



HAYDON SCHOOL

Care and Control Policy

(Incorporating Positive Physical Interventions)

Mission Statement

Haydon School is committed to the achievement of individual excellence, encouraging students to be creative and considerate, confident of their role in society and capable of rising to the challenges of a diverse and rapidly developing global economy.

Contents

- **Statement of Intent**
- **Legal Framework**
- **Roles and Responsibilities**
- **Definitions**
- **Positive Handling**
- **Reasonable Force**
- **Students with SEND**
- **Post Incident Support**
- **Reporting Incidents**
- **Complaints**
- **Safe Touch**
- **Monitoring and Reporting**

Appendices

A.Serious Incident Report Form

B.Risk Assessment Form

C.Physical Intervention Log

D.Strategies for dealing with challenging behaviour

Statement of intent

Here at Haydon, we strongly believe that it is important to establish a safe, secure and stable environment to enable students to grow, develop and learn. To achieve this, we recognise that, in certain circumstances, physical intervention, including safe touch and the use of reasonable force, is necessary.

Good personal and professional relationships between staff and students are vital to ensure good order in our school. It is recognised that the majority of students in Haydon School respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all students and staff in Haydon School. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

The school understands that behaviour is often a means of communication which may signal that a student is in need of support but does not know how to express this; therefore, the school takes a proactive approach to anticipating, managing and minimising potential triggers of distressed behaviour that may cause harm. This policy acknowledges that situations may arise in which staff members will be required to use physical intervention, and in some cases reasonable force, in order to handle students' emotions or aggressive behaviour when other measures have failed to do so.

The aim of this policy is to ensure that physical intervention is used in a correct and safe manner, which is in accordance with the relevant legislation and national guidance. Every effort will be made to ensure that all staff in our school clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and are provided with appropriate training to deal with these difficult situations.

Objectives of the Policy

- o To maintain the safety of students and staff
- o To prevent serious breaches of school discipline
- o To prevent serious damage to property

Individual members of staff should not be expected to use physical restraint. However, teaching staff should always operate with an appropriate 'Duty of Care'. They could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow the policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force, as outlined below in the positive handling definition, will only be used as a last resort when all other behaviour management strategies have failed or when students, staff or property are at risk.

Haydon School does not require parental consent to use force on a student

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- o Education Act 2011
- o Children Act 1989
- o Equality Act 2010

This policy has due regard to the following guidance:

- o DfE (2013) 'Use of reasonable force in schools'
- o DfE (2018) 'Working Together to Safeguard Children'
- o DfE (2022) 'Keeping children safe in education 2022'
- o HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'

This policy operates in conjunction with the following school policies:

- o Behaviour for Learning Policy
- o Allegations of Abuse Against Staff Policy
- o Special Educational Needs and Disabilities (SEND) Policy
- o Disciplinary Policy and Procedures
- o Complaints Procedures Policy
- o Staff Code of Conduct
- o Child Protection and Safeguarding Policy

2. Roles and responsibilities

2.1 The governing board is responsible for:

- o Monitoring the overall implementation of this policy.
- o Notifying the Head teacher that the Behaviour for Learning Policy should include the power to use reasonable force.

- o Evaluating on an annual basis instances of physical intervention to analyse how and when reasonable force is used and identify any trends.
- o Reviewing this policy on an annual basis.
- o Responding to any complaints, in liaison with the Head teacher, from students or parents regarding the use of reasonable force.

2.2 The Head teacher is responsible for:

- o Deciding whether members of staff require additional training to enable them to carry out their responsibilities, considering the needs of students.
- o Ensuring all members of staff understand the correct conduct in terms of positive handling.
- o Handling any allegations of abuse in line with the Allegations of Abuse Against Staff Policy.
- o Maintaining the records of the use of reasonable force and evaluating on a regular basis how reasonable force and physical intervention is used.
- o Ensuring that any member of staff who uses reasonable force completes the Physical Intervention Report Form.
- o Ensuring that the Behaviour for Learning Policy sets out the circumstances in which force might be used.
- o Responding to any complaints, in liaison with the governing board, from students or parents regarding the use of reasonable force.

