 8 – PREVENTION STRATEGIES**

**Universal Strategies**

All adults should:

☐ Use calm consistent language
☐ Reinforce boundaries visually
☐ Maintain predictable routines
☐ Use visual cues
☐ Provide transition warnings
☐ Offer movement opportunities
☐ Keep child within supervision range
☐ Use smaller groups
☐ Allow regulation breaks
☐ Provide sensory supports
☐ Use child's interests to engage
☐ Position adults strategically outdoors

Other:

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**Individual Strategies**

Specific approaches for this child:

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**SECTION 9 – SUPERVISION AND STAFFING**

Recommended supervision:

☐ Standard supervision
☐ Enhanced observation
☐ Key adult support
☐ Small group only
☐ 1:1 supervision required during specific activities

Specific activities requiring additional support:

☐ Fire circle
☐ Tool use
☐ Boundary transitions
☐ Woodland exploration
☐ Water activities
☐ Climbing

Details:

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**SECTION 10 – DE-ESCALATION PLAN**

When early signs appear adults should:

Step 1:

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Step 2:

---

Step 3:

---

Step 4:

---

Strategies to avoid:

☐ Raised voices
☐ Crowding child
☐ Public correction
☐ Sudden physical prompting
☐ Removing regulation supports
☐ Long verbal instructions

Other:

---

---

**SECTION 11 – SAFETY RESPONSE/POSITIVE HANDLING**

Complete only if required.

Potential emergency situations:

☐ Running towards road
☐ Entering unsafe woodland area
☐ Unsafe fire interaction
☐ Unsafe tool use
☐ Physical aggression
☐ Serious self-injury
☐ Climbing unsafe height
☐ Water hazard risk

Approved responses:

☐ Verbal direction
☐ Physical guidance
☐ Protective escort
☐ Blocking access to danger
☐ Separation for immediate safety
☒ Restrictive intervention only as last resort

Details:

---

---

Any restrictive intervention must be:

- Lawful
- Necessary
- Proportionate
- The minimum force required
- Used only for the shortest possible time

---

**SECTION 12 – EMERGENCY PROCEDURES**

If child absconds or is missing:

☐ Follow missing child procedure
☐ Inform Forest School Lead immediately
☐ Secure remaining children
☐ Initiate search procedure
☐ Inform senior leadership
☐ Contact parents if required
☐ Contact emergency services if necessary

Meeting point:

---

Emergency contacts available:

☐ Yes
☐ No

---

**SECTION 13 – PARENT/CARER CONTRIBUTIONS**

Parent/carer views:

---

---

Successful strategies used at home/outdoors:

---

---

Parents informed of Forest School risks and safety procedures:

☐ Yes
☐ No

**SECTION 14 – REVIEW AND MONITORING**

Monitoring methods:

☐ Incident forms
☐ Observation records
☐ Behaviour tracking
☐ Staff reflection
☐ Parent meetings
☐ SEND review

Success indicators:

☐ Improved safety awareness
☐ Reduced incidents
☐ Increased engagement
☐ Improved regulation outdoors
☐ Safer participation in Forest School

Review notes:

---

---

**SECTION 15 – SIGNATURES**

**Forest School Behaviour Risk Assessment Completed By**

Name: _____

Role: _____

Signature: _____

Date: _____

---

**Forest School Lead**

Name: _____

Signature: _____

Date: _____

---

**SENDCo/Manager**

Name: _____

Signature: _____

Date: _____

---

**Parent/Carer**

Name: _____

Signature: _____ Date: _____

## **Appendix D:** Restrictive Intervention Review Form

**Sandy Lane Nursery and Forest School**

**Restrictive Intervention Review Form**

**Confidential Record**
*To be completed following any incident involving restrictive intervention, use of reasonable force, repeated positive handling incidents, significant safety event, or where review is required under individual support arrangements.*

**This review should normally be completed within 48 hours of the incident and used to identify learning, prevention strategies and reduction of future restrictive intervention.**

---

**SECTION 1 – CHILD DETAILS**

**Child's Name:** _____

**Date of Birth:** _____

**Room/Group:** _____

**Key Person:** _____

**SEND Status:**

☐ No identified SEND
☐ SEND Support
☐ EHCP
☐ Under assessment
☐ Other: _____

---

**SECTION 2 – INCIDENT INFORMATION**

**Date of Incident:** _____

**Time:** _____

**Location:**

☐ Nursery Room
☐ Outdoor Area
☐ Forest School Site
☐ Woodland Area
☐ Fire Circle
☐ Tool Area
☐ Transition Space
☐ Other:

