



CYNGOR BWRDEISTREF SIROL MERTHYR TYDFIL
Merthyr Tydfil County Borough Council

COMMUNITY SERVICES

2012-2013

Safe and Effective Intervention Guidance



Gosod plant yn Gyntaf.....yn helpu i wella ysgolion
'Putting children first Helping schools improve'

	date	Author
	December 2011	Sarah Bowen, Inclusion and Mark Anderton Head of Safeguarding, Performance And Quality

Revision history

	date	By whom
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Safe and Effective Intervention Guidance

Background

This document contains guidance on the powers available to schools to help manage pupils' behaviour. The powers are contained in the following legislation and guidance:

- *The "Use of Force to Control or Restrain Pupils", the powers of which are contained in Section 93 of the Education and Inspections Act 2006, which replaced Section 550A of the Education Act 1996, with minor changes. The most recent information is outlined in the guidance document No: 041/2010 from the Welsh government.*
- *Screening and Searching Pupils for Weapons, new powers contained in Section 45 of the Violent Crime Reduction Act, 2006*

While the majority of pupils behave well and schools are generally orderly and productive places of learning, the authority wishes to support all school staff to deal effectively with poor and disruptive behaviour, whilst at the same time minimising the disruption to other pupils' learning, and so possibly their life chances.

Rather than increase the number of sanctions applied to pupils this guidance intends to ensure greater clarity on what schools can do to promote positive behaviour and to promote greater consistency of application across the authority. This in turn will protect the rights of children and young people to be treated consistently and fairly

The Welsh Government has put in place the School Effectiveness Framework in order to develop and promote effective approaches in schools in Wales, which includes the promotion of positive behaviour when dealing with disruptive behaviour. The Framework sets out a national purpose for schools and two elements of this are particularly relevant in terms of the purpose of maintaining schools as safe and protective environments which promote positive behaviour. These two elements are as follows:

- to enable all children and young people to develop their full potential by acquiring skills, knowledge, understanding and attitudes, including personal, social and emotional skills, to enable them to become economically, socially and personally active citizens and lifelong learners; and
- promote a culture of social inclusion and respect for diversity, particularly through developing the wellbeing of learners and personalising their learning.

The School Councils Regulations 2005 require all maintained schools in Wales to have a school council that is democratically elected by pupils and which meets at least six times a year. The school council is a democratic channel which allows all pupils to have a voice and to be listened to, as set out in Article 12 of the United Nations Convention on the Rights of the Child (UNCRC). The Welsh Government recommends that schools develop a whole-school Participation Policy setting out a variety of ways in which pupils can be actively involved in decisions that affect them at different levels of schools life (e.g. including class councils, eco-schools, healthy schools, peer mentors, assessment for learning, etc).

Positive behaviour is a matter of concern for all pupils, ensuring that they experience a safe and positive learning environment. Relevant policies are more likely to be respected and adhered to where pupils are directly involved in formulating and monitoring behaviour policies and have a stake in them.

In involving pupils in promoting and implementing positive behaviours, schools should adhere to the National Children and Young People's Participation Standards for Wales.

This guidance should be seen within the framework of inclusion and pupil support set out in Welsh Assembly Government Circular 47/06 and the "**Safe and Effective Intervention-Use of Reasonable Force**" and "**Searching for Weapons**" Guidance document No: 041/2010. It should also be considered alongside the overall suite of guidance on these aspects including those for exclusions, tackling bullying and the SEN Code of Practice.

Any use of positive behaviour management, with regards to physical intervention must be reasonable, proportionate and comply with:

- Local Authority policies.
- The Children and Young People's Transition Plan.
- School discipline and behaviour policies.

Introduction

As set out above, all school staff members have a legal power to intervene to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property; and to maintain good order and discipline amongst pupils.

The focus should be on preventing, as far as possible, the need for the use of physical intervention, by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind. Physical intervention should only be a last resort. However, this may not always be possible and in such circumstances staff need to be aware of sensitivities associated with any form of physical contact with pupils.

Schools should never seek to inhibit the ability of staff to use physical intervention by adopting a 'no contact' policy. The ability to use physical intervention helps ensure pupil and school safety and the risk with a no-contact policy is that it might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking an action needed to prevent a pupil causing injury to others.

Staff authorised to use physical intervention

In the school policy the headteacher needs to ensure that it states which staff, if not all staff, are authorised to use physical intervention when dealing with the incidents.

Some examples of situations where physical intervention might be used are:

- to prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils;
- to prevent a pupil causing serious, deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- to ensure that a pupil leaves a classroom where the pupil persistently refuses to follow an instruction to do so;
- to prevent a pupil behaving in a way that seriously disrupts a lesson; or
- to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit.

Deciding whether to use physical intervention

Before using physical intervention staff should, consider as to whether physical intervention is a risk and only decide to use it if they feel that it would improve the situation. They should also, wherever practicable, tell the pupil to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff should not act out of anger or frustration, or in order 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 on the back of the shoulder; in more extreme circumstances, using appropriate restrictive holds,

Where there is a 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 seeking to use the minimum force required to achieve the desired result). Such situations could include preventing a pupil running off the pavement onto a busy road or preventing a pupil from 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.

