

PHYSICAL INTERVENTION POLICY



Cynghor Bwrdeistref Sirol
Blaenau Gwent

County Borough Council

BLAENAU GWENT COUNTY COUNCIL

POLICY ON PHYSICAL INTERVENTION IN SCHOOLS

The Council recognises the importance of ensuring good order and discipline in schools. To achieve this, it is recognised that, in extreme circumstances, it may be necessary for school staff to intervene physically to manage inappropriate behaviour by pupils.

1. It is the Council's policy that physical intervention, will be used as a last resort, normally after non-physical strategies have failed to manage a pupil's behaviour. While staff must use the minimum force for the shortest time, it is recognised that minor injuries such as bruises and scratches may occur during incidents. Such minor injuries will not, by themselves, be regarded as evidence of misconduct.

2. Physical intervention must be:

- Reasonable
- Proportionate
- Necessary
- In the best interest of the child.

3. Physical intervention will only be used to prevent pupils:

- Harming themselves or others
- Committing a criminal offence
- Causing serious damage to property
- Engaging in behaviour which is seriously prejudicial to the maintenance of good order and discipline.

4. Schools will have their own policies on Physical Intervention, based on a model school policy (a copy of which is attached as Appendix A) which will be approved by the school's Governing Body and reviewed annually.

5. Parents will be informed of the school's policy on Physical Intervention.

6. Head Teachers will keep an up-to-date list of staff who they authorise to use physical intervention to manage the behaviour of pupils, which will be reported to their Governing Body annually.

7. All incidents involving physical intervention will be recorded by the school in a Bound and Numbered Book. All serious incidents must be reported to the Local Authority (*insert named person*) through a Serious Incident Reporting Form also known as 'Form R', in order to provide appropriate follow up and support for pupils and staff. A completed accident form must be sent to the Health and Safety Officer if a member of staff is injured during an incident. Sample forms are attached in Appendix B.

8. The school's Bound and Numbered Book will be reviewed termly by the Head Teacher and the Governor with responsibility for Child Protection issues, and will be monitored annually by an LA representative.

9. A Physical Intervention Plan must be drawn up by the school in cases where it can be pre-determined that a pupil is likely to require positive handling. This will be done with the agreement of parents/carers and in consultation with relevant agencies and the child, and will be reviewed regularly.

10. Head Teachers will determine the training needs of their staff after assessing the likely need and scope of physical intervention that might be required in their schools. Advice and support on assessing training needs will be available from Katy Rees through the LA's SLA with Newport.

11. Training will be provided by Blaenau Gwent County Council and will meet the standards approved by the British Institute of Learning Disabilities.

12. Schools can arrange their own training if they wish, provided it conforms to the standards approved by the British Institute of Learning Disabilities.

13. This policy will be effective from and will be reviewed annually. Appendices may be amended at any time to reflect changes in legislation or good practice.

Appendices –

A Model School Policy

B Sample Record Forms, including Accident form and Form R

C Extract/Example from Bound and Numbered Book

D Legal background, including reference to Child Protection and WAG Guidance

E Other sources of information

F Sample Training Programmes – 6 and 12 hours

G Sample report to Governors

H Sample Positive Handling Plan

***POLICY
ON THE USE
OF
PHYSICAL INTERVENTION***

Date Agreed

Chair of

Governors

Headteacher

FOREWORD

This document should be read in conjunction with the following documents:

Safe and Effective Intervention – Use of Reasonable Force and Searching for Weapons WG Guidance Document 097/2013 issued March 2013
Framework for Restrictive Physical Intervention Policy and Practice WG Guidance note issued March 2005

Blaenau Gwent LA Policy on the use of physical intervention

Both children and staff have rights. This document attempts to ensure that staff have a safe, supportive, carefully managed and monitored environment, and that children's needs, safety and rights are respected and nurtured.

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Policy on Care and Control and the Use of Physical Intervention

1.0	Policy Statement
1.1	This policy is informed by Safe and Effective Intervention – Use of Reasonable Force and Searching for Weapons WG Guidance Document 097/2013 issued March 2013

1.2	At (insert school name) we work to ensure each individual pupil is able to reach his or her potential. Every child is entitled to learn and every teacher is entitled to teach in an environment that is safe, secure and free from distraction.
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1.3	Staff of (insert school name) are committed to providing the highest standards in protecting and safeguarding the welfare of children and young people entrusted to its care. We recognise there is a need in line with the 1996 Education Act Section 550A, to intervene when there is an obvious risk of safety to pupils, staff and property. All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property; and to maintain good order and discipline amongst pupils.
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1.4	For the most part this is achieved through the fostering of good relationships, and the normal application of positive behaviour management to support and intervene. However, in exceptional or extreme circumstances this may involve the use of reasonable force.
1.5	It should be emphasised that if used at all, restraint (referred to in this document as physical intervention) should be seen in the context of a further positive action of care and concern. In line with WG guidance 2013, it is used as a 'last resort' option and in the most extreme cases, other strategies will always have been attempted first.

1.6	As best practice regarding physical intervention this policy should be considered alongside other relevant school policies, specifically those involving behaviour, health and safety and child protection.
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1.7	At (insert school name) , the named member of staff responsible for monitoring incidents of PI is (insert name).
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2.0	What is The Legal Use of Reasonable Force To Control Pupils?
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Section 93 of the Education and Inspections Act 2006, replaced Section 550A of the Education Act 1996 and enables school staff to use such force 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:
 - i) includes support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors.
 - iii) 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).
 - iiii) does not include prefects.

