





Castle School



Physical Intervention Policy and Guidance

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1.0 PURPOSE OF DOCUMENT

-  This document replaces and updates the information and guidance in Guidance on Physical Intervention for Teachers and Other Employees working with Young People (Cambridgeshire County Council 1998) and Cambridgeshire County Council Policy and Guidance for Schools on the use of Physical Intervention to Manage Behaviour (April 2006).
-  DfES/DH joint guidance (DfES guidance LEA/0242/2002) emphasises the importance of clear and consistent policies in relation to restrictive physical interventions.
-  This document applies to all Cambridgeshire County Council's maintained primary and secondary mainstream schools; special schools, pupil referral units, specialist centres and specialist units.
-  Cambridgeshire County Council's policy is designed to reflect an ethos of respect, care and safety in its schools by:
 - providing schools with guidance on the circumstances in which positive and protective handling strategies may be appropriately used,
 - procedures that should be in place and the techniques which are considered suitable
 - ensuring that staff are clear about their roles when they are working with pupils in order that both their own rights and those of the pupils are protected
 - promoting a coherent, consistent and co-ordinated approach across different schools
 - providing a framework within which schools can develop their own individual policies
 - forming a process for monitoring the implementation of policies in schools
 - providing advice to schools on how to monitor and evaluate their own use of physical intervention
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INTRODUCTION

The majority of pupils in Cambridgeshire schools do not behave in an aggressive or violent way and they attend school in environments that are conducive to learning. However, Cambridgeshire County Council and unions representing staff in Cambridgeshire schools acknowledge that there is a minority of pupils whose varied types and degrees of behaviour can be classed as 'challenging'. Strategies for dealing with such behaviour need to be equally varied and matched to particular circumstances and individual needs. It is both DfE and Local Authority policy that the use of Restrictive Physical Intervention should be avoided wherever possible. Nonetheless, it is acknowledged that there will be occasions when this is necessary but it should always be reasonable and proportional to the circumstances.

There are links to the Inclusion Agenda in that the difficulties associated with the management of aggressive or violent outbursts are sometimes seen as a major barrier to inclusion and can be a reason for exclusion. However, appropriate training in positive handling strategies is an opportunity to introduce holistic approaches to behaviour management, thereby both encouraging appropriate inclusion and offering a wider portfolio of strategies for staff in all settings. It is no part of the Cambridgeshire County Council's Policy, however, to expose staff to unreasonable risks in schools for which they have not been appropriately trained. A Good Practice Checklist for Physical Intervention is contained in Appendix 1.

THE LEGAL CONTEXT

Sections 10 – 17 of the Education and Inspections Act 2006 set out what the law says and are given

below:

10. Section 93 of the Education and Inspections Act enables school staff to use force such as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person including the pupil himself); or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are defined in section 95 of the Act. They are: any teacher who works at the school, and any other person whom the head has authorised to have control or charge of pupils. This:

- includes support staff whose job normally includes supervising pupils, such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors
- can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school-organised visits)

The power may be used where the pupil (including a pupil from another school) is on school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit).

13. There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force used would need to be in proportion to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour. However, deciding whether misbehaviour is trivial also depends on circumstances. For example, running in a corridor crowded with small children may be dangerous enough not to be regarded as trivial.

Those exercising the power to use force must also take proper account of any particular special educational need (SEN) and/or disability that a pupil might have. Under the Disability Discrimination Act 1995 schools have two key duties:

- not to treat a disabled pupil less favourably, for a reason relating to his or her disability, than someone to whom that reason does not apply, without justification; and
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to pupils who are not disabled (known as the reasonable adjustments duty).

The statutory power conferred by section 93 of the Education and Inspections Act 2006 is in addition to the common law power of any citizen in an emergency to use reasonable force in self-defence, to prevent another person from being injured or committing a criminal offence. On preventing injury or damage to property, the statutory power is similar in scope to the common law power, except that it is only available to people authorised to have control or charge of pupils. On preventing other types of criminal

offence, section 93 provides essential clarification. It is by no means clear that all the behaviours that prejudice school discipline are also criminal offences and most primary pupils are below the age of criminal responsibility. So section 93 makes it clear that authorised staff may use force to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence.