---

**Incident Form Reference Number: _____**

**Staff Involved:**

**Witnesses:**

---

---

**SECTION 3 – SUMMARY OF INCIDENT**

Brief description of incident:

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---

---

Behaviour presented:

☐ Running/absconding
☐ Aggression towards peers
☐ Aggression towards adults
☐ Self-injury
☐ Unsafe climbing
☐ Tool misuse
☐ Fire circle risk
☐ Property damage
☐ Severe emotional distress
☐ Other:

---

---

**SECTION 4 – RESTRICTIVE INTERVENTION USED**

Reason intervention was necessary:

☐ Prevent injury to child
☐ Prevent injury to others
☐ Prevent serious damage
☐ Prevent access to hazard
☐ Immediate safety concern
☐ Forest School environmental risk
☐ Absconding risk
☐ Other:

---

Type used:

☐ Physical guidance
☐ Protective escort
☐ Blocking movement
☐ Separation for safety

☐ Holding for immediate safety
☐ Environmental restriction
☐ Other:

---

Duration:

---

---

**SECTION 5 – LEGALITY AND PROPORTIONALITY CHECK**

Was the intervention:

| Question | Yes | No |
|---|---|---|
| Necessary to prevent harm? | ☐ | ☐ |
| Reasonable in the circumstances? | ☐ | ☐ |
| Proportionate to risk presented? | ☐ | ☐ |
| Minimum force used? | ☐ | ☐ |
| Shortest duration possible? | ☐ | ☐ |
| Ended immediately when safe? | ☐ | ☐ |
| Child dignity maintained? | ☐ | ☐ |
| De-escalation attempted first (where safe)? | ☐ | ☐ |

If any answer is **No**, provide details:

---

---

---

**SECTION 6 – DE-ESCALATION REVIEW**

Strategies attempted before intervention:

☐ Verbal reassurance
☐ Co-regulation
☐ Redirection
☐ Choice making
☐ Visual support
☐ Sensory support
☐ Safe space offered
☐ Reduced demands
☐ Environmental adjustment
☐ Adult changeover
☐ Movement opportunity

☐ Outdoor regulation activity
☐ Other:

What worked?

What did not work?

**SECTION 7 – CHILD IMPACT REVIEW**

How did the child present after the incident?

☐ Calm
☐ Tearful
☐ Distressed
☐ Withdrawn
☐ Regulated
☐ Engaged in play
☐ Tired
☐ Angry
☐ Other:

Was child voice sought (developmentally appropriate)?

☐ Yes
☐ No
☐ Not appropriate

Child views:

**SECTION 8 – INJURY/WELFARE REVIEW**

Any injury to child?

☐ No
☐ Yes

Details:

Any injury to staff?

☐ No
☐ Yes

Details:

---

Medical support required?

☐ No
☐ First Aid
☐ GP
☐ Minor Injury Unit
☐ Hospital
☐ Emergency Services

Body map completed?

☒ Yes
☐ No
☐ Not required

---

**SECTION 9 – PATTERN ANALYSIS**

Has this child previously experienced restrictive intervention?

☐ No previous incidents
☐ First incident
☐ Repeated incidents identified

Number of incidents this term:

---

Emerging themes:

☐ Transitions
☐ Peer conflict
☐ Sensory needs
☐ Communication difficulties
☐ Outdoor risks
☐ Fire circle activity
☐ Tool use
☐ Anxiety
☐ Demand avoidance
☐ Environmental factors
☐ Fatigue
☐ Unknown

Details:

---

---

---

**SECTION 10 – ACTIONS TO REDUCE FUTURE INTERVENTION**

Tick all actions agreed:

☐ Update Behaviour Support Plan
☐ Review Forest School Risk Assessment
☐ Update Positive Handling Plan
☐ SEND review meeting
☐ Parent meeting
☐ Additional observation
☐ Environmental changes
☐ Increase regulation support
☐ Adapt transitions
☐ Additional visual supports
☐ Staff reflection session
☐ Training identified
☐ Referral for specialist advice
☐ Review staffing ratios
☐ Safeguarding review
☐ No further action

Details:

---

---

---

**SECTION 11 – SAFEGUARDING REVIEW**

Did incident raise safeguarding concerns?

☐ No
☐ Yes

If yes:

---

Was DSL informed?

☐ Yes
☐ No
☐ Not required

Further safeguarding action:

☐ None
☐ Internal review
☐ Monitoring
☐ External consultation
☐ Referral made

**SECTION 12 – PARENT COMMUNICATION**

Parent/carer informed?