Staff training

Like other forms of professional development, decisions about training in physical intervention are best made by individual schools in the light of their particular needs and circumstances. It is good practice for schools to set out their approach to relevant training in their school policy on the use of physical intervention. A school may decide that all staff who supervise pupils should have such training. However, individuals have statutory power to physically intervene by virtue of their job. So a school policy cannot lawfully prevent teachers or those in charge of pupils from using that power regardless of whether they have received training. However, schools should make it clear to staff that unreasonable or inappropriate use of physical intervention may lead to disciplinary act. Staff should always work in a way that promotes a safe, secure and supportive environment that discourages the need for violence.

Positive behaviour support

All staff should adopt a positive approach to improving behaviour in line with the school Behaviour Policy. This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviours and make sure that the use of physical force is rare.

As an authority Merthyr Tydfil promotes the Prospect Training on Safe and Effective Handling as set out by Jon Hull and the strategies outlined in the On Task and Learning Toolkit and its Supplement. The intention of the latter is to provide teachers and support staff with an easily accessible manual of information, guidance, exemplar material and resources on a range of issues relevant to supporting the learning of those children and young people who experience behavioural difficulties.

The key themes of Positive Behaviour Support are:

- Authentic positive relationships and participation
- Person centred approaches
- The development of understanding behaviour
- Increased choice and empowerment for the pupils
- Increase in behavioural skills to address unmet needs
- Development of individual support plans
- Avoidance of punitive consequences

Effective positive behaviour support relies on a clear definition of what challenging behaviour is. The most commonly adopted definition of “challenging behaviour”, a term now commonly used within both education services, health and social services is:

“...behaviour of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in jeopardy, or behaviour which is likely to seriously limit or deny access to and use of ordinary community facilities”.

(Emerson, 1995 p.44)

All staff should adopt a positive approach to improving behaviour in order to reward effort and application, and to build self-esteem. The following note, while relevant to all

schools is even more so when dealing with pupils in a Special school, where communication difficulties can render challenging behaviour more common place. The school should work in partnership with those who know the child to help those concerned to:

- find out why this child behaves as he or she does;
- understand the factors that influence this child's behaviour; and
- identify early warning signs that indicate foreseeable behaviours are developing.

This approach will help to ensure that early and preventative intervention is the norm and should reduce the incidences of extreme behaviour.

School staff should refer to the school's behaviour policy when developing and implementing behaviour management plans. All behaviour management plans should be formally agreed and ratified before implementing them in school. Plans should be formally recorded in accordance with school procedures and set out the action taken to:

- meet the pupil's needs;
- encourage the pupil to make positive choices and develop self-control;
- support the pupil in difficult situations; and
- safely manage crises if and when they occur.

Sanctions

The use of both sanctions and rewards should be outlined in a school's behaviour policy and should be clear to staff, parents/carers and pupils. Should a form of "time out" be deemed as an appropriate sanction then this method should be part of a therapeutic programme to manage a challenging behaviour and not handed out in an ad hoc manner.

When a form of "time out" is used the individual with challenging behaviour should be taken away from a place or an activity that is considered rewarding to them when their behaviours become unmanageable. The person can merely be taken out of the room or a few paces away from where an activity is being held.

Time out is defined in paragraph 19.9 of the Mental Health Act 1983 Code of Practice as:

"A behaviour modification techniques which denies a patient for a period of time (lasting for a few seconds to no more than fifteen minutes) opportunities to participate in an activity or to obtain positive reinforcers following (normally immediately) an incident of an unacceptable or unwanted behaviour, and which then returns the patient to his/her original environment. Time out should never include the use of a locked room."

Recording and Reporting Incidents

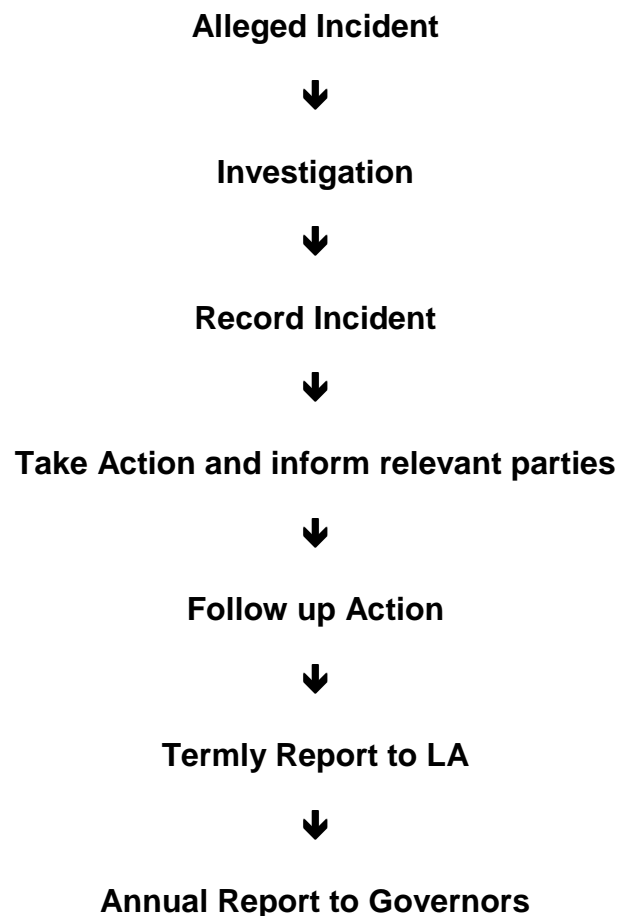
Schools are strongly advised to keep systematic records of every significant incident in which physical intervention has been used, in accordance with school policy and