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 Equality Act 2010 schools have key duties:

- not to treat a disabled pupil less favourably, because of his/her disability, than a non-disabled pupil;
- not to treat a disabled pupil unfavourably because of a reason related to their disability, without justification;
- not to apply a provision, criterion or practice that puts or would put a disabled pupil at a particular disadvantage compared with a non-disabled pupil, without justification; and to take reasonable steps to avoid putting a disabled pupil at a substantial disadvantage in comparison with a non-disabled pupil (known as the reasonable adjustments duty).

2.1 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).

2.2. 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 where there is a real danger of knocking them into walls or down steps may be dangerous enough not to be regarded as trivial.

2.1 Teachers and other persons authorised by the Headteacher to have charge of pupils, may use reasonable force to prevent pupils:

- causing injury to themselves or others
- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility
- causing serious damage to property
- causing disruption by engaging in behaviour which is seriously prejudicial to good order and discipline.

3.0	Objectives Of This Policy
3.1	To provide all staff, governors, parents and pupils with an understanding of care and control and the use of force.
3.2	To emphasise that the use of physical intervention is: • part of a positive care and control approach to discipline and welfare • last resort, or a necessary expedient option to be used in extreme circumstances.
3.3	To ensure that all members of staff or authorised persons who may have to positively handle pupils clearly understand the options and strategies open to them.
4.0	Who Can Use Reasonable Force?
4.1	We recognise that most of the time physical intervention will be used infrequently, that is, as a last resort to maintaining a safe environment.
4.2.	All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property; and to maintain good order and discipline amongst pupils.
4.3	Authorised staff will be notified formally. A list of authorised staff is available.

5.0 Circumstances When Physical Intervention Might Be Appropriate?

5.1 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.

The focus should be on preventing, as far as possible, the need for the use of force on pupils, by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind. The use of force should only be a last resort, schools should minimise the possibility of force being needed. 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.

5.2 NB Wherever possible early support from colleagues will be sought. Single handed intervention increases the risk of injury to both parties and does not provide the person intervening with the support of a colleague acting as a critical friend.

5.3 Strategies other than force will be considered Examples

- The use of a range of de-escalation strategies, especially those which have been identified as effective through an individual pupil's positive handling plan (where one exists)
- Providing the disruptive pupil with a choice of locations to exit to
- Giving clear directions
- Change of face – calling a staff member who is known to have a positive relationship with the pupil
- Allowing 'take-up' time thus allowing a 'face-saving' opportunity

- Removing the audience, i.e. requesting that other pupils leave the room
- Implementing Team Teach help protocols so that another member of staff takes over the strategic lead of the incident, if he/she feels it is appropriate to do so.

6.0 Procedures and practical considerations during specific incidents

6.1 Wherever practicable staff are expected to:

- Use a calm and measured approach
- Tell the pupil to stop, remind them of consequences, tell them what will happen if she/he does not stop
- Seek assistance from other colleagues at as early a stage as possible
- Staff who become aware that another member of staff is intervening physically with a pupil have a responsibility to provide a presence, and to offer support and assistance should this be required
- Try to defuse the situation verbally and prevent escalation
- Try to remove the pupil from the peer audience
- Attempt to communicate with the pupil throughout the incident
- In as calm a manner as possible, explain that the reason for intervention is to keep the pupil and others safe
- Make it clear that positive handling will stop as soon as the pupil calms and the risk assessment indicates it is no longer necessary
- If it is not possible to control the extreme pupil without risk of injury to yourself or others, remove the other pupils who may be at risk and summon assistance.

6.2 It is good practice to:

- Give the impression you are in control
- Give the impression you have not lost your temper or are not acting out of anger or frustration
- Give the impression you are not trying to punish the pupil
- Call for assistance
- Intervene with the support of a colleague acting as a critical friend

7.1 Methods that staff **may use** in appropriate circumstances where a risk assessment judgement supports this:

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 require specific expertise or training.**

7.2 Other considerations for **non-urgent situations** where the risk to people or property is not imminent:

- Consider carefully whether physical intervention is the right course of action
- Try to deal with the situation through other strategies before using force
- Try to defuse and calm the situation to establish good order, the use of positive handling could lead to an escalation of the problem
- Take into account the age, understanding, personal characteristics of the pupil
- The use of positive handling to enforce compliance is likely to be increasingly inappropriate with older pupils
- Never use force as a substitute for good behaviour management
- In non-urgent situations force should only be used when all other methods have failed

8.0 Reporting and Recording Incidents

8.1 Should an injury occur as a result of an incident at school, immediate steps will be taken to secure appropriate medical attention. This will be reported and recorded in accordance with Blaenau Gwent LEA policy.

8.2 All incidents that result in restraint (where a child has to be held) will be recorded both in the school's 'Bound and Numbered Book' and in detail using the **'Serious Incidents Involving Positive Handling, Care and Control – Intervention Form'** throughout this document referred to as **Form R**. If a Physical Intervention

Agreement is in place, then a record of the incident will be also be recorded here and the Physical Intervention Agreement reviewed accordingly.

8.4 The member of staff concerned will report the matter verbally to the Head or a senior member of staff as soon as possible. The incident will be recorded by staff at the earliest opportunity and always within 24 hours.