Reasonable force may also be used in exercising the statutory power, introduced under section 45 of the Violent Crime Reduction Act 2006, to search pupils without their consent for weapons. This search power applies to head teachers and staff authorised by them, where they have reasonable grounds for suspecting that a pupil has a weapon. Reasonable force could be used by the searcher and/or second person required to be present at a search. However the Department strongly advises schools not to search pupils where resistance is expected, but rather to call the police. See sections 4(f), 9 and 13 of the guidance on weapons searching at:

www.teachernet.gov.uk/wholeschool/healthandsafety/schoolsecurity

It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, abolished by section 548 of the Education Act 1996. This includes the use of seclusion as a means of punishment which is not lawful.

UNDERPINNING PRINCIPLES

There are 4 main principles underpinning any physical intervention:

- Restrictive Physical Interventions should, wherever possible, be avoided.
- There are occasions when the use of such interventions would be appropriate.
- Such interventions should always be reasonable and proportional to the circumstances.
- When restrictive physical interventions are necessary, they should recognise the need to maintain the dignity of all concerned as well as always being intended to preserve their safety.

DEFINITIONS

In considering the use of reasonable force to control and or restrain pupils it is essential that there is clarity about the terms that are used to describe physical interventions which range from non-restrictive to restrictive. For the purposes of this policy and guidance the following definitions for physical intervention will be used:

- escorting (non-restrictive) - manual guiding to assist a person walking
- holding (more restrictive) - to assert authoritatively. The degree of force used in relation to the level of co-operation and compliance being displayed by the child or young person determines when holding becomes restraining.
- restrictive physical intervention - physical control as defined by the application of reasonable force designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact.

Interventions can be planned or unplanned and can be described as follows

- planned interventions are those that are agreed in advance by those working with the pupil and described in writing as part of a broader strategy for responding to the pupil's behavioural difficulties
- unplanned interventions are those used in emergency situations (i.e. situations which could not

reasonably have been anticipated) where the consequences of the intervention are intended to be less severe than those which might have occurred without the use of physical intervention.

In addition, it is important to have clarity when using the following terms in an agreed individual behaviour management plan:

- withdrawal: where a pupil is removed from a situation or area and is observed and supported by staff. This is an early, positive intervention strategy and would include 'cooling off, thinking time or calming time.' It could also be used to describe internal exclusion.
- time out: the DfES Document LEA/0242/2002 describes 'time out' as restricting the pupil's access to all positive reinforcement as part of a planned behaviour programme. This is a sanction and would be a response to an identified behaviour such as swearing, abusive language, hitting or kicking etc. It is recommended that this term is only used in this context in behaviour plans.
- seclusion: when a pupil is required to spend time alone against their will, thereby restricting their freedom of movement. For the most part this would only apply to residential settings if there was a secure accommodation order in place under section 25 of the Children Act 1989. In very exceptional circumstances, under general emergency powers seclusion could be used as a short term response if there was a general threat to the child's health and welfare or that of any other person. Other than as a short term response to an emergency (e.g. following a violent altercation) it is not permissible to require children to be isolated in a room without contact - such an action would be illegal

CIRCUMSTANCES IN WHICH RESTRICTIVE PHYSICAL INTERVENTION MAY BE USED

There are a wide variety of incidents in which reasonable and proportional force might be appropriate, or necessary, to control or restrain a pupil. Decisions on whether to use force must depend on judgement about:

- the seriousness of the incident, as judged by the effect of the injury, damage or disorder which is likely to result if force is not used;
- the chances of achieving the desired result by other means
- the relative risks associated with physical intervention compared with using other strategies.

Examples of situations

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting, causing risk of injury to themselves or others;
- a pupil is committing, or on the verge of committing, deliberate damage to property;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil absconds from a class or tries to leave school other than at an authorised time.
- Refusal of a pupil to remain in a particular place is not enough on its own to justify use of force.

It would be justifiable where allowing a pupil to leave would:

- entail serious risks to the pupil's safety (taking into account age and understanding), to the safety of other pupils or staff, or damage to property, or lead to behaviour that prejudices good order and discipline, such as disrupting other classes;
- a pupil persistently refuses to follow an instruction to leave a classroom;

- a pupil is behaving in a way that seriously disrupts a lesson; or a pupil is behaving in away that seriously disrupts a school sporting event or school visit.