2.3 The SENCO is responsible for:

- o Providing training to members of staff on how to handle the needs of students with SEND.
- o Ensuring staff understand how students with SEND may react differently to reasonable force.
- o Ensuring that staff understand the additional vulnerability of students with SEND or medical conditions.
- o Developing individual risk assessments for students with SEND or medical conditions that are agreed with the student's parents, and ensuring teaching staff are aware of these.
- o Ensuring that staff understand how reasonable force principles may need to be adapted for students with medical conditions.
- o Evaluating on a termly basis how reasonable force and physical intervention is used with regard to students with SEND, in collaboration with the Head teacher.

2.4 The DSL is responsible for:

- o Providing staff with annual reasonable force training where the Head teacher deems it necessary.

- o Ensuring all members of staff use reasonable force in accordance with this policy.
- o Reviewing this policy in liaison with the Head teacher and governing board.

2.5 Authorisation of staff:

- o All members of school staff have a legal power to use reasonable force.
- o The school will provide de-escalation strategies for all staff
- o Authorisation is not given to volunteers, students or parents.

Guidance will be given to all staff on use of reasonable force. No member of staff will be expected to undertake the use of positive physical intervention without appropriate guidance. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

2.6 Haydon School acknowledges that physical techniques are only a part of a comprehensive approach to behaviour management.

2.7 Haydon School will review its Behaviour Policy (Sixth form) and Behaviour for learning policy (Years 7-11) annually.

2.8 All training will include theory on at least the following:

- o De-escalation
- o Causes of challenging behaviour
- o Prevention strategies
- o Positive behaviour management
- o Risk assessment
- o Behaviour support planning
- o Debrief following incidents
- o The law regarding positive handling

2.9 Physical techniques are not treated in isolation and the school is committed to ensuring that as a result of incidents, learning opportunities are created for students that allow them to 'own' and take responsibility for their behaviour.

2.10 In addition, procedures are also in place to ensure that appropriate support is provided for staff and that following an incident student/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

2.11 All the techniques used take account of a young person's:

- o age
- o gender
- o level of physical, emotional and intellectual development
- o special needs
- o social context
- o Also, they provide a gradual, graded system of responses.

2.12 Where appropriate, risk assessments are written for individual students and where applicable these should be in addition to any Pastoral Support Plans and / or Student Passports.

2.13 Risk assessments need to be completed against each student when positive handling strategies may need to be used, in the context of the identified target behaviour(s) and environment(s) in which they occur. The assessment should identify the benefits and the risks associated with the strategies being proposed. Risk Assessment Form to be completed (Appendix 2)

3. Definitions

3.1 For the purposes of this policy, '**physical intervention**' is used to refer to any situation in which physical contact with a student is necessary – this includes reasonable force, e.g. to defuse a situation in which a student is at risk of harming themselves or others, and safe touch, e.g. comforting a student in emotional distress.

3.2 For the purposes of this policy, '**positive handling**' is defined as the overall, graduated approach of responding to students' behaviour and emotions with the intention of protecting students and staff, and limiting damage to others and property. Positive handling adapts the least intrusive intervention techniques in response to situations, before using gentle physical intervention and reasonable force as a last resort.

3.3 For the purposes of this policy, **'reasonable force'** is considered to refer to a broad range of actions that may be used to control or restrain a student to prevent that student from hurting themselves or others, from damaging property, or from causing disorder. Reasonable force covers force that is necessary and proportionate to the circumstances.

There are two key types of reasonable force:

- o **'Control'** – actions used in an attempt to direct a student's movements; this includes passive physical contact, e.g. standing between students or blocking a student's path, or active physical contact, e.g. leading a student out of a classroom by their arm.
- o **'Restraint'** – actions used in an attempt to physically bring a student under control. This type of force is typically used in more extreme circumstances, e.g. where two students are fighting and refuse to separate, causing staff to intervene to hold them back from one another physically.