8.5 Staff may wish to seek advice from a senior colleague or their professional association when compiling a report. A written report should be completed within 24 hours of the incident's occurrence, and should be signed and dated. Staff are advised to keep a copy of the report for themselves.

8.6 The Head or his/her representative will tell parents about the incident by the end of the school day. However, if parents cannot be reached a letter will be sent to inform them of the incident and offer them the opportunity to discuss the matter.

8.7 Other witnesses to the incident, staff, pupils, may also complete reports (this would usually be in the case of a serious incident). These will be signed and dated.

8.8 A log will be kept of any occasion when physical intervention is used (except minor or trivial incidences).

8.9 The Incident Book will be reviewed by the Headteacher and person with responsibility for Special Needs or Health & Safety termly to consider control measures and possible training or further training needs etc.

8.9 A copy of the Form R will be placed in the pupil's file.

8.10 Reporting to Governors

The WG guidance document Safe and effective intervention – use of reasonable force and searching for weapons states that:

'Information on trends and emerging problems should be shared within the school using local procedures. Monitoring information should be reported on a regular basis to school governors.'

The Headteacher reports on a termly basis to Governors regarding key issues including number of restraints, need for training and any significant issues involving restraint. Pupil anonymity should be

maintained. This is included in the Headteacher's report to the Governing Body.

9.0	Debriefing Following Serious Incident
9.1	Pupils and members of staff will be checked for any sign of injury and first aid will be administered if required
9.2	The pupil will be given time to become calm and recover while staff continue to supervise him/her. When the pupil regains complete composure, a senior member of staff will discuss the incident with the pupil and try to ascertain the reason for it. The pupil will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the pupil and the member(s) of staff involved in the incident. In cases where it is not possible to speak to the pupil on the same day the debrief will occur as soon as possible after the pupil returns to school.
9.3	All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff will provide support to the member of staff involved.
10.0	Other Procedures Concerning Incidents
10.1	If necessary and appropriate the Chair of Governors, Link Adviser, Child Protection Officer will be informed/consulted.
10.2	Help, support and reassurance will be given where appropriate to any victims involved.
10.3	Where possible an attempt will be made to help the pupil modify their behaviour.
10.4	Where possible, the pupil should apologise, this should be meaningful or appropriate. If this cannot be undertaken then other consequences/sanctions reparations and monitoring should take place.
10.5	In extreme cases exclusion could be considered.

11.0	Planning for Incidents and Meeting Training Needs	11.1 If we are aware that a pupil is likely to require physical intervention on more than one occasion in a term we will plan how to respond in line with Team teach protocols and guidance. This will include involving the parents to ensure they are clear about what specific action we might need to take and obtaining medical advice if the child has any specific health needs. A risk assessment and a physical intervention agreement will be drawn up. 11.2 Staff involved will, through risk assessment, have identified their training needs in this area. In cases where it is known that a pupil will require physical intervention appropriate training will be provided. 11.3 Risk Reduction Planning The Team Teach Risk and Restraint Reduction Action Plan may be used by the school where there is evidence that reported trends of PI incidents are increasing.
12.0	Arrangements For Informing Parents	12.1 At the outset of the introduction of this policy, all parents/carers will be sent a letter outlining its introduction with information about how they can obtain their own copy. 12.2 Thereafter, a section about the school's legal duty to maintain a safe environment and the possible use of physical intervention (as a very last resort) with pupil will be included in the school brochure/prospectus/report. 12.3 As indicated in 10.1, for some children there may be the need to use specific techniques to routinely manage their challenging behaviour. This will be recorded in their IEP/Behavioural Plan, Physical Intervention Agreement. Such arrangements will be fully discussed with parents/carers, on an individual basis, in advance of their implementation. All intervention will be routinely recorded and monitored. 12.4 All parents will be informed after an incident where positive handling is used with a pupil.

13.0	Physical Contact With Pupils In Other Circumstances
13.1	Staff must be sensitive to matters relating to culture and gender issues and any known individual characteristics or special circumstances relating to pupils.
13.2	Some physical contact may be necessary e.g. during P.E. lessons, sports coaching or CDT, or if a member of staff has to administer first aid or medication.
13.3	Young children and children with SEN may need staff to provide physical prompts or help.
13.4	Physical contact must always be age appropriate and done openly.
14.0	Complaints
14.1	This policy is in accordance with the WAG Guidance March 2005, Circular 3/99 and Education Act 1996 550A; as such, those acting in accordance with it, providing they act in good faith, working within the authority guidelines, will be positively supported in their actions.
14.2	Involving parents when an incident occurs, and having our clear policy about physical contact with pupils that staff adhere to will help avoid complaints from parents. Providing staff with approved training will also help.
14.3	All complaints will be recorded and followed up by the Headteacher or their representative in the first instance. Where appropriate the Authority will be notified/kept informed.
14.4	A complaint or dispute about the use of force by a member of staff might lead to an investigation under disciplinary procedures or by the Police under Child Protection procedures.
15.0	Review
15.1	This policy will be regularly monitored by the Head and reviewed and updated annually

DETAILED REPORT

1. BACKGROUND

Additional Learning Needs (ALN) was identified in the Blaenau Gwent Estyn Inspection as an area for development. Recommendation 6 is to "improve provision for pupils with additional learning needs and those from vulnerable groups through better planning, building capacity in schools and tighter quality assurance of officers' work."