Sometimes an authorised member of staff should not intervene in an incident without help (unless it is an emergency). For example, help is likely to be needed in dealing with an older pupil, a large pupil, more than one pupil or if the authorised member of staff believes he or she may be at risk of injury. In these circumstances he or she should take steps to remove other pupils who might be at risk and summon assistance from other authorised staff.

THE NATURE OF PHYSICAL INTERVENTION

Before using force staff should, wherever practicable, tell the pupil to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff should not give the impression of acting out of anger or frustration, or to punish a pupil, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

The types of force used could include:

- passive physical contact resulting from standing between pupils or blocking a pupil's path;
- active physical contact such as:
- leading a pupil by the hand or arm;
- ushering a pupil away by placing a hand in the centre of the back;
- in more extreme circumstances, using appropriate restrictive holds, which may require specific expertise or training.

Where there is high and immediate risk of death or serious injury, any member of staff would be justified in taking any necessary action (consistent with the principle of using minimum force required to achieve the desired results). Such situations could include preventing a pupil running off the pavement onto a busy road or hitting someone with a dangerous object such as a glass bottle or hammer.

Staff should make every effort to avoid acting in a way that might reasonably be expected to cause injury. However, in the most extreme circumstances it may not always be possible to avoid injuring a pupil.

Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

There is no legal definition of reasonable and proportional force, however, consideration of what constitutes reasonable force will always depend on all circumstances in the case. In determining what constitutes reasonable force the following factors need to be taken into account:

- the age and / or any special educational needs of the pupil plus any risk to the member of staff. For example, there will be differences between the reactions to primary and secondary aged pupils in that a pupil absents himself from a secondary class might not be prevented from doing so whereas this might not be the case at primary level.
- the use of any degree of force is unlawful if it cannot be regarded as reasonable in the circumstances of the particular incident. Therefore, the use of force to prevent a pupil from committing a trivial misdemeanour or where resolution of the issue could be achieved
- without the use of force cannot be justified.
- for the degree of force employed to be regarded as reasonable, it must be in proportion to the

circumstances of the incident and the seriousness of the behaviour or the consequence it is intended to prevent. Any use of force must always be the minimum required for the desired result.

- where force is applied it should be done in a manner that attempts to reduce rather than provoke a further aggressive reaction.
- the number of staff involved should be the minimum necessary to control/restrain the pupil, whilst minimising the risk of injury to all parties.
- where the use of force is self-defence. If a person had done only what he or she honestly and instinctively thought was necessary in the moment that would be the most potent evidence that only reasonable force was used. Where such decisions are taken honestly and instinctively it is unlikely that the Courts or the County Council would attempt to 'second guess' them.

Staff should not act in a way that might reasonably be expected to cause injury. The following holds should not generally be used other than in the most extreme emergency. This is when emergency action is needed to prevent the risk of serious injury or loss of life (e.g to prevent a pupil running on to a busy road or to stop an extremely violent assault on one pupil by another pupil). Actions that could cause injury are:

- holding a pupil around the neck, by the collar, or in any other way that might restrict airways and circulation
- slapping, punching or kicking
- twisting or forcing limbs against a joint
- tripping a pupil
- holding a pupil or young person by the hair or ear
- holding a pupil face down on the ground

Any degree of force is unlawful if the circumstances do not warrant the use of force

The DFE/DOH provides additional guidance in physical intervention with pupils who display extreme behaviour in association with learning disability and/or autistic spectrum disorders. This is relevant to special mainstream schools with such pupils. This document is available at:

www.teachernet.gov.uk/wholeschool/sen/piguide policy should apply to all pupils.

The general guidance that follows is relevant to all schools. Schools need to ensure that their policy and practice on use of force takes proper account of the particular special educational needs and disabilities that their pupils may have. Under the Disability Discrimination Act 1995 the responsible body for a school has a duty to take reasonable steps to ensure disabled pupils are not placed at a substantial disadvantage in comparison with pupils who are not disabled in their access to education and associated services (sometime referred to as the duty to make reasonable adjustments). This duty should not mean over-compensation. The general principles underlying the school's policy should apply to all pupils.

When reaching a decision about using force in a particular situation, staff will need to take into account relevant factors related to any special educational needs or disabilities the particular pupil may have.