3.4 For the purposes of this policy, **'safe touch'** is defined as physical contact which, if avoided, would be inhumane, unkind or cause distress to a student, e.g. where a student is significantly distressed and in need of physical comfort.

4. Positive handling

4.1 The principle of positive handling means that the school expects staff to assess whether the incident requiring a response can be resolved without physical intervention.

4.2 Where possible, the school implements an approach of prevention, where staff will be trained in recognising warning signs of severe pain or distress and/or aggressive behaviour, communicating empathetically with students displaying such signs to aid them in regulating their emotions, and altering their environment to minimise distressing stimuli.

4.3 Teaching staff will be aware of the behavioural patterns, medical conditions and levels of need of students in their class, and will ensure that incidents of disruptive or aggressive behaviour in the classroom are handled in line with individual students' needs.

4.4 Staff will not generally resort to physical contact or reasonable force immediately without first questioning whether there is a need to use physical intervention.

Staff will consider whether:

- o Verbal de-escalation can be attempted.
- o There are actions that can be taken to remove triggers from students, e.g. dimming the lights and encouraging quiet where a student is having a meltdown in response to sensory overstimulation.
- o The student can be removed from the situation without physical intervention, e.g. if they will follow a member of teaching staff out of the classroom.
- o The student has a condition or support needs that mean physical intervention would be inherently more dangerous, e.g. asthma which may be made worse by restrictive holds or sensory issues where physical touch would contribute to sensory overload and may provoke aggressive behaviour.
- o They have the ability, training and adequate support to physically intervene safely without causing unnecessary harm to the student or themselves.

4.5 Where there is no immediate risk of harm to themselves or others, destruction of property or serious disruption, reasonable force will not be used on the student.

4.6 Any reasonable force used in situations that are non-urgent will only be used once all alternative options have been exhausted and where the staff member in charge deems that the situation is escalating.

4.7 The school understands that, in some cases, action may be required very quickly, e.g. where students begin a violent fight with one another and staff are forced to pull the students apart.

4.8 Staff will not be penalised for resorting to the use of physical intervention or reasonable force in such situations where it is justified and perceived necessary to prevent harm to others or property in the circumstances.

4.9 Positive handling will be applied with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the student to regain self-control.

4.10 Reasonable force is not used as a method of behaviour management or discipline – only as a last resort in situations that require de-escalation to prevent harm.

4.11 Acceptable Measures of Physical Intervention

The school will put in place systems for managing and reviewing the following:

- o Strategies for preventing the occurrence of behaviours that precipitate the use of a physical intervention
- o Strategies for 'de-escalation' or 'diffusion' that can avert the need for a physical intervention
- o Procedures for post incident support and de-briefing for staff, students, service users and their families.

The concept of reasonable force where 'reasonableness' is determined with reference to all the circumstances, including:

The seriousness of the incident:

The relative risks arising from using a physical intervention compared with using other strategies

The age, cultural background, gender, stature and medical history of the student or service user concerned

The application of gradually increasing or decreasing levels of force in response to the student's behaviour

The approach to risk assessment and risk management employed

The distinction between:

- o **seclusion** where an adult or student is forced to spend time alone against their will in a locked room or room which they cannot leave (NB: this is not a permissible form of control);
- o **time out** which involves restricting the student's access to all positive reinforcements as part of the behavioural programme;
- o **withdrawal** which involves removing the student from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities.

The distinction between **planned** physical interventions (where incidents are foreseeable in that they have occurred previously and a response planned following a risk assessment) and the use of physical interventions in **emergency** situations (which cannot reasonably be anticipated).

First aid procedures to be employed and those responsible for implementation in the event of an injury or physical distress arising as a result of a physical intervention.

Unacceptable practices that might expose service users or staff to foreseeable risk of injury or psychological distress.

Wherever possible assistance will be sought from another member of staff.