This report has been produced as a result of discussions with staff in the Education Directorate, the lead officer in Newport co-ordinating the SLA for Team Teach and Blaenau Gwent Headteachers. Information for this report has also been gathered by reviewing relevant documentation and data.

2. PRESENT POSITION

- 'Team Teach' is specialist training for staff working in schools, providing training for teachers and support staff in positive behavioural strategies, designed to reduce anxiety, risk and restraint.

- Blaenau Gwent has utilised the skills and training on offer in 'Team Teach' from a member of the Newport staff. There are six members of staff from Pen y Cwm special school and one member of staff at Canolfan Yr Afon who are able to provide Team Teach training. However, there is insufficient capacity for all Blaenau Gwent schools to keep their training up to date in this way. Therefore, the Council has agreed an appropriate SLA with Newport City Council to deliver Team Teach training to schools. All BG schools have signed up to the Team Teach SLA for 2014-15

- There are effective arrangements to gather information about physical intervention although evidence suggests there may be under-reporting of incidents and an inconsistent approach across schools. Following any incident involving a physical intervention it should be recorded in the schools Bound and Numbered book and an incident form is completed ('form R'). The incident form is then sent to the authority where it is recorded on a central recording system which has limited access.

7. CONCLUSION

This policy provides a framework for use in Blaenau Gwent Maintained Schools. Through its adoption and subsequent implementation it will further ensure that enhanced mechanisms are in place to support the safeguarding of children and young people with appropriate reporting mechanisms effectively and consistently operating within schools and in the Council.

LYNETTE JONES
CORPORATE DIRECTOR OF EDUCATION

Please print:		Please sign:	
Headteacher:			
Class teacher or ALNCo:			
Parent/Guardian:			
Date:		___ / ___ / ___	Review Date: ___ / ___ / ___

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PHYSICAL INTERVENTION PLAN

School:		NC Year group:
Pupil name:		DOB:

Positives- What is the pupil good at and what do they like doing?	Triggers- What situations have led to problems in the past?	Successful approaches- What proactive interventions have been effective in preventing the pupil's anxiety rising?
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Health/medical considerations that should be taken into account before physically intervening:

Describe any **modifications** to the environment or client routines that can be implemented to prevent anxieties rising?

Topography of Behaviour: (Describe what the behaviour looks / sounds like?)

Stage of crisis.	What does the behaviour look like?	What should the adult try? (or avoid?)	Anything else?
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Stage 1 – Anxiety behaviours.			
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Stage 2 – Defensive behaviours.			
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Stage 3 – Crisis behaviours.			
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10:45pm -11:00pm	Break and Refreshment
11:00am -12:30pm	• Framework for Positive Handling Techniques • Dangers of ground positions • Activity: Responding to dead weight, to seated and standing
12:30pm -13:30pm	Lunch
13:30pm -15:00pm	• De-Escalation • Activity: Scenario • Support and Interventions (Help or Hinder) • Policy and Practice • Risk Assessment • Recording and Reporting (SIPs) • Complaint Procedures
15:00pm -15:15pm	Break and Refreshments
15:15pm -15:45pm	• Post Incident Structure • Activity: Positive Listening • Repair and reflection (I Escape) • De-briefing and supporting the child • De-briefing and supporting the staff • Activity: Team-Teach Quiz
15:45pm -16:15pm	• Moving Forward • Raising the Team-Teach Profile • Activity: Identifying Issues • Questions • Evaluation and certificates
16:15pm -16:30pm	Summary and Closing Remarks

- 9.0 Lecture: Introductions, background, development, principles, purpose & objectives of TT Foundation training. "Aiming to provide a transparent, questioning framework for teams of people working within principles and processes designed to safeguard services & individuals."
- 9.45 Table Group Activities: "Photo-share." Values & rationale that underpin TT training?
- 10.15 Practical Activities: Health & Safety Ground Rules / Warm up Activities / Messages Personal Space/ Body language – how our communication skills can help influence the outcome?
- 10.40-11.00: Mid-morning break
- 11.00: Lecture: "TT Pepsi Challenge" – Supports & Interventions with documentation to support. (Support and Intervention Plans- SIP's for key individuals)
- Table Group Activities: SIP key individuals discussion
- Table Group Activity: Challenging behaviour from children and staff (PP 22-28)
- Practical Activities: Warm up Activities / Messages / Personal safety responses to arm-tugs, hair, bites.
- Graded and gradual techniques for guiding and escorting – including the wrap hug hold for smaller children (Standing / Guiding to chair-seated positions only)**
- 12.45-1.45 Lunch break
- Lecture: The importance of documentation: Policy to support practice: recording, reporting, complaints, debriefing, repairing, reflecting, reviewing, monitoring, evaluating & the legal position.
- Establishing guide-lines & a risk assessment framework for responding to situations of potential/actual physical conflict between children & young people "fights"
- Practical Activity: Positive Listening Skills.
- Table Group Activity: Charting a pathway forward? What issues have been raised by the training that need to be followed up?
- 4.20 : Lecture: "Closing Thoughts" Evaluations & Certificates.