procedures on the use of force and its child protection requirements. The purpose of recording is to ensure policy guidelines are followed, to inform parents, to inform future planning as part of school improvement processes, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry. A copy of the incident form will need to be sent to the LA using the following email address sarah.bowen@merthyr.gov.uk If there are no incidents to report then a “nil” return is required.

Staff may find it helpful to seek the advice of a senior colleague or a representative of their professional association when compiling a report.

Schools will find the Incident Recording forms provided in Appendix A helpful as all incidents will need to be systematically recorded. These forms identify the types of information that should be recorded. The member of staff involved in an incident is usually best placed to compile the record. It would be good practice for the member of staff with lead responsibility for safeguarding to check the record and for the school to provide the member of staff involved in the incident with a copy of the final version. Staff training could usefully include good practice on completing incident records.

When an incident is reported or discovered schools should follow their internal procedures. The process should incorporate the following steps.



Differing accounts given of the same incident should all be recorded. It is not always advisable as a matter of course to give parents a copy of the incident record, but parents should be told when and where the incident took place, which members of staff were directly involved (anonymised where necessary), why they decided that force had to be used, what force was used, whether there were any injuries and what follow-up action (support and/or disciplinary) was being taken in relation to their child. It is advisable that the school's policy on making a record following such incidents is contained within its policy on the use of force and drawn to the attention of members of staff, parents and pupils, if these persons are not otherwise notified of the policy.

The record should form part of the pupil's educational record as it is a record of information which has been obtained by or on behalf of the Governing Body of the school. If a copy of the incident record is not provided by the school, the parent would be entitled to see the educational record free of charge, within 15 school days of receipt of the parent's written request. If a parent makes a written request for a copy of the record this must be provided, also within 15 school days of that request being received.

After any recordable incident, parents should always be informed. Wherever possible, it is best to telephone parents as soon as possible after the incident before confirming details in writing. It is also good practice for parents to be given a copy of the school's policy on the use of force and information on post-incident support.

It is good practice for governors to monitor incidents where force has been used. Head teachers have an important role in reporting such incidents to the Governing Body.

Members of staff who have been assaulted may wish to consider reporting this to the police.

Risk assessment and planning for use of restrictive physical intervention

Schools should acknowledge that some children behave in ways that make it necessary to consider the use of restrictive physical intervention as part of an Individual Behaviour Plan (IBP), refer to Appendix B. All identified behaviours necessitating use of physical intervention should be formally risk assessed, refer to Appendix C. The resulting risk management strategy is compatible with a positive behaviour management approach.

The Prospect Behavioural Risk Assessment Matrix has been designed to help teachers, learning support assistants and other adults working in schools to improve practice in relation to the assessment and management of risk posed by pupils with severely challenging behaviour. The risk may be to the pupils themselves, other pupils, teachers, other adults or property.

Parents should be contacted to review their child's IBP following all incidents. Parents should be made aware of the school's positive behaviour policy on admission and at all disciplinary reviews.

What is meant by "risk" and "risk assessment"?

The term "risk" refers to any circumstances which could lead to adverse outcomes for the child or others. Risks may arise in relation to a number of factors, such as the health care and social support arrangements for the child; interactions between the child and his or her environment; the direct impact of behaviour(s) presented by the child; measures and interventions employed to reduce, limit or manage the risks presented to the child and others. Risk assessment and management is a process that helps staff and others to consider risk issues, to act reasonably, and to learn from what happens in everyday practice.

Post-incident support

Serious incidents that require the use of physical intervention can be upsetting to all concerned and may result in injuries to the pupil or to staff. Immediate action should be taken to provide first aid for all injuries and to access medical help for any injuries that go beyond first aid. It is also important to ensure that staff and pupils are given emotional support. The LA can arrange professional support for pupils and staff whenever necessary.

The letter to parents informing them about the use of physical intervention can be used to engage them in discussing the incident and for setting out subsequent actions and support. It is good practice for parents to be involved in agreeing appropriate support arrangements.