Positive handling at Haydon School is seen as a proactive response to meet individual student needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the behaviour management strategies used.

5. Reasonable force

5.1 Staff members will use actions that are appropriate and in proportion to the circumstances. Physical restraint will never be used routinely. Where reasonable force is required, the degree and type of force that is used will depend on the student's circumstances, e.g. their age or SEND.

5.2 The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances

5.3 The following list is not exhaustive, but provides examples of situations where the school may decide to use reasonable force where other methods of defusing a situation have been exhausted or are not appropriate:

- o Members of staff need to control students risking the safety of themselves or others outside of school premises where the same range of support options are not available, e.g. on school trips.
- o Members of staff must prevent a student from leaving an area, e.g. the classroom or school grounds, where doing so would risk their safety or the safety of others.
- o A student is attacking a member of staff or another student.
- o A student is at serious risk of harming themselves and a member of staff must intervene to prevent this.
- o Disruptive children must be removed from the classroom and are refusing instructions to leave.
- o The Head teacher or authorised staff are conducting a search for items prohibited under the Education Act 1996, e.g. knives and weapons, alcohol, and illegal drugs.

5.4 All members of staff will be permitted to use reasonable force where they believe it to be appropriate in line with their training, as long as all necessary precautions are taken. The decision to physically intervene during a situation

is down to the professional judgement of the member of staff and always depends on the circumstances and the student's individual needs.

- 5.5 The power to use reasonable force also applies to any individual whom the Head teacher has identified as temporarily in charge, such as volunteers.
- 5.6 In many cases where physical intervention or reasonable force is required, minimal and non-restrictive force will be appropriate, e.g. holding a student's arm to escort them from a classroom.
- 5.7 Reasonable force techniques that involve restraint will only be used where the staff member in charge feels it is necessary to prevent serious harm. In general, restraint will only be used briefly and prolonged restraint will not be used, i.e. restraint beyond that which is necessary to remove the immediate threat a student is posing to themselves or others.
- 5.8 Where staff determine physical intervention is necessary, they will calmly communicate the reasons for their actions to the student and explain why it is necessary in a non-threatening manner. In most cases, staff will communicate this to students before making physical contact to minimise distress and/or further aggressive behaviour from the student; however, the school recognises that this is not possible in some emergency situations.
- 5.9 Staff will never give the impression that they are acting out of anger or are punishing the student. Staff members will always avoid acting in a way that could cause injury; however, the school understands that accidental injury may occur in emergency situations where there is not sufficient time for a considered response.
- 5.10 Where a member of staff believes that they are at risk, e.g. where an injury is likely to occur, they will not intervene in an incident without the help and assistance of another staff member.
- 5.11 Reasonable force techniques which present an **unacceptable** risk and will not be used under any circumstances include:
- o The 'seated double embrace' where two staff members force a student into a sitting position and lean them forward whilst a third staff member monitors their breathing.
 - o The 'double basket-hold' in which a student's arms are held across their chest.
 - o The 'nose distraction technique' which involves a sharp upward jab under the student's nose.

5.12 Staff will also be aware that, in some instances, it will cause more distress to a student, and may increase the risk of harm to their peers, if they are prevented from leaving an area, e.g. their classroom, using physical intervention. Where it is not dangerous to allow them to leave, the staff member in charge of the situation should use their judgement in allowing a student to remove themselves from the area, as environmental factors in the area specifically may be provoking their behaviour.

5.13 Following the incidents where reasonable force is used, the student involved may be subject to separate disciplinary procedures, in which strategies should be formed to help avoid reoccurrence of such incidents.

6.Students with SEND

6.1 The school will have due consideration to the risks posed by the additional vulnerability of students with SEND in terms of physical intervention and reasonable force.

6.2 The SENCO will ensure that the stipulations of the Equality Act 2010 are adhered to in relation to reasonable adjustments, non-discrimination and the Public Sector Equality Duty, and will ensure that staff that come into regular contact with students with SEND are aware of the ways in which their needs can be met without reasonable force.