Risk Assessment of Challenging Behaviour	
School:	NC Year group:
Pupil name:	DOB:
Completed by	ON
Hobbies/interests	
Health/medical considerations	

[illegible]

Active	In place	Proactive strategies to respond to early warning signs of escalation
		Ignore negative behaviour whenever possible
		Establish and 2. Encourage pupils to model standard of respect/turning of phrase
		Intervention/ reparation
		Bringing and/or of plan to contain situation with choice with/ise/
		resources set out
		Adopt seating plans to ensure provision of good role models
		Established information systems with pupil feedback system
		Arrangement of furniture and space to pre-empt potential spot in room
		Providing regular positive feedback to pupil- end of session
		end of am
		end of day
		Adapting curriculum arrangements to ensure appropriate challenge
		to pupil's needs
		Provision of adult support at difficult times
		Allocate role of responsibility to child to be undertaken at trigger
		points(specify)

School-
Challenging Behaviour Risk Assessment Summary Sheet for
year

Date established –
By Staff names and signatures

Behaviour causing concern	Where /When is behaviour shown?	Risk factor	Key proactive measures	Key reactive measures	Action -by whom By when

Review date set -

This assessment needs to be distributed to all appropriate members of staff involved with this pupil .
School may wish to keep a record of to whom and when this information was circulated

PHYSICAL INTERVENTION PLAN			
School:		NC Year group:	
Pupil name:		DOB:	
Positives- What is the pupil good at and what do they like doing?		Triggers- What situations have led to problems in the past?	
Successful approaches- What proactive interventions have been effective in preventing the pupil's anxiety rising?			
Health/medical considerations that should be taken into account before physically intervening:			
Describe any modifications to the environment or client routines that can be implemented to prevent anxieties rising?			
Topography of Behaviour: (Describe what the behaviour looks / sounds like?)			
Stage of crisis.	What does the behaviour look like?	What should the adult try? (or avoid?)	Anything else?
Stage 1 – Anxiety behaviours.			
Stage 2 – Defensive behaviours.			
Stage 3 – Crisis behaviours.			

Preferred Supportive & Intervention Strategies (Other ways of C.A.L.M.ing such behaviours - strategies that, where and when possible, should be attempted before positive handling techniques are used)			
Expected Practice			
Strategy		What does the practice look like?	
Firm clear directions			
C.A.L.M. talking/stance			
Summoning Assistance			
Verbal/Symbolic guidance			
Limited Choices			
Reminders of consequences			
Distraction			
Diversion			
Humour			
Describe any additional strategies that have worked in the past or should be avoided			
Strategy	Try	Avoid	What does the practice look like?
Negotiation			
Reassurance			
Planned ignoring			
Contingent touch			
Take up time			
Withdrawal offered			
Withdrawal directed			
Change of face			
Success reminders			
Others			
Preferred physical intervention approach for dealing with incidents			
Potential incident (see risk assessment)	Specific location		Preferred Physical intervention Strategy
Praise Points / Strengths: (Areas that can be developed and built upon) Please state at least 3 'bridge builders'.			
1:			
2:			
3:			
D-DEBRIEFING arrangements Recording and notifications required – Bound and numbered book, Serious Incident Report Form sent to LA, Parents informed – how? Staff member with whom the client has a good relationship:			

Please print:		Please sign:	
Headteacher:			
Class teacher or ALNCo:			
Parent/Guardian:			
Date:	____ / ____ / ____	Review Date:	____ / ____ / ____

SECTION A – Basic Data	
School:	
Name of pupil:	D.O.B.
Age:	
Full names of staff involved:	
Date of incident:	Location of incident:
Time:	Duration of incident:
Minutes	
Full names of staff / pupil who witnessed the incident:	
SECTION B - Reason for Intervention	
(Please tick appropriate)	
Risk of personal injury to pupil	
Risk of injury to another person	
Risk of significant damage to property	
Compromising good order and discipline	
At risk of committing criminal offence	
SECTION C - Details of Incident	
Antecedents: (Where did incident start, what was happening at the time?)	
De-escalation: Please tick all used ☐ Humour ☐ Verbal advice and support ☐ Firm clear directions ☐ Negotiation ☐ ☐ Limited choices ☐ Distraction ☐ Diversion ☐ Reassurance ☐ Planned ignoring ☐ ☐ Contingent touch ☐ Calm talking ☐ Patience ☐ Withdrawal offered ☐ Withdrawal directed ☐ Swap adult ☐ Reminders about consequences ☐ Success reminders ☐	
Description of Incident	

Physical intervention - Incident record form

Appendix 3 Form R

SECTION D: Method of Physical Intervention	
How was the pupil held?	
How long did the pupil need to be held?	Minutes
Has the pupil been physically restrained before?	Yes / No
How many times at your school?	
How effective was the intervention?	
How was the intervention in the best interest of the young person?	
SECTION E: Outcome of incident	
Was anybody injured?	Yes / No
(Please give details (nature of injuries, treatment required)	
Response and view of pupil	
Does pupil have a behaviour programme	Yes / No
Do any changes need to be made	Yes / No
If yes please specify	
How was the incident resolved and what were the consequences?	
SECTION F: - Follow up action	
Do other agencies need to be contacted?	Yes / No
If yes please specify who and with what aim.	
Parent/carer informed by	☐ Direct Contact ☐ Letter ☐ Telephone
Follow up support/interview for	☐ Pupil ☐ Staff
SECTION G: Additional comments	
Form completed by:	(Print)
Date:	(Signed)
Head Teachers signature	
Date:	
Counter-signed by: Role:	
Signature:	
Names (please print):	
Date:	

Children who abscond/go missing from school

An absconder is a child/young person who is absent without permission of the responsible authority.