School staff should ensure that children and staff are supported following a crisis by:

- Reassurance
- Explaining
- Listening
- Allowing time out
- Use of the Student Assistance Program (SAP)
- Teaching of Social and Emotional Aspects of Learning (SEAL)
- Contacting parents / guardians or other agencies to provide support

For parents of all pupils, but especially those whose behaviour is associated with SEN and/or disabilities, it is advisable to agree an (IBP). Such plans would include strategies to prevent and deal with any recurrence of behaviour that could lead to the use of physical intervention.

Schools are also advised to:

- decide whether multi-agency partners need to be involved and, if so, which partners. This could include Behaviour Support Team member, YOT etc
- where a pupil is responsible, hold the pupil to account so that he or she recognises the harm caused or which might have been caused. In addition to punishing the pupil, this may involve giving them the opportunity to repair the relationships with staff and pupils affected by the incident and/or to develop their social and emotional skills.

- help the pupil and staff develop strategies to avoid such crisis points in future and inform relevant staff about these strategies and their roles;
- ensure that parents and pupils are aware of the school's complaints procedures; and
- ensure that staff and pupils affected by an incident have continuing support for as long as necessary in respect of:
 - i. physical consequences;
 - ii. support to deal with any emotional stress or loss of confidence;
 - iii. opportunity to analyse, reflect and learn from the incident.

Complaints and allegations

Parents and pupils have a right to complain about actions taken by school staff and this might include the use of physical intervention and schools need to make that clear. If a specific allegation of abuse is made against a member of staff then the school needs to follow the guidance in the Welsh Assembly Government Circular 45/2004 –‘Staff Disciplinary Procedures in Schools’. Other complaints should be dealt with under the school's complaints procedure which should be set out in the school's published prospectus or website. The Welsh Assembly Government has also issued two guidance documents to schools on dealing with complaints. Circular 03/2004 ‘School Governing Bodies Complaints Procedures’ and Circular 39/2006 ‘Guidance for School Governing Bodies on Procedures for Complaints Involving Pupils.’ These guidance documents are due for revision.

In such circumstances it would be for the head teacher to respond to the complaint in the light of school policy and procedure, unless the complaint was against the head teacher himself/herself. Parents may choose to appeal against the head teacher's response. At this point a panel of governors may be convened.

The full involvement of those with parental responsibility following the incident should minimise the chances of a complaint about use of force but it will not prevent all complaints or allegations. Allegations can be made from a variety of sources, not just from the parents or children involved.

A dispute might lead to an allegation against a member of staff, made to the school, other agencies or even the police. These should be dealt with in accordance with agreed policy and procedure for handling allegations against staff. Schools can find guidance on safeguarding children and on dealing with allegations of abuse against teachers and other staff in the Welsh Assembly Government letters and circulars mentioned above. The Welsh Assembly Government has also issued Guidance in Circular 05/2008 - Safeguarding Children in Education: The role of local authorities and governing bodies under the Education Act 2002.

Monitoring and review

It is important that the school has a named officer who holds the responsibility for monitoring the impact of the policy on the use of physical intervention and for reviewing and developing the policy. As part of their monitoring procedures schools should report any incident to the LA termly and annually to the governing body.

The use of physical intervention in school should be monitored in order to help staff learn from the experience, promote the well-being of the children in their care and to assess the appropriateness of the child's IBP.

For further queries contact Sarah Bowen, Inclusion Manager on 01685 725082

Each school needs to develop a policy tailored to its particular circumstances. It is good practice to do this in consultation with governors, staff, parents and pupils. Schools may find the framework below helpful in developing or reviewing their own policies.

School Policy on the use of physical intervention by staff

Objectives

These could include statements about:

- the key objective of maintaining the safety of pupils and staff;
- preventing serious breaches of school discipline;
- preventing serious damage to property; and
- the need to preserve children and young people's rights.

Minimising the need to use physical intervention

This section could include material about:

- creating a calm environment that minimises the risk of incidents that might require using force arising;
- using social and emotional well-being approaches to teach pupils how to manage conflict and strong feelings;
- de-escalating incidents if they do arise;
- only using physical intervention when the risks involved in doing so are outweighed by the risks involved in not using force; and
- risk assessments and positive handling plans for individual pupils.

Staff authorised to use physical intervention

- This section could deal with both permanent and temporary authorisation.
- On permanent authorisation, it could make clear that all teachers and staff the head has authorised to have control or charge of pupils automatically have the statutory power to use physical intervention and identify which categories of staff this covers.

Staff training

- This section could deal with:
 - how decisions about training are made; and
 - how training is provided.

Recording incidents

- This section could set out the school's arrangements for deciding which incidents to record and how to record them.
- Schools may wish to use the exemplar versions of incident recording forms in Appendix A

Reporting incidents

- This section could set out the school's arrangements for reporting recordable incidents to parents.
- It could also deal with reporting to external agencies such as other local authority children's services, the local Children's Safeguarding Board, the Health and Safety Executive, youth offending teams and the police.

Post-incident support

This section could set out arrangements for supporting staff and pupils involved in incidents, including meeting immediate physical needs and rebuilding relationships, and ensuring that lessons are learned from the incident.

Complaints and allegations

This section could set out the school's arrangements for dealing with complaints and allegations of misconduct arising from incidents.

