



**Tettenhall
Wood
School**

Appropriate Interaction Policy

Date adopted by the Governing Body:	28.2.19
Date of policy review:	February 2022

1. VISION

The School's vision is to be a highly effective school community that inspires learners to achieve independent and fulfilled lives through relevant and aspirational practice.

2. CONTEXT

This policy is designed to provide practical safeguards and guidelines for the use of appropriate interactions at Tettenhall Wood School. It is designed to clarify expectations of what we consider to be appropriate interaction between staff and pupils. Interactions include physical contact as well as none physical contact. These interactions occur in all areas of school life, and reflect our values:

- Everyone is treated with dignity, respect and is of equal worth.
- School is a caring, safe, structured and optimistic environment in which pupils and staff expectations are high.
- Pupils have access to a total communication environment that allows for appropriate interactions and the development of choice making and independence.
- The spiritual, moral, physical and emotional wellbeing of pupils is promoted so that all feel secure, valued, and confident and develop a positive self-image.
- We provide all pupils with equality of opportunity that includes experiences of different religions and cultures whilst meeting their ethnic and cultural needs.
- The curriculum is stimulating, engaging, and creative and personalised so pupils can reach their full potential.
- We ensure pupils acquire the knowledge, skills and confidence which will enable them to lead as full, interesting and independent lives as possible.
- We provide pupils with access to appropriate experiences within a variety of inclusive settings that enables them the opportunity to reach their potential both educationally and socially.
- Parents, carers, professionals and other colleagues are welcome into school and we promote working together to support the education and wellbeing of pupils.
- Staff have access to appropriate continuing professional development opportunities to ensure we are continuing to improve our expertise and meet the needs of each pupil.
- We share good practice, expertise and support pupils and professionals in other educational establishments.

3. WORKING PRACTICE

At all times staff should work within the following parameters:

- Staff should be knowledgeable about the importance of appropriate interactions
- Pupils should give consent for interactions to occur where possible. Staff should also allow opportunities for pupils to initiate interactions themselves and these to form the basis of interactions
- Respect should be given to both a pupil's chronological and developmental age when determining appropriate interactions. The individual situation should also be considered, particularly the emotional state of the pupil at the time.
- Staff should be open and transparent with regard to the use of interactions. Physical interactions should not be hidden away and staff should feel confident to discuss this with colleagues.

Working Practice (continued)

- Staff should safeguard pupils and themselves: having another member of staff present where possible, not shutting/locking doors and being aware of what constitutes inappropriate contact.
- Staff should be aware of the negative consequences of openly rejecting a pupil's interactions and should seek to divert or distract in situations where it is deemed inappropriate for the interactions to occur e.g. a pupil trying to sit on a staff member's knee.
- Should a child consistently initiate inappropriate interaction, staff should inform the Head Teacher or Deputy Head Teacher as a concern.

The guidelines cannot cover all situations we meet in school, but give examples of positive interactions and also inappropriate behaviour. By following the agreed principles staff avoid any contact being misinterpreted.

Although the guidelines are often specific, there are issues for all staff to consider, which have impact on the relationships we build with our pupils.

Communication		
Reason for contact	Appropriate interaction	Inappropriate interaction
Greeting / saying goodbye to pupils	Touching hand or face if part of an agreed communication programme. Verbal/signed greeting. Waving Shaking hands. Making, but not insisting on eye contact. Avoiding over familiar language. Using child's given name. Touching shoulder. Using photos/symbols. With younger children, receiving pupil-initiated hug or turning face from pupil's kiss to cheek.	Reciprocating pupil-initiated kiss. Sitting pupil on staff knee. Initiating hug, kiss. Using own abbreviation of pupil's name or nickname. Over prompting, e.g., "say good morning then" Not paying attention to pupils Chatting over pupils
Giving an instruction	Touching face or hand to get attention as part of agreed communication programme. Leading by the hand. Using team teach 'caring C' Using visual prompts alongside verbal language. Visual demonstration. Hand on hand prompt. Using clear, simple language. Emphasising the positive - "walk" rather than "don't run". Being aware of child's level of receptive language. Gaining attention prior to giving instruction.	Over prompting, including use of physical force, pulling or pushing. Shouting, unless in an emergency. Demanding. Rudeness. Using overcomplicated language. Confrontation.