The judgement on whether to use force and what force to use should always depend on the precise circumstances of each case and – crucially in the case of such pupils – information about individual concerned. So schools should:

- make sure that STEP's tutors are involved in developing the school's policy and practice on the use of force. as far as practically possible, make all staff aware of the relevant characteristics of

individual pupils, particularly:

- what de-escalation techniques are most likely to work; and
- what is most likely to trigger a violent reaction
- designate staff to be called if incidents related to particular pupils occur. This does not necessarily mean waiting for them to arrive before taking action if the need for action is urgent. But they should always be involved in post-incident follow-up. At Castle it is likely that any staff witnessing an event will be trained sufficiently to intervene. It would be best practice to ask for assistance from a member of staff known to and familiar with the pupil as time and the situation allow.
- for a pupil at specific physical risk (for example, with a condition that makes them fragile), remind all staff periodically of the responses that must be used (some schools use a special risk assessment format to record and communicate such information).
- teach pupils who are at risk how to communicate in times of crisis and strategies to use in a crisis (such as using a cool-off base).

The use of ground recovery holds (supine and prone restraint) should only be used in exceptional circumstances and when all other techniques have either been tried and failed or the judgement of staff is that it is the only way to safely control extremely aggressive and challenging behaviour.

ASSESSING AND MANAGING RISK

Assessing and managing risk must be central to the process of deciding whether to use restrictive physical intervention and to ensuring that it is both reasonable and proportional to the circumstances.

Where it is known that a pupil is likely to present severe behavioural difficulties, a formal risk assessment (see Behaviour Support Plan ,Appendix 2) will assist staff in judging the risks and benefits of any proposed intervention for staff, the pupil concerned and others. This assessment must be both available, and shown, to all staff who would, or may, be involved with that pupil. Risk assessment involves consideration of actual and potential risk and should cover:

- the context – trying to predict the situations in which incidents may / do occur
- probability – estimating how likely it is that the behaviour will occur
- seriousness
- risk reduction options

The information from the above should result in an agreed behaviour management plan that is communicated to:

- the pupil
- his / her parents / carers
- school staff

Individual risk assessment and behaviour management plans must be reviewed regularly. The frequency of review will be determined on an individual basis and so could be weekly, monthly, termly or yearly.

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AUTHORISED STAFF AND RESPONSIBILITIES OF THE HEAD TEACHER

The head teacher should:

- a. explicitly inform the people concerned of their responsibilities and ensure that they understand what authorisation entails, (usually achieved through training) and

b. keep an up-to-date record of these people and ensure that permanently authorised staff (i.e. staff whose job involves supervising pupils) know who they are.

STAFF TRAINING

It is important that the Head teacher or a member of the Leadership Team has a detailed understanding of the issues surrounding physical intervention and STEPs. At least one member of the leadership team must have attended relevant training on physical intervention and there is no need for them to accompany other staff members on training courses if this training is kept updated according to the guidelines in Appendix 4.

All staff who are likely to use restrictive physical interventions must be appropriately trained in their use. The responsibility to ensure that this happens lies with the Governing Body.

Cambridgeshire County Council promotes the use STEPS which is a therapeutic-thinking and trauma-informed approach to behaviour. This means that staff understand what causes positive and helpful as well as difficult or dangerous behaviour. They recognise that all behaviour is communication and unpick what the behaviours are telling us. They focus on positive experiences and feelings, recognising that these usually lead to positive and helpful behaviour.

Further information about STEPS can be found at <https://www.pinpoint-cambs.org.uk/wp-content/uploads/2021/11/Cambridgeshire-Steps-guide-for-parents-September-2021.pdf>

STEPON is the basic training that all staff at Castle receive. This includes guidance on safe physical interventions for guiding and escorting pupils, and for personal safety.

STEPUP is training for physical interventions that can be used in a restrictive way. Staff are trained in these interventions on the basis of need, depending on the risks encountered when working with identified pupils.

The School maintains an up to date and accurate record of those staff authorised to use restrictive physical intervention strategies through the training they have received.

RECORDING AND REPORTING

For any incident involving the use of physical intervention a written record of the incident must be made as close as possible to the time of its occurrence, ideally immediately following the event. The record should include:

- the name(s) of the pupils involved.
- the name(s) of all staff involved including witnesses.
- when and where the incident occurred.
- the reason that physical intervention was used, the degree of the
- force used and the type of hold applied.
- the antecedents, details of incident including what was said and length of incident and pupil response
- outcome of intervention, including recovery period
- details of any injuries including marks to the skin.