Monitoring and review

- This section could set out the school's arrangements for monitoring the impact of its policy on use of physical intervention and for reviewing and developing the policy, including the roles of senior leaders and governors

Appendix A

- Incident Record 1

Please complete all parts of this report

Date of Incident:

This form should be completed, by each adult directly involved, if one or more of the following has occurred:

A pupil has exhibited a challenging behaviour with a risk attached to it.

If anyone has been hurt, you must also complete the accident book.

Name(s) pupil(s) involved		
Time of Incident	am/pm	
Location of Incident		
Subject / Class Teacher		
Report completed by (print name)		
Staff Signature		
Date	/	/
SMT Signature		
Date	/	/

The Incident

a. What was the pupil doing at the time?

b. What happened immediately before the incident?

(E.g. A loud noise, someone barged past the pupil, the telephone rang, someone left the room, demand/request made)

c. Describe the incident

What time did the incident start?		
What time did the incident finish?		
Where did the incident occur?		
Who else was present? (Staff, service users, members of the public)		
Behaviours towards self	Behaviours towards others	Behaviours towards the environment

Describe the behaviour: (Exactly what happened during the incident?)

d. Consequences.

(What did the pupil get as a result of this behaviour? Interaction from anyone?, To avoid something ?, to get access to a preferred activity or item?)

e. Recovery phase.

How did you support the pupil to recover from this incident?
How long did it take in minutes: 0-20 / 20-40 / 40-60 / over 60

f. What did you do?

How did you try to avoid having to use a Reactive Intervention?

- g. 1. What do you think the pupil wanted?**
2. Why do you think the incident happened?
3. Was there any setting events such as illness etc?

1.
2.
3.

h. What might be done in the future to prevent the incident occurring / escalating?

Was a Physical Intervention used? Y/N

If Yes complete section 2

Incident Record 2

Please complete all parts of this report

Date of Incident:

This form should be completed, by each adult directly involved, if one or more of the following has occurred:

- A pupil has exhibited a challenging behaviour with a risk attached to it.
- Where a physical intervention has been used.
- A pupil and or member of staff has been injured as a result of incident.
- An incident of challenging behaviour and or use of physical intervention has occurred
in public.

If anyone has been hurt, you must also complete the accident book.

Name(s) pupil(s) involved		
Time of Incident	am/pm	
Location of Incident		
Subject / Class Teacher		
Report completed by (print name)		
Staff Signature		
Date	/	/
SMT Signature		
Date	/	/

The Incident

a. What was the pupil doing at the time?

b. What happened immediately before the incident?

(E.g. A loud noise, someone barged past the pupil, the telephone rang, someone left the room, demand/request made)

c. Describe the incident

What time did the incident start?	
What time did the incident finish?	
Where did the incident occur?	

Who else was present? (Staff, service users, members of the public)		
Behaviours towards self	Behaviours towards others	Behaviours towards the environment
Describe the behaviour: (Exactly what happened during the incident?)		

d. Consequences.

(What did the pupil get as a result of this behaviour? Interaction from anyone?, To avoid something ?, to get access to a preferred activity or item?)

e. Recovery phase.

How did you support the pupil to recover from this incident?
How long did it take in minutes: 0-20 / 20-40 / 40-60 / over 60

f. What did you do?

How did you try to avoid having to use a Reactive Intervention?

- g. 1. What do you think the pupil wanted?
 2. Why do you think the incident happened?
 3. Were there any setting events such as illness etc?**

1.
2.
3.

h. What might be done in the future to prevent the incident occurring / escalating?

2. Physical Intervention

a. Tick Physical Intervention(s) used? (✓)

Physical Redirection / Reassurance	
Two Person Physical Redirection	
One Person Move	
Two Person Move	
Stabilisation (State Which)	
Release (State Which)	
One Person Emergency Standing Hold	
One Person Emergency Side Move	
Two Person Backwards Move	

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b. Duration of Physical Intervention

How long did the Physical Intervention last?	
Is this intervention prescribed within the pupils Behaviour Management Support programme? Yes or No	
Have all of the staff involved received formal training in how to carry out this intervention? If no list the names of those staff not trained.	

c. Modifications

There may be specific situations when Physical Interventions may need to be adapted. If this was required in this situation, please give details of any changes made.

d. Names of all staff involved in the Intervention (Print names)

<i>Name</i>	Position in Intervention (e.g. Head, right arm, legs etc)

e. Were staff involved offered post incident Staff Support? Tick what kind (✓)

Type of Support	✓	Notes
1. Medical attention if needed?		
2. A break?		
3. Change of pupil allocation		
4. Extra support? (Specify)		
5. Other (Specify)		

Were there any injuries? Y/N If no go to section 4

Incident Record 3

Please complete all parts of this report

Date of incident

This form should be completed, by each adult directly involved, if one or more of the following has occurred:

- A pupil has exhibited a challenging behaviour with a risk attached to it.
- Where a physical intervention has been used.
- A pupil and or member of staff has been injured as a result of incident.
- An incident of challenging behaviour and or use of physical intervention has occurred
in public.