	Giving pupil time to assimilate instruction.	
Reprimanding pupils	<p>Describing consequences of actions.</p> <p>Maintaining calm attitude.</p> <p>Using verbal reprimand.</p> <p>Only team-teach procedures.</p> <p>Labelling behaviour, not pupil.</p> <p>Giving positive direction.</p> <p>Giving clear and simple explanation of inappropriate behaviour.</p> <p>Allowing pupils to develop awareness that their behaviour may evoke a range of responses in others, e.g. upset, anger, sadness etc.</p> <p>Being consistent.</p> <p>Firm voice – not shouting</p>	<p>Shouting.</p> <p>Emphasising negatives.</p> <p>Use of sarcasm.</p> <p>Threatening.</p> <p>Degrading pupils.</p> <p>Losing temper.</p> <p>Using aggressive body language, e.g. standing 'square on', or too close to students.</p> <p>Use of any physical intervention.</p>
Prompting to encourage a pupil to engage in an activity	<p>Showing enthusiasm.</p> <p>Providing visual clues.</p> <p>Using individual reward systems.</p> <p>Appropriate prompting, whether verbal, signed or pictorial.</p> <p>Modelling, demonstrating.</p> <p>Allowing time necessary for pupils to participate.</p> <p>Providing focused encouragement.</p> <p>Using agreed, appropriate physical prompts to encourage participation, e.g. hand on hand (coactive) prompt.</p> <p>Reinforcing what the pupil has done successfully.</p> <p>Praising through facial expression/body language and signs.</p> <p>Direct praising of good behaviour by name and what the behaviour was</p>	<p>Use of physical force.</p> <p>Threatening.</p> <p>Using overcomplicated language.</p> <p>Demanding.</p> <p>Giving unfocused praise, e.g. good boy/girl</p> <p>Praising pupils when they have not achieved success.</p> <p>Continuous praise where not applicable.</p>
Consoling a pupil who is upset	<p>Listening.</p> <p>Giving time and attention.</p> <p>Friendly arm round shoulder/side on – help hug.</p> <p>Hand holding.</p> <p>Acknowledging validity of pupil's emotions.</p> <p>Using minimal physical reassurance, being sensitive to pupil's reaction to touch.</p>	<p>Cuddling/hugging.</p> <p>Kissing.</p> <p>Sitting on staff knees.</p> <p>Too much physical contact – more than minimal physical reassurance.</p> <p>Physical contact between male/female staff/students needs careful consideration, e.g. not in one to one situation.</p>

	When possible, allowing pupil access to familiar adult. Considering distractions when appropriate.	Picking up/carrying pupils. Raising voice or using inappropriate language, e.g. "don't be silly".
Pupil causing physical harm to themselves	Use of Team Teach techniques to fulfil a duty of care Use of distraction and de-escalation strategies Use of minimum amount of force for the minimum amount of time Using appropriate and clear communication at the pupil's level of understanding Modelling alternative acceptable ways of gaining sensory feedback	Ignoring situation Using excessive force Involving excessive amount of staff or excessive levels of communication Ignoring sensory needs
Personal Care		
Reason for contact	Appropriate interaction	Inappropriate interaction
Toileting/ changing pupil's clothing Changing for swimming/PE	Allowing space and privacy. Encouraging independence. Supporting/guiding when needed. Explaining what you are going to do. Aiming to limit numbers of staff involved with individual students. Allowing sufficient time. Using appropriate language and terminology with older students. Helping discretely with clothing. Using cloth initially if pupil reluctant to wash hands. Ensuring dignity maintained. Where possible ensuring same sex adult. If possible allowing pupil to express preference for particular adult but also ensuring this is carefully planned for so that students do not become too reliant on one person. Having regard for pupil's health and hygiene. Ensuring changing takes place in appropriate areas. Helping pupils dry themselves effectively when needed.	Unnecessary undressing. Locked doors. Unnecessary handling. Unnecessary sustained contact with body. Mixed sex toileting KS2 and above. Standing over pupil. Use of excessive force. Male staff toileting/changing female pupils. Taking off clothes in public or near windows. Leaving pupil unclothed.

	<p>Wherever possible ensuring provision for same sex groups. Making reference to any intimate care plans.</p>	
<p>Movement and positioning</p>	<p>Following moving and handling procedures. Following team teach procedures. Alerting pupils before moving them. Explaining process in terms understandable to pupil, using objects/pictures of reference, signs and symbols.</p>	<p>Moving without dialogue. Pulling/pushing. Restraining. Positioning uncooperative child, e.g. in standing frame, without appropriate training and written guidance. Picking up or carrying pupils of any age unless in an emergency.</p>
<p>Administering first aid</p>	<p>Only qualified first-aider administering first aid unless in an emergency. Speaking reassuringly. Ensuring two members of staff when possible. Remaining calm. Consoling pupil appropriately. Ensuring dignity and privacy. Ensuring necessary precautions taken to avoid contamination with bodily fluids including use of physical intervention when no alternative.</p>	<p>Treating without explanation. Lifting/removing clothes in front of others. Sitting on lap to administer. Kissing better. Removing of clothes when pupil uncooperative.</p>
<p>Assisting pupil at meal times.</p>	<p>Encouraging independent feeding. Allowing pupil to make choices at an appropriate physical level. Using hand over hand prompts. Giving prompts using means appropriate to individual pupils. Using consistent feeding methods. Allowing separate tastes. Allowing sufficient time. Ensuring staff understand feeding issues relevant to individual pupils. Allowing pupil choice within agreed guidelines, taking into account parental views. Ensuring effective liaison if conflicting with pupil's views/tastes. Encouraging good table manners.</p>	<p>Rushing pupils. Putting food into pupil's mouth when they are refusing. Taking over and not allowing the pupil to feed themselves. Loading spoon with too much food. Ignoring pupil's responses. Holding conversation with other adults while feeding. Using any desensitisation programme without guidance from SLT. Threatening to withhold food. Throwing food away when children have not finished. Staff eating pupils' food e.g staff having leftovers off servery when pupils haven't been served.</p>