Reasons for absences

Children/young people who absent themselves without permission may be carrying on a pattern of behaviour that has been established over a long period. Alternatively, they may be reacting specifically to their present circumstances. It is as likely that a child/young person is running from something as *to* something. They may want to escape conflict, bullying, abuse, or just general unhappiness and may be under enormous temptation to leave from peer pressure or perceived advantages of returning to their families or street life.

When a child/young person has a history of repeatedly going missing, care must be taken not to see successive incidents as simply 'crying wolf'. Any child/young person who consistently goes absent may be experiencing personal problems, which may lead him/her into potentially difficult or dangerous circumstances. It is crucial that each episode is assessed in its own right, as well as being assessed against the previous history of absence.

Assessment of risk

The ability to be able to assess the potential risk posed to, or by, a child/young person is fundamental to the good management of each case. The issues that effect whether or not a child/young person may go absent should be regularly addressed through the individual planning for the child/young person and at senior staff meetings. This is most important at times of significant change for individual pupils, for example, when first being looked after, at changes of placement or when the child/young person is displaying behaviour that could indicate the possibility of going absent.

It is important to identify key relatives and friends of the child/young person as research shows that almost half of those who go absent are found with relatives or friends. In these cases, they should not be considered as 'missing' but an 'unauthorised absence'.

Every time a child/young person goes missing, a risk assessment will be carried out, to establish the degree of risk they may be at when absent. A child/young person should not be reported missing to the police until a risk assessment has been completed by the Headteacher or the most senior member of staff present at the school. Where the risk assessment indicates a high level of risk or concern the police should be contacted immediately in the Headteacher's absence.

Risk Assessment

Absences which cause concern are those where staff or carers have no indication that a child is likely to return within a short space of time or where there is immediate concern for the child/young person's safety or there is potential danger to the public.

High Risk

- All young people on Emergency Protection Orders; young people on remand or bail with a condition to reside in local authority accommodation; and young people accommodated by the local authority at the request of the police.
- Looked-after children where there has been no previous incident of going missing.
- Looked-after children where there have been missing incidents which give cause for concern about the children's welfare.

Issues that need to be considered when assessing level of risk:

In assessing the risk, all staff need to take account of the above definition and take the following into consideration:

- Child's age - the younger a child is, the more vulnerable he/she is.
- Have they gone missing before? If a child/young person regularly goes missing this may be of less concern. If a child/young person has never gone missing before then this may increase the concern.
- Is this the reason for absence known? If the reason for absence is known then this will either increase or diminish the cause for concern. If no reason is known this should increase the level of assessed risk.
- Whether the child/young person has any learning difficulties, disability or medical condition that requires treatment
- History of self harm
- Likelihood of self harm
- Competence of the child/young person
- Particular circumstances at time of incident
- State of mind at time of incident
- Looked After Child
- His/her likely associations when absent
- Length of time missing (case-by-case basis)
- The time of day
- Any other issues, as applicable

A record should be made by the staff member of their assessment of risk.

Any child/young person assessed as high risk will merit an immediate police response.

If the child or young person is assessed as a medium to low risk then a measured police response will be instigated at an early stage, there being a strong possibility that the child/young person will return of their own volition. This response will increase if the child/young person does not return and will depend on individual circumstances, including the receipt of further information.

The risk assessment information will be considered in discussion between the police and the person responsible for reporting the child/young person missing.

The above criteria should be considered in every case where a child/young person is absent without permission, but must be applied with sensible judgement. He/she may be simply returning late or testing the boundaries of control. On the other hand it may be obvious to

staff that the child/young person is at significant risk, in which case the police should be informed immediately.

The intention is to trigger police action at a mutually agreed stage, which is based on a high level of concern, not simply the number of hours absent.

-----End of sample school policy-----
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COUNTY BOROUGH OF BLAENAU GWENT

ACCIDENT/INCIDENT REPORT FORM

Please ensure all sections are completed

INJURED PERSON

Name: _____

Age: _____

Home Address: _____

Postcode: _____

Home Telephone: _____

Employee ☐

Member of public

Agency Worker ☐

Trainee ☐

Contractor ☐

☐

Occupation (if employee): _____

Department: _____
Section / School: _____

ACCIDENT DETAILS

Location of Accident: _____

Postcode: _____

Day: _____ Date: _____ Time: _____

Type of Injury: (E.G. Cut to Head). _____

What Happened?: _____

If Possible

Signature of Injured Person: _____ Date: _____

WITNESS

Name: _____ Occupation: _____

Address: _____

Did Witness actually see the accident? ☐ YES ☐ NO
If No, How was witness made aware of the accident? _____

Signature of Witness: _____ Date: _____

SUPERVISOR / MANAGER / HEAD TEACHER ETC

Was treatment given: On Site ☐ Hospital ☐ Doctors ☐ None ☐

Comments: _____

Supervisors signature: _____ Date: _____

WARNING: False / Misleading Information may Result in Disciplinary Action. This form to be returned immediately to:
Safety Section, Civic Centre, Ebbw Vale, Gwent. NP23 6XB. Tel: 01495 355230