If anyone has been hurt, you must also complete the accident book.

Name(s) pupil(s) involved	
Time of Incident	am/pm
Location of Incident	
Subject / Class Teacher	
Report completed by (print name)	
Staff Signature	
Date	/ /
SMT Signature	
Date	/ /

The Incident

a. What was the pupil doing at the time?

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b. What happened immediately before the incident?

(E.g. A loud noise, someone barged past the pupil, the telephone rang, someone left the room, demand/request made)

--

c. Describe the incident

What time did the incident start?		
What time did the incident finish?		
Where did the incident occur?		
Who else was present? (Staff, service users, members of the public)		
Behaviours towards self	Behaviours towards others	Behaviours towards the environment
Describe the behaviour: (Exactly what happened during the incident?)		

d. Consequences.

(What did the pupil get as a result of this behaviour? Interaction from anyone?, To avoid something ?, to get access to a preferred activity or item?)

e. Recovery phase.

How did you support the pupil to recover from this incident?
How long did it take in minutes: 0-20 / 20-40 / 40-60 / over 60

f. What did you do?

How did you try to avoid having to use a Reactive Intervention?

- g. 1. What do you think the pupil wanted?**
2. Why do you think the incident happened?
3. Was there any setting events such as illness etc?

1.
2.
3.

h. What might be done in the future to prevent the incident occurring / escalating?

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2. Physical Intervention (Complete only if a Physical Intervention used)

a. Tick Physical Intervention(s) used? (✓)

Physical Redirection / Reassurance	<input type="checkbox"/>	Two Person Seated Floor Hold	<input type="checkbox"/>
Two Person Physical Redirection	<input type="checkbox"/>	Two Person Seated Chair Hold	<input type="checkbox"/>
One Person Move	<input type="checkbox"/>	One Person Seated Floor Hold	<input type="checkbox"/>
Two Person Move	<input type="checkbox"/>	Standing to Supine	<input type="checkbox"/>
Stabilisation (State Which)	<input type="checkbox"/>	Two Person Supine	<input type="checkbox"/>
Release (State Which)	<input type="checkbox"/>	Three Person Supine	<input type="checkbox"/>
One Person Emergency Standing Hold	<input type="checkbox"/>	Pads Used; State which.	<input type="checkbox"/>
One Person Emergency Side Move	<input type="checkbox"/>	Contained In Room / Door Held	<input type="checkbox"/>
Two Person Backwards Move	<input type="checkbox"/>	Other (State)	<input type="checkbox"/>

b. Duration of Physical Intervention

How long did the Physical Intervention Last?	<input type="text"/>
Is this intervention prescribed within the pupils Behaviour Management Support programme? Yes or No	<input type="text"/>
Has all of the staff involved received formal training in how to carry out this intervention? If no list the names of those staff not trained.	<input type="text"/>

c. Modifications

There may be specific situations when Physical Interventions may need to be adapted. If this was required in this situation, please give details of any changes made.
<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>

d. Prone

Yes

No

Was the pupil face down on the floor at any time during this incident?	<input type="checkbox"/>	<input type="checkbox"/>
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e. Names of all staff involved in the Intervention (Print names)

<i>Name</i>	Position in Intervention (e.g. Head, right arm, legs etc)
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

f. Were staff involved offered post incident Staff Support? Tick what kind (✓)

Type of Support	✓	Notes
1. Medical Attention if needed?	<input type="checkbox"/>	<input type="text"/>
2. A Break?	<input type="checkbox"/>	<input type="text"/>
3. Change of Pupil allocation	<input type="checkbox"/>	<input type="text"/>
4. Extra Support? (Specify)	<input type="checkbox"/>	<input type="text"/>
5. Other (Specify)	<input type="checkbox"/>	<input type="text"/>