	<p>Giving time for children to eat</p> <p>Following guidelines from SLT.</p> <p>Providing seating/tables at an appropriate height.</p> <p>Ensuring any use of mechanical devices to be agreed by multidisciplinary team.</p>	
In the Environment		
Reason for contact	Appropriate interaction	Inappropriate interaction
Accompanying pupils to other areas of school	<p>Holding by the hand / linking arms/ friendly elbow as appropriate.</p> <p>Verbal/signed prompting to walk appropriately.</p> <p>Having regard for age-appropriate issues and specific mobility plans.</p> <p>Discuss what is happening to pupil, e.g. "now we're going to go to the hall "</p>	<p>Holding by the wrist, arm.</p> <p>Pulling/ pushing.</p> <p>Carrying.</p> <p>Moving pupil in a wheelchair without alerting them first.</p> <p>Dragging.</p> <p>Shouting instructions.</p> <p>Grabbing clothing, pulling on clothes, except in extreme emergency.</p>
Supporting physical activities.	<p>Following guidelines on manual handling plan.</p> <p>Supporting pupils in PE activities using appropriate, recognised physical supports.</p> <p>Encouraging independence with the least physical contact.</p> <p>Using hand and foot massage as part of a planned programme.</p> <p>Joining in and showing by example.</p> <p>Being aware of tactile defensiveness of some pupils.</p> <p>Offering experiences sensitively and at an appropriate pace.</p> <p>Using physical prompts to encourage reluctant pupil to engage in activities.</p>	<p>Lifting, carrying.</p> <p>Excessive physical intervention.</p> <p>Massage of areas other than hands and feet.</p>

Interactive Approaches	
to include: Intensive Interaction, Rebound Therapy, sensory integration approaches (Occupational Therapy), Physiotherapy approaches, massage, warm swim approaches. PECs	
<p>Suggested activities from OT plans etc</p> <p>Reasons for touch during interactive approach sessions:</p>	<ul style="list-style-type: none"> • To role model positive use of touch • To respond non-verbally • To direct or physically prompt • To give physical cues for participation or understanding • To respond to young people’s physical contact for communication and making social connections. • To encourage and motivate • To give the opportunity of choice to lead the communication. • To communicate warmth and a sense of shared experiences. • To create opportunities for positive interactions and promoting shared enjoyment of the experience • To develop positive relationships and positive interactions • To foster emotional wellbeing • To promote the fundamentals of communication for people at early communication levels.
<p>Touch Guidelines</p>	<ul style="list-style-type: none"> • There must be clarity and transparency in the issues of touch. Know and be able to explain why you are doing it. Areas to consider are: • Pupils that have specific plans as part of their Individual Education Plans should have these adhered when undertaking practices that could involve the use of touch. • Lesson plans should outline how close contact and interactions are organised in a lesson. • As far as possible, the young person involved should consent to any touch given and staff should be sensitive to any verbal and non-verbal communication they give that might indicate that they don’t want to be touched. • It is acceptable for pupils to touch each other whilst interacting and playing as would happen naturally for any child or young person. Attention should always be given to ensure both parties are happy with this.
<p>Safeguarding</p>	<p>Staff must be aware of potential hazards in respect of sexual issues:</p> <ul style="list-style-type: none"> • Staff must be sensitive to the danger of touch being misunderstood and triggering sexual arousal and must be alert to all feedback signals from the person they are working with. • The young people we support may occasionally inadvertently touch intimate parts of a member of staff’s body when there is no sexual intent or understanding. The member of staff should withdraw without giving significant negative feedback in this situation and the incident should be recorded and passed to the designated lead for Child Protection. • It is never appropriate for staff to touch a young person’s intimate body areas except as part of personal or medical care.

	<ul style="list-style-type: none">• If staff have any concerns regarding child protection issues when involved in interactions and situations involving close contact with pupils they should contact the designated lead for Child Protection.• If staff have any concerns regarding another staff member's interactions with a pupil they should refer this to the head teacher.
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4. LINKS TO POLICIES:

- Sex and Relationships Education
- Child Protection
- PSHE
- Positively Managing Behaviour
- Anti-bullying
- Communication and Interaction Policy

5. IMPLEMENTATION AND REVIEW

This policy will be reviewed in line with the school's annual review cycle.