Physical Intervention - Incident record form

SECTION A – Basic Data	
School:	
Name of pupil: D.O.B.	
Age:	
Full names of staff involved:	
Date of incident:	
Location of incident:	Time:
Duration of incident:	Minutes
Full names of staff /pupil who witnessed the incident:	
SECTION B - Reason for Intervention	
(Please tick appropriate)	Risk of personal injury to pupil Risk of injury to another person Risk of significant damage to property Compromising good order and discipline At risk of committing criminal offence
SECTION C - Details of Incident	
Antecedents: (Where did incident start, what was happening at the time?)	
De-escalation: Please tick all used Humour ☐ Verbal advice and support ☐ Firm clear directions ☐ Negotiation ☐ Limited choices ☐ Distraction ☐ Diversion ☐ Reassurance ☐ Planned ignoring ☐ Contingent touch ☐ Calm talking ☐ Patience ☐ Withdrawal offered ☐ Withdrawal directed ☐ Swap adult ☐ Reminders about consequences ☐ Success reminders ☐	
Description of Incident	
SECTION D: Method of Physical Intervention	
How was the pupil held?	

How long did the pupil need to be held?	Minutes
Has the pupil been physically restrained before?	Yes / No
How many times at your school?	
How effective was the intervention?	
How was the intervention in the best interest of the young person?	
SECTION E: Outcome of incident	
Was anybody injured?	Yes / No
(Please give details (nature of injuries, treatment required)	
Response and view of pupil	
Does pupil have a behaviour programme	Yes / No
Do any changes need to be made	Yes / No
If yes please specify	
How was the incident resolved and what were the consequences?	
SECTION F: - Follow up action	
Do other agencies need to be contacted?	Yes / No
If yes please specify who and with what aim.	
Parent/carer informed by	☐ Direct Contact ☐ Letter ☐ Telephone
Follow up support/interview for	☐ Pupil ☐ Staff
SECTION G: Additional comments	
Form completed by:	(Print) (Signed)
Date:	Designation:
Head Teachers signature	Date:
Countersigned by: Role: Signature: Names (please print): Date:	

Section 93 of the Education and Inspections Act 2006, replaced Section 550A of the Education Act 1996 and enables school staff to use such force 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:
 - i) includes support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors.
 - ii) 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).
 - iii) does not include prefects.

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 Equality Act 2010 schools have key duties:

- not to treat a disabled pupil less favourably, because of his/her disability, than a non-disabled pupil;
- not to treat a disabled pupil unfavourably because of a reason related to their disability, without justification;
- not to apply a provision, criterion or practice that puts or would put a disabled pupil at a particular disadvantage compared with a non-disabled pupil, without justification; and to take reasonable steps to avoid putting a disabled pupil at a substantial disadvantage in comparison with a non-disabled pupil (known as the reasonable adjustments duty).

Appendix D continued

Access to the current WG guidance can be found here:

<http://wales.gov.uk/docs/dcells/publications/130315safe-effective-en.pdf>

[http://wales.gov.uk/caec/publications/childrenandyoungpeople/physicalintervention/tra
meworken.pdf?lang=en](http://wales.gov.uk/caec/publications/childrenandyoungpeople/physicalintervention/tra
meworken.pdf?lang=en)

Appendix E

A link to the Team Teach website can be found here:

<http://www.team-teach.co.uk/>

Blaenau Gwent has an SLA arrangement for team Teach training and advice. Please contact Katy Rees (katy.rees@newport.gov.uk) for further information.

A link to the Safeguarding Children Board for SE Wales can be found here:

<http://sewsc.org.uk/>

A link to the Violence and Aggression at Work Policy can be found here:

<http://intranet/media/47849/VIOLENCE-AND-AGGRESSION-POLICY-amended-161213.doc>

A link to the intranet resources for Children's Services can be found here:

<http://intranet/pip-library/children-services-services-policies-procedures.aspx>

A link to the Education Directorate's policy for safeguarding can be found here:
(*insert when available*)

9.0 Lecture: Introductions, background, development, principles, purpose & objectives of TT Foundation training. "Aiming to provide a transparent, questioning framework for teams of people working within principles and processes designed to safeguard services & individuals."

9.45 Table Group Activities: "Photo-share." Values & rationale that underpin TT training?
10.15 Practical Activities: Health & Safety Ground Rules / Warm up Activities / Messages Personal Space/ Body language – how our communication skills can help influence the outcome?

10.40-11.00: Mid-morning break

11.00: Lecture: "TT Pepsi Challenge" – Supports & Interventions with documentation to support. (Support and Intervention Plans- SIP's for key individuals)

Table Group Activities: SIP key individuals discussion

Table Group Activity: Challenging behaviour from children and staff (PP 22-28)

Practical Activities: Warm up Activities / Messages / Personal safety responses to arm-tugs, hair, bites.

Graded and gradual techniques for guiding and escorting – including the wrap hug hold for smaller children (Standing / Guiding to chair-seated positions only)

12.45-1.45 Lunch break

Lecture: The importance of documentation: Policy to support practice: recording, reporting, complaints, debriefing, repairing, reflecting, reviewing, monitoring, evaluating & the legal position.

Establishing guide-lines & a risk assessment framework for responding to situations of potential /actual physical conflict between children & young people "fights"

Practical Activity: Positive Listening Skills.

Table Group Activity: Charting a pathway forward? What issues have been raised by the training that need to be followed up?