Were there any injuries? Y/N If no go to section 4

3. Injuries (Complete only if pupil or Staff injured)

Pupil Injuries

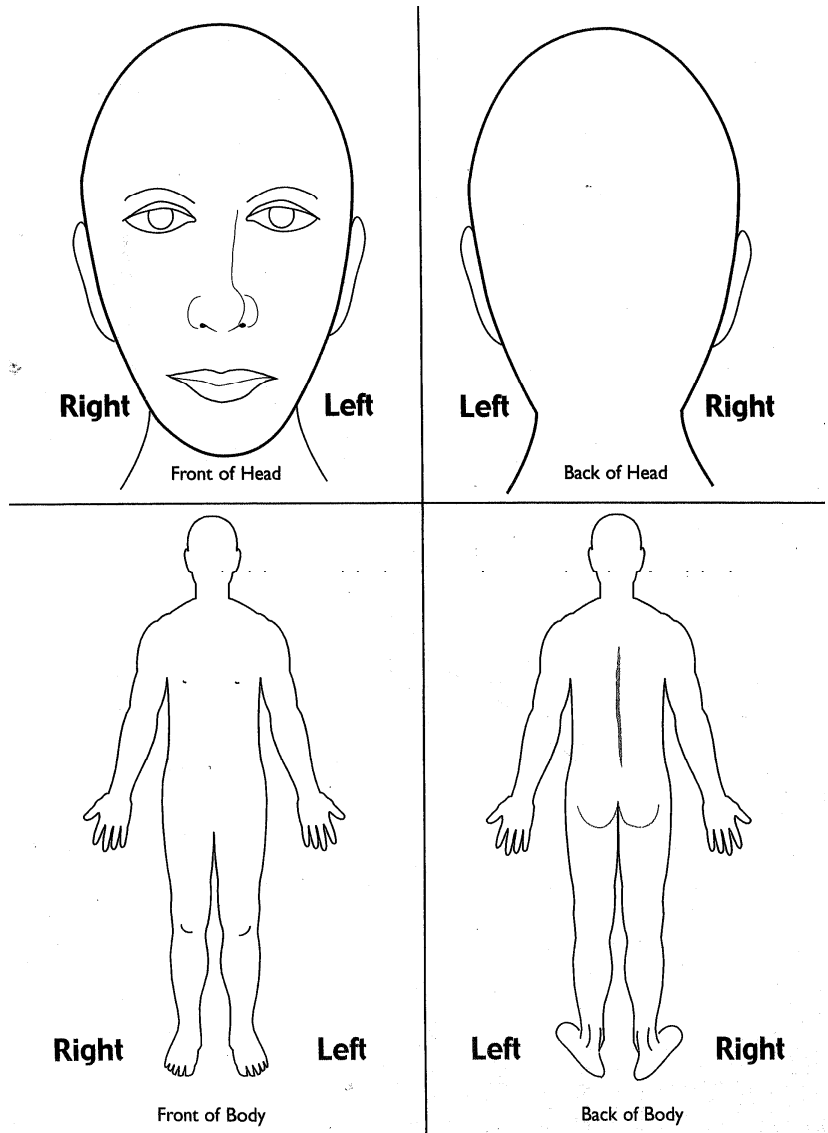
a. Monitoring of Well Being:

✓ During ✓ After

Breathing		
Movement		
Vocalisations		
Skin Colour		

b. Pupil Injuries (Describe / draw on body map (Remember to also make an entry in the **Accident Book**))

c. Was Medical Attention required? If so, describe what was provided

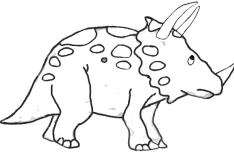
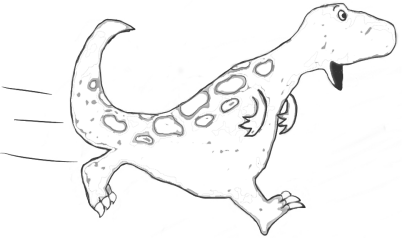

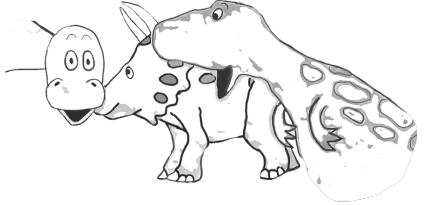



d. Staff Injuries (Remember to also make an entry in the **Accident Book**)

Write a description of any staff injuries in the boxes below (If more than 2 staff were injured, write the details in this section of an Incident Report Form and staple it to this one.)

Staff Name:	Staff Name:
Description of Injury	Description of Injury
Medical Attention Received	Medical Attention Received

Appendix B - My Individual Behaviour Plan

<p>Things I find difficult</p> 	<p>My targets</p> 	<p>What do I need to do?</p> 	<p>Who's going to help me and when?</p> 	<p>How did I get on?</p>  <p>review date</p>
<p>To work alongside other pupils without getting into arguments about sharing</p> <p>Remembering to put my hand up to talk</p>	<p>To work with Jay and Lewis for 30 minutes in the morning and 30 minutes in the afternoon being nice to, and sharing with, them.</p> <p>To put my hand up every time I want to say something during the first half of a lesson.</p>	<p>If I feel myself getting angry I will not hit out. Instead I will ask Mrs Jones for a time-out and go into the Chilling Zone to do my "Super Cool" exercises.</p> <p>Always sit facing the spotter to remind me by out putting my hand up.</p>	<p>Mrs Jones will go through my "Super Cool" exercises n with me, Jay and Lewis for 10 minutes in the morning and afternoon. If I play nice and share for the next 20 minutes Mrs Jones will put a MELLOW AS A CELLO sticker on my Super cool Chart. if I get 8 or more stickers in a week Mrs. Jones will give me a Super Cool Certificate to take home on Friday and Mam and Dad will give me a weekend treat.</p> <p>Mrs Smith will give me a sticker if I manage to remember for the first half of a lesson and don't call out.</p>	<p>(NB: A review date is set at the beginning of the process but the desired behaviours are shaped and reinforced throughout the process)</p>

This IEP format has been designed especially for the child. The idea is that the child's teacher will spend some time discussing and writing the content in partnership with the child. This will help the child to feel more involved in their education and therefore more motivated to reach the targets they have helped to set for themselves.