- details of damage to property
- opportunity for pupil to comment

The report should be kept securely within the school and individual staff should retain a copy for their own use.

Schools should retain permanent records of these incidents in the Physical Intervention Record Book or on the incident reporting database. Some pupils will have very frequently recurring behaviours which are acknowledged and reviewed through their individual behaviour plans and reported to parents through home/school diaries. Collective sheets for recording these may be used instead of separate incident reporting on each occasion.

The record should be used to assist all concerned with planning to avoid repetition of the incident that caused an intervention with the use of force. Similarly the record should be used to analyse what worked well and how it might be replicated as part of a planned response to out of control behaviour in the future. The outcome of all such planning should be summarised in a written support plan that is shared with the pupil and their parents or carers. Parents/carers should be informed of any incident as soon as possible after events have calmed. If they can be contacted this should occur on the day of the incident, ideally before the pupil arrives home.

Staff involved in an incident should be provided with support. Staff should be asked if they need time to reflect upon their involvement in the incident and calm themselves before continuing with their duties.

Similarly, pupils involved in an incident will need time to calm down and reflect upon their part in it. They should be given an opportunity to comment on their experiences of the positive handling incident. It is important that pupils are provided with the opportunity to consider alternatives to the behaviour that caused the incident in order to promote the necessary learning from the incident to support changes in behaviour that might help to prevent a recurrence.

It is important that the pupil and member(s) of staff involved have immediate access to a first aider for any signs of injury after each incident. All injuries must be recorded. When injuries are sustained Health and Safety Incident Form - IRF(96)1/99 - must be completed and returned to

Cambridgeshire County Council's Health and Safety Advisory Group (address is on the form). Alternatively the form can be completed online.

In the case of incidents involving violent assaults on school staff, pupils or visitors, advice should be sought from an Education Officer and reported to the police as and if appropriate.

All members of staff, who may have to intervene physically to manage the behaviour of pupils, must clearly understand the options and strategies open to them. They must know and understand what is acceptable and what is not.

The governing body, parents, carers and pupils, should be made aware of the contents of the policy and the reporting back to parents through the annual school profile.

When schools give information to parents/carers about the policy on discipline and standards of behaviour they should also inform them about the policy relating to the use of physical interventions to manage behaviour, a copy of which should be available on request.

Parents/carers should always be informed about the School's Policy on Physical Intervention when the policy is first introduced and thereafter information should be available on the school website about the school's legal obligations to provide a safe environment and the possible use of physical intervention.

After a risk assessment, which is included in the Behaviour Support Plan (Appendix 2), parents/carers should always be involved and agree the specific techniques of physical intervention to be used with their child as part of his / her behaviour management programme.

Parents/carers should always be informed in writing after an emergency or unplanned intervention.

MONITORING

Monitoring Incidents at School level.

Use of physical intervention in school must be monitored. This will help staff learn from experience, promote the well being of pupils in their care and provide a basis for appropriate support. Monitoring information will help schools to determine what specialist help is required for pupils. Information on trends and emerging problems must be shared within the school.

Monitoring information (number of incidents / injuries; feedback from external agencies including officers of the County Council, implications for practice) must be reported on a regular basis to the governing body. The head teacher provides regular and comprehensive analysis of the school's incident database for this information.

Any injuries resulting from the use of physical intervention must be recorded and reported to the CCC Health and Safety Advisory Group. An appropriately authorised LA officer may monitor the school's Physical Intervention Record Book. These books may also be required as evidence in any legal action and must therefore be retained.

The IRF (96) and Physical Intervention Record book may also be reviewed during an Ofsted inspection.

Monitoring Training

The actual delivery will be quality assured by ensuring that:

- all tutors have attended tutor training courses appropriate to those they are delivering to school staff and that training is refreshed and maintained according to TEAM-TEACH procedures
- all course participants will complete an evaluation form at the end of the training session and these will be collected by the tutors for analysis and reported to the Director of Enhanced and Preventative Services on an annual basis.

Follow-up questionnaires will be completed after delivery of school in-house courses in order to assess the impact and efficacy of the training.