4.20 : Lecture: "Closing Thoughts" Evaluations & Certificates.

BASIC 2 DAY (12 HOUR) TEAM-TEACH PROGRAMME

Day 1

08:45am – 09:00am	Gather and Coffee
09:00am – 09:30am	• Introductions • Day one objectives • Accreditation and Development Team-Teach • Team-Teach Structure (Flow Chart) • Aims, Psychology and Principles of Team-Teach • Activity: Values
09:30am – 10:45am	• Activity: Personal Space and Body Language • Introduce Personal Space • Circles of Danger • Help Script (for service user)
10:45am – 11:00am	Break and Refreshment
11:00am – 12:30pm	• Activity: Development of Personal Safety • Training Safety (Safety Messages) • Warm up / partner protocol exercise • Personal safety techniques, a considered response
12:30pm – 13:30pm	Lunch
13:30pm – 15:00pm	• Framework for Positive Handling Techniques • Legal and circular guidelines • Health and Safety Act 1974 • Activity: Gradual and Graded Holds • Activity: Graded Hold to chairs/kneeling • Help Script (for colleagues)
15:00pm – 15:15pm	Break and Refreshments
15:15pm – 16:15pm	• Framework for Positive Handling Techniques • Activity: Wrap Standing • Activity: Wrap to Chairs (Level 1 & 2)
16:15pm – 16:30pm	Summary and Closing Remarks

Day2

08:45am – 09:00pm	Gather and Coffee
09:00am – 09:30am	• Developing Behaviour As A Language • Aggression: Roots and Recognition • Stress and Conflict Spiral • Levels of a Crisis • Activity: Pepsi Challenge • Activity: Behaviours that Challenge
09:30am – 10:45pm	• Framework for Positive Handling Techniques • Activity: Wrap to sitting/kneeling • Activity: Wrap sitting 2 person help protocol • Activity Chairs to Wrap

Break and Refreshment	10:45pm - 11:00pm	Framework for Positive Handling Techniques	• Dangers of ground positions • Activity: Responding to dead weight, to seated and standing
Lunch	12:30pm - 13:30pm		
De-Escalation	13:30pm - 15:00pm	• Activity: Scenario • Support and Interventions (Help or Hinder) • Policy and Practice • Risk Assessment • Recording and Reporting (SIPs) • Complaint Procedures	
Break and Refreshments	15:00pm - 15:15pm		
Post Incident Structure	15:15pm - 15:45pm	• Activity: Positive Listening • Repair and reflection (I Escape) • De-briefing and supporting the child • De-briefing and supporting the staff • Activity: Team-Teach Quiz	
Moving Forward	15:45pm - 16:15pm	• Raising the Team-Teach Profile • Activity: Identifying Issues • Questions • Evaluation and certificates	
Summary and Closing Remarks	16:15pm - 16:30pm		

APPENDIX G Reporting to Governors

The WG guidance document Safe and effective intervention – use of reasonable force and searching for weapons states that:

'Information on trends and emerging problems should be shared within the school using local procedures. Monitoring information should be reported on a regular basis to school governors.'

It is suggested that head teachers report on a termly basis to Governors regarding key issues including number of restraints, need for training and any significant issues involving restraint. Pupil anonymity should be maintained.

PHYSICAL INTERVENTION PLAN

School:		NC Year group:	
Pupil name:		DOB:	
Positives- What is the pupil good at and what do they like doing?	Triggers- What situations have led to problems in the past?	Successful approaches- What proactive interventions have been effective in preventing the pupil's anxiety rising?	

Health/medical considerations that should be taken into account before physically intervening:

Describe any **modifications** to the environment or client routines that can be implemented to prevent anxieties rising?

Topography of Behaviour: (Describe what the behaviour looks / sounds like?)

Stage of crisis.	What does the behaviour look like?	What should the adult try? (or avoid?)	Anything else?
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Stage 1 – Anxiety behaviours.

Stage 2 – Defensive behaviours.

Stage 3 – Crisis behaviours.

Preferred Supportive & Intervention Strategies (Other ways of C.A.L.M.ing such behaviours - strategies that, where and when possible, should be attempted before positive handling techniques are used)

Expected Practice	
Strategy	What does the practice look like?
Firm clear directions	
C.A.L.M. talking/stance	
Summoning Assistance	
Verbal/Symbolic guidance	
Limited Choices	
Reminders of consequences	
Distraction	
Diversion	
Humour	

Describe any additional strategies that have worked in the past or should be avoided.

Strategy	Try	Avoid	What does the practice look like?
Negotiation			
Reassurance			
Planned ignoring			
Contingent touch			
Take up time			
Withdrawal offered			
Withdrawal directed			
Change of face			
Success reminders			
Others			

Preferred physical intervention approach for dealing with incidents

Potential incident (see risk assessment)	Specific location	Preferred Physical intervention Strategy

Praise Points / Strengths: (Areas that can be developed and built upon) Please state at least 3 'bridge builders';

1:
2:
3:

D- DEBRIEFING arrangements
Recording and notifications required – Bound and numbered book, Serious Incident Report Form sent to LA, Parents informed – how?

Staff member with whom the client has a good relationship:

Please print:		Please sign:	
Headteacher:			
Class teacher or ALNCo:			
Parent/Guardian:			
Date:		___ / ___ / ___	Review Date: ___ / ___ / ___