Name:	Name:	SENCO:
COP stage:	COP stage:	Parent:
wre:	Other(s):	

Individual Behaviour Plans

An IBP is an integral part of a school's behaviour policy. As a general rule an IBP which does not reflect and express the school's behaviour policy and is not contextualised within the SEN Code of Practice tends to be little more than a bureaucratic exercise. A school's behaviour policy should provide clarity in differentiating between an IEP and IBP.

School Action

- Behavioural target(s) may form part of an IEP
- When behaviour becomes a major concern a school should draw up an IBP. It is essential that parents are involved at this stage and that targets are specific, measurable, achievable, realistic with appropriate time-frames
- The child should be involved in discussions to agree targets and the age of the child should be reflected in the number of targets set and the tone and format of the IBP
- The review meeting will decide if targets have been met and whether a further IBP is required or not

School Action Plus

- If a second IBP is appropriate and the review decides that the child is still not meeting his or her targets it may be necessary to refer to the ECPS/BSS.
- Both services will expect to see evidence at School Action of 2 IBPs, but will be flexible enough to recognise that sometimes 1 IEP with behavioural targets and 1 IBP will be sufficient to trigger external support

A graduated response to behaviour is essential to prevent schools becoming multiple, crisis-driven referrers and external agencies from being overwhelmed. Using IEPs/IBPs in the context of the School Action/School Action Plus processes as laid down in the SEN Code of Practice will ensure that graduated response which is designed to

support the child with behavioural difficulties. It is recognised that there will be occasions when the need is so great or the incident so serious that normal protocols may be superseded.

Exemplar

What do I find difficult?

To work alongside other pupils without getting into arguments about sharing.

My target

To work with Jay and Lewis for 30 minutes in the morning and 30 minutes in the afternoon being nice to, and sharing with, them.

What do I need to do?

If I feel myself getting angry I will not hit out. Instead I will ask Mrs. Jones for a time-out and go into the Chilling Zone to do my ‘Super Cool’ exercises.

Who’s going to help me and when?

Mrs. Jones will go through my ‘Super Cool’ exercises every morning and work with me, Jay and Lewis for 10 minutes in the morning and 10 minutes in the afternoon. If I play nice and share for the next 20 minutes Mrs. Jones will put a **MELLOW AS A CELLO** sticker on my **SUPER COOL CHART**. If I get 8 or more stickers in a week Mrs. Jones will give me a **SUPER COOL CERTIFICATE** to take home on Friday and Mam and Dad will give me a weekend treat.

How did I get on?

A review date is set at the beginning of the process but the desired behaviours are shaped and reinforced throughout the process.

Appendix C – Risk Assessment Form

BEHAVIOURAL RISK ASSESSMENT MATRIX

		Assessment No.	
Name of individual.			
Behaviour exhibited.			
Who is the risk to (self/other/environment).			
Behaviour Support Plan No.			

A) How likely is behaviour to occur?

	Description	Tick
Rare	This event may occur again but only in exceptional circumstances e.g. less than once per year.	
Unlikely	There is a slight chance of this event occurring again e.g. one to twelve times per year.	
Possible	It is quite possible that this event will occur again e.g. one or more sessions per month up to weekly.	
Likely	This event will occur again at some time e.g. one or more sessions per week up to daily.	
Almost certain	This event will occur again on a regular basis e.g. one or more sessions per day.	

B) What are the likely consequences 1). If the risk actuates (potential)? 2). Based on data (current).

	Description	Tick (1.)	Tick (2.)
Negligible	No injury/ damage to persons or property, may impact on quality of life.		
Minor	Minor injury/ damage to persons or property, consequences can be managed internally. May significantly impact on quality of life.		
Moderate	Serious (or potential) injury or damage to persons or property, consequences may not be managed internally.		
High	Serious (or potential) injury or damage to persons or property, incident needs reporting to authorities and assessment of placement is needed.		
Very High	Death or immediate cessation of placement.		

RISK ANALYSIS MATRIX

Please underline potential risk (1.) and circle current risk (2.)

Likelihood	Consequence				
	Negligible	Minor	Moderate	High	Very High
Rare	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Unlikely	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>	<u>10</u>
Possible	<u>3</u>	<u>6</u>	<u>9</u>	<u>12</u>	<u>15</u>
Likely	<u>4</u>	<u>8</u>	<u>12</u>	<u>16</u>	<u>20</u>
Almost certain	<u>5</u>	<u>10</u>	<u>15</u>	<u>20</u>	<u>25</u>

Key (enter score)

1.	2.	Risk score	Action
		12-25	<i>High risks.</i> Emergency guidelines must be written to reduce risk to acceptable level. Senior Management Team to assess viability of placement.
		5-10	<i>Medium risks.</i> Review and amend existing control measures to determine effectiveness.
		1-4	<i>Low risks.</i> Ensure behaviour support plan is in place.