☐ Yes
☐ No

Date: _____

Method:

☐ Face to Face
☐ Telephone
☐ Email
☐ Written Report

Parent response:

**SECTION 13 – REVIEW OUTCOME**

Outcome:

☐ Incident closed
☐ Monitor only
☐ Amend support plan
☐ New risk assessment required
☐ Escalate support
☐ Multi-agency discussion required

Next review date:

Lead person responsible:

**SECTION 14 – SIGNATURES**

**Staff completing Restrictive Intervention Review Form**

Name: _____

Role: _____

Signature: _____

Date: _____

---

**Headteacher Review**

Name: _____

Role: _____

Signature: _____

Date: _____

---

**SENDCo Review**

Name: _____

Signature: _____

Date: _____

---

**Parent/Carer Discussion Recorded**

☐ Yes
☐ No

Name: _____

Signature: _____

Date: _____

---

**Post-Review Quality Assurance Checklist**

☐ Incident record completed
☐ Child welfare reviewed
☐ Injuries checked
☐ Parent informed
☐ Child voice considered
☐ Patterns analysed
☐ Restrictive intervention reduction considered
☐ Alternative strategies identified
☐ Support plans updated where needed
☐ Safeguarding considered
☐ Equality and SEND implications reviewed

## **Appendix E:** Parent Notification Template

**Sandy Lane Nursery and Forest School**

**Parent/Carer Notification Form**

**Positive Handling/Restrictive Intervention Incident**

**Confidential Record**
*This form is used to inform parents/carers following an incident where positive handling, restrictive intervention or use of reasonable force was necessary to maintain safety*.

**Nursery Statement**

Sandy Lane Nursery and Forest School is committed to using positive behaviour approaches, co-regulation and preventative strategies. Restrictive intervention is used only when necessary to maintain immediate safety and only where lawful, proportionate and for the shortest possible time.

---

**CHILD DETAILS**

**Child's Name:** _____

**Date of Birth:** _____

**Room/Group:** _____

**Date of Incident:** _____

**Time of Incident:** _____

**Location of Incident:**

☐ Nursery Room
☐ Outdoor Area
☐ Forest School Site
☐ Woodland Area
☐ Fire Circle
☐ Tool Area
☐ Transition Area
☐ Other:

---

---

**SUMMARY OF INCIDENT**

Brief description of what happened:

---

---

**REASON INTERVENTION WAS REQUIRED**

The intervention was necessary to:

☐ Prevent injury to your child
☐ Prevent injury to another child/adult
☐ Prevent access to danger or hazard
☐ Prevent absconding / running into unsafe area
☐ Prevent serious damage
☐ Maintain immediate safety
☐ Forest School environmental safety concern
☐ Other:

**SUPPORT STRATEGIES USED BEFORE INTERVENTION**

The following strategies were attempted:

☐ Verbal reassurance
☐ Co-regulation
☐ Redirection
☐ Choice offered
☐ Reduced language
☐ Sensory support
☐ Safe space offered
☐ Movement break
☐ Adult support
☐ Environmental adjustment
☐ Other:

**TYPE OF SUPPORT/INTERVENTION USED**

☐ Physical guidance
☐ Protective escort
☐ Blocking access to danger
☐ Separation for immediate safety
☐ Holding for immediate safety
☐ Environmental restriction
☐ Other:

**Duration (if known):** _____

The intervention ended as soon as the situation became safe.

---

**CHILD WELFARE FOLLOWING INCIDENT**

After the incident your child was:

☐ Calm
☐ Tearful
☐ Distressed
☐ Re-engaged in play
☐ Resting
☐ Supported by familiar adult
☐ Other:

---

Any injury noted?

☐ No injury observed
☐ Minor injury observed
☐ First aid provided
☐ Medical advice sought

Details:

---

---

---

**ACTIONS FOLLOWING INCIDENT**

☐ Incident recorded internally
☐ Behaviour support reviewed
☐ Risk assessment reviewed
☐ SEND support considered
☐ Forest School risk review completed
☐ Monitoring to continue
☐ Parent meeting offered
☐ Further review planned

Additional information:

---

---

---

**PARENT/CARER DISCUSSION**

Summary of discussion:

Parent views/comments:

**STAFF COMPLETING NOTIFICATION**

Name: _____

Role: _____

Signature: _____

Date: _____

**PARENT/CARER ACKNOWLEDGEMENT**

I confirm that I have been informed that a positive handling/restrictive intervention incident occurred and have had the opportunity to discuss this with staff.

Name: _____

Relationship to Child: _____

Signature: _____

Date: _____

☐ Copy provided to parent/carer