6.3 The school is aware that students with SEND may sometimes experience meltdowns, which can sometimes manifest in behaviour which may be aggressive or seem uncontrollable. Where it is known that a student is prone to meltdowns, the SENCO and Head teacher will draft a risk assessment to determine planned strategies for managing the student's meltdowns that are tailored to the student's specific needs, to avoid the use of reasonable force. These risk assessments will be conducted in collaboration with the student and their parents, where appropriate.

6.4 Some students with SEND may require physical intervention when they feel overwhelmed or stressed, e.g. a tight hug; however, this will be discussed as part of relevant risk assessments.

6.5 Staff members will not assume that a technique employed for one student with SEND will be applicable to other students with SEND.

6.6 Staff will also be aware that students with SEND may engage in frequent, repetitive self-stimulatory behaviour, known as 'stimming', and that some students may engage in self-injurious stimming, e.g. repeatedly hitting or scratching themselves. While this can be alarming, staff will be aware that

stimming is often carried out as a means of emotional regulation or self-soothing in response to stressful or overwhelming stimuli. Staff members will aim to remove distressing stimuli from the environment, where possible, or will support students to engage in less harmful stimming methods, e.g. by providing them with something to play with or demonstrating a less harmful stim, such as hand flapping.

6.7 Staff will be aware that restraining a student in a way that prevents them from stimming entirely can cause extreme distress and lead to further aggressive behaviour. Self-injurious stimming and tactics to support a student to engage in safer stims will be included as part of the student's risk assessment.

6.8 The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy at all times.

7. Post-incident support

7.1 Following an incident of reasonable force, all students and staff members involved will be given any necessary first aid to treat injuries as soon as possible, and emotional support.

7.2 Wherever reasonable force is used, staff members and students involved in incidents will be given separate opportunities to reflect on what happened.

7.3 It will be explained to the student involved the reason that such intervention was used, and reassured that the use of the intervention was not a punishment for their behaviour, but rather a method of defusing the situation and preventing them from harming themselves or others. The student will be asked about the reasons for their behaviour, including:

- o Why their environment was causing such distress for them, e.g. in an instance of sensory overstimulation leading to a meltdown.
- o Whether they feel there was anything that could have been done to meet their needs before the situation escalated.
- o Whether, and how, staff actions were helpful or unhelpful.

7.4 Staff will be encouraged to reflect on their actions and how they handled the situation, and will be reassured, where appropriate, that they have done nothing wrong and acted in what they perceived to be the best interests of students.

8.Reporting incidents

8.1 Where positive handling strategies and/or physical control has been used, a record of the incident **must** be kept. This record **must** be made on a positive handling form. The form will be signed by the Head teacher and retained securely by the Designated Safeguarding Lead. This will then be uploaded onto CPOMS.

8.2 A detailed written report will be kept of **all** incidents where reasonable force is used, distinguishing between planned interventions, i.e. those in line with approved strategies for the behaviour of specific students, and unplanned or emergency interventions.

8.3 Immediately following an incident, the member(s) of staff involved will verbally report the incident to the Head teacher and provide a comprehensive written record of the situation as soon as possible, using the **Serious Incident Report Form**. The written report of the incident must be thorough, including as much detail as possible as to what had happened before, during and after the incident, the reasons why specific interventions were employed, and any injuries incurred due to the incident.

8.4 Records should be retained and analysed by the Head teacher, DSL and SENCO where physical intervention was used on a student with SEND, to ensure that such interventions are being used appropriately, and to identify patterns of behaviour and responses to that behaviour that may require changes to school practice, e.g. increased staff training or further behavioural or emotional support.

8.5 Whenever a member of staff has occasion to use positive physical interventions, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head teacher to the needs of any student(s) whose behaviour may require the use of a Positive Handling Plan and further positive handling strategies.

8.6 Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual student and school needs.