COMPLAINTS

All staff must be made aware that any use of physical intervention including the use of force may lead to complaints. (as can failure to use reasonable force to prevent injuries to others.) In serious cases, these could include allegations of assault or offences that might need investigation under Child Protection Procedures. In such circumstances teachers, authorised volunteers and non-teaching staff members will be entitled to refer to this guidance and the provisions in justifying their actions. Staff and volunteers who follow the guidance in this document and ensure that their actions are always proportionate to an incident and not the result of an emotional or angry response to a provocative act will be in a good position to demonstrate the reasonableness of their actions in any subsequent investigation.

Parents and pupils have a right to complain about actions taken by school staff, including the use of force. Schools must make that clear. The school's complaints procedure is normally set out in the school's published prospectus or website. The DfE provides a toolkit to help schools formulate and review their complaints procedures (LEA/0180/2003) It can be downloaded from:

www.governor.net.co.uk

Following an incident, an early discussion with parents to make clear the school policy and the reasons for the actions taken will minimise the chances of a complaint – but this is unlikely to prevent all complaints. A dispute might lead to a formal complaint to the school or even the police.

In such circumstances it would be for the head teacher and then the governors' panel (or, if there was a prosecution, the court) to decide whether the use and degree of force was reasonable in all the circumstances. In doing so, they would be likely to take account of the school's policy on the use of force and whether that had been followed.

Parents or pupils sometimes complain to the police about unreasonable use of force. Such allegations may be referred to the Local Safeguarding Children Board. The school policy and the degree to which it had been followed will be at the core of any subsequent investigation.

It would be good practice for the school to record allegations and the outcomes of any investigation.

USEFUL REFERENCES

Physical Interventions – A Policy framework” BILD ISBN 1-873791-32-1

BILD Code of Practice for the use of physical interventions A guide for trainers and commissioners of training ISBN 1 902518 00 1

DFE Education and Inspections Act 2006 Section 93 – The Use of Force to Control or Restrain Pupils

DfE/DOH Guidance on the Use of Restrictive Physical Interventions for Staff working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (LEA/0242/2002)

DfE Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (LEA/0264/2003)

APPENDIX 1

Good Practice Checklist for Physical Intervention

To create a safe teaching environment

Ethos

Are staff and pupil well-being promoted in the school to ensure a safe environment?

Do you work in partnership with parents / carers and the pupil and record your evidence of meetings and outcomes?

Procedures

Does the pupil have a special educational needs statement and / or have the needs identified matched the provision put in place?

In the case of a pupil(s) who is / are believed to present a risk of behaviour that might place others at risk if not appropriately managed, has a risk assessment been completed with information from all staff involved with the pupil to decide a school risk management strategy?

Do all the staff consider risk reduction options related to curriculum access?

Do all the staff have access to the information in the risk assessment and consider the implications of this information in helping to secure a safe environment?

Do you have a Physical Intervention Record book provided by the County Council to keep records of all your planned and unplanned physical interventions?

Does the school have a process for monitoring the use of unplanned and planned physical intervention with reports to the governing body?

Do you have a complaints procedure to deal with any disputes or concerns?

Post Incident Support

Do you ensure all involved in physical intervention have immediate access to a first aider and record that a check has been made?

Do you have post-incident support processes in place to care for school staff and pupils?

Training

- Have all the necessary staff received training from an approved trainer?
- Is this training updated as required by the training provider?
- Is there an updated list of all those staff authorised to use physical intervention techniques?

Behaviour Support Plan



Name:

Date:

Name of target behaviour:	
Topography: (objective description of target behaviour)	
Triggers (what factors cause the pupil to choose to behave this way)	
Precursors (early warning signs that the behaviour is about to happen)	
Preventative/de-escalation strategies (how to steer the pupil away from the target behaviour)	
Reactive strategies (what staff should do in the first instance if the behaviour occurs)	
DOs	DON'Ts
Debrief/follow up/ consequences (how can we get the pupil to choose alternative strategies)	
Preferred positive handling strategies (if positive handling has been used previously)	
What is the child trying to achieve through their behaviour? What skills need to be taught in the long term to replace the need for the behaviour? Relevant EHCP outcomes and targets?	
Short term goal	Long term goal

Who is involved with this plan
Review date