8.7 Where reasonable force or physical restraint has been used, the student's parents will be informed as long as this would not place the student at greater risk. If the decision is made that the parents cannot be informed as this would place the child at greater risk, a safeguarding referral will be made in line with the Child Protection and Safeguarding Policy. The Head teacher, in conjunction with the DSL will make the final decision as to whether it is

appropriate to inform the student's parents of the details of an incident. If it is appropriate, the following will be adhered to:

- o Parents will be informed in writing and a copy of this report will be given to the member(s) of staff involved in the incident.
- o The report will inform parents of their right to complain about the use of positive handling and reasonable force, in line with the Complaints Procedures Policy.

8.8 If a member of staff witnesses or suspects the use of reasonable force, where another member of staff is actively involved in physical intervention, they will report this to the Head teacher immediately.

8.9 Any allegations against staff will be dealt with as a matter of urgency, and in accordance with the procedures outlined in the school's Allegations of Abuse Against Staff Policy.

8.10 The Head teacher will be responsible for conducting a thorough investigation to find out the correct details of what occurred; this may include talking to other students about the incident, for instance those who witnessed the event.

8.11 The Head Teacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a student, this will be pursued through the appropriate procedure:

- o Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- o Staff or Student Disciplinary Procedure
- o School Behaviour for Learning Policy
- o Exclusions Procedure in the case of violence or assault against a member of staff
- o Notification to parents

8.12 The member of staff will be kept informed of any action taken

8.13 In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union

9.Complaints

- 9.1 The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.
- 9.2 Any complaints about staff will be investigated through the School's Complaints Policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.
- 9.3 All members of staff will be made fully aware of the consequences and legal retributions that can occur following the incorrect use of physical intervention and force.
- 9.4 All complaints regarding the use of physical intervention or force will be investigated in a thorough and speedy manner. The person making the complaint is responsible for providing evidence for their allegations, e.g. testimony of events or evidence of injury – it is not for the member of staff to prove that their actions were made reasonably.
- 9.5 In extreme circumstances, parents may take civil action or pursue a criminal prosecution. In the case where a member of staff has acted within the law, this will provide a defence to any civil or criminal prosecution.
- 9.6 Members of staff accused of using excessive force will not be automatically suspended as a response to the allegations. The following procedure will be adhered to, in line with the Allegations of Abuse Against Staff Policy:
- o Careful consideration will be given to whether the case warrants a person being suspended until the allegation is resolved.
 - o The governing board will always take into account whether a staff member has acted within the law when considering whether or not to take disciplinary action against a staff member involved in an incident.
 - o Where a member of staff is suspended, the school will ensure that the staff member has access to a named contact that can provide support and guidance.
 - o The school will provide pastoral care to any member of staff who is subject to a formal allegation.
- 9.7 Where a safeguarding allegation is made against a member of staff that involves physical contact, e.g. restraint, the strategy discussion or initial evaluation with the LADO will take into account that teachers and other school staff are entitled to use reasonable force to control or restrain students in certain circumstances, including dealing with disruptive behaviour.

10. Safe touch

10.1 The school understands that the following examples are instances of safe touch which may occur between staff and students:

- o Comforting an upset or distressed student
- o Giving first aid to a student
- o Demonstrating exercises or techniques during PE lessons
- o Administering medicine
- o Using musical instruments

10.2 The school understands that certain types of physical contact between staff and students are inappropriate, e.g. cuddling, lap-sitting and some instances of holding hands, and that safe touch should never be invasive, humiliating or flirtatious.

10.3 The school designates that the only appropriate places on a student's body to touch them are their shoulders, arms and upper back.

11. Monitoring and review

This policy will be reviewed on an annual basis by the Head teacher, DSL, SENCO and governing board, who will consider any necessary changes and communicate the findings of the review to all members of staff.

The next scheduled review for this policy is June 2023.

Appendix 1 – Serious Incident Record

Serious Incident Record				No:	
Name of person completing this report:					
Name of Young Person:					
Location of Incident:				Date:	
Full Names of Staff Involved:					
Start Time of serious Incident:		Duration of any Restraint:	Any Injuries	Medical Check:	Incident reviewed with Young person:
Hr	Mins	Mins	Child Other	Offered Accepted	Offered Accepted
Nature of Risk			External Agencies Informed		Supporting Records Completed
Injury to person Damage to property Criminal Offence Serious Disruption Absconding			Medical Staff Parent/Guardian Social Worker Placing Authority Police		Bound Book Accident Report Medical Report RIDDOR Formal Statement
Environments and Triggers:					
Describe what was happening and what led up to a dangerous situation:					
Circle the level of potential risk.					
Low		Medium		High	
Circle and/or describe precisely what the risk was.					
Verbal abuse		Slap	Punch	Bite	Pinch
Hair Grab				Spit	Kick
Neck grab		Clothing grab	Body holds	Arm grab	
Weapons/Missiles					
Other:					

Who was at risk?

Controlling Risk

Describe any changes you made to routines, personnel or the environment in an attempt to reduce the risk of this happening.

DIVERSION, DISTRACTIONS AND DEESCALATION ATTEMPTED

Verbal advice and support Firm clear directions Negotiation
Limited Choices
Distraction Diversion Reassurance Planned Ignoring
Contingent Touch
C.A.L.M. talking/stance Take up Time Withdrawal Offered
Withdrawal Directed
Transfer Adult Reminders about Consequences Humour
Success Reminders

Other:

PHYSICAL INTERVENTION STRATEGIES ATTEMPTED

Help Hug Cradle Hug Wrap Sitting Wrap Double
Elbow Half Shield
Sitting Double Elbow (Single Person) Single Elbow (Two person)
Sitting Single Elbow (Two person) Figure of Four (Two person)

Other:

Signed:

Dated:

Comment:

Signed:

Appendix 2.

Risk Assessment Form

Lesson	Hazard i.e. Lathe, Knives	Existing measures to control risk Time out / TA	Risk rating 1 – Low 5 - High

Appendix 3

We believe that reasonable force must only be used when absolutely necessary. Reasonable force will always to be used in accordance with the Physical Intervention Policy. All incidents of this nature must be recorded in this log. Details of the individual incident will be recorded using the Physical Intervention Report Form.

Incident No. (1)		
Date and Time		
Name of Student		
Name of Staff Member		
Name(s) of Witness		
Injuries (if any) to Student or Staff		
Damage (if any) to property		
Nature of intervention		
Was the Head Teacher notified?		
Signed by Staff Member		

Appendix 4

Strategies for Dealing with Challenging Behaviour

As endorsed in the school's Behaviour for learning policy (Yrs7-11) and Behaviour for Learning Policy (Sixth Form), staff consistently use positive strategies to encourage acceptable behaviour and good order.

Every effort will be made to resolve conflicts positively and without harm to student or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be adopted.

Verbal acknowledgement of unacceptable behaviour with request for the student to refrain (this includes negotiation, care and concern).

Further verbal reprimand stating:

- o That this is the second request for compliance
- o An explanation of why observed behaviour is unacceptable
- o An explanation of what will happen if the unacceptable behaviour continues. (Removal to the Back on Track room, call a senior member of staff)
- o Warning of intention to intervene physically and that this will cease when the student complies, if possible summon assistance from another member of staff or reception.
- o Physical intervention: reasonable force being used to prevent a student harming him or herself, others or property.

Document History

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21.09.09	1	Draft	To Student Committee 05.10.09.
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March 2011	2	Final	To Full Governing Body 17.03.11 - Approved
September 2014	3	Updated	To Student Committee 08.10.14 - approved. To FGB for Information only 03.12.14
October 2017	3	Updated	To Student committee 10.10.17-Approved.To FGB 07.12.17
November 2018	4	Updated	To Student Committee 20.11.18 - Approved.
November 2021	5	Updated	To Student Committee 16.11.21 - Approved.
June 2022	6	Updated	To Student Committee 28.06.22 - Approved FGB 20.07.22
Next Review Date : June 2023			