

St Andrew's School

A school with Quaker values

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The St Andrew's School Trust is a Registered Charity No. 1129232

Behaviour Policy

Last reviewed date: 15/01/2020

Adopted by Trustees date: 16/03/2020

Signed by Chair of Trustees:  15/01/2021

Next review date: 15/01/2021

Introduction

At St Andrew's School we believe that students need to be safe and that every member of our school community is accepted as a unique individual, feels important and is valued as such.

In accordance with Quaker principles all members are valued as equals for the important contribution they make to the school and wider community.

- We promote success in learning by encouraging a sense of curiosity and love for learning and a determination to achieve beyond expectations.
- We work in partnership with parents, other schools, agencies and the outside community to promote an inclusive education.
- We promote independence, encouraging intellectual, emotional, spiritual and healthy growth to develop lifelong learning.
- We provide an enriching and challenging curriculum which addresses person centred approaches relating to individual needs.
- Our behaviour strategy is aimed at improving educational outcomes for all students by supporting their engagement with education.
- All students are given the chance to make a fresh start in their school life.
- At St Andrew's School we actively encourage restorative justice and meetings so that students can have an active role in the development of their own behaviour.
- We help to develop self-regulation and positive behaviours of students by supporting and encouraging them to be responsible for their own behaviour and understand that their actions have consequences which affect others.
- We aim to avoid confrontation by managing conflicts and defuse by constructive de-escalation strategies.
- We appreciate and encourage in students and staff positive qualities such as respect for others, honesty, hard work, effort, teamwork, creativity, humour, self-control, politeness, care and consideration for others and property.
- We work together to enhance learning and self-esteem.
- All students need to be kept safe from harm. These harms include injury to self/others/loss of learning/damage to property and absconding (see Absconding Policy).
- We recognise some behaviours will be conscious and chosen by our students, similarly some behaviours will be subconscious and related to their ages and stages of development.
- Staff members are expected to be effective role models for students by promoting positive behaviour in school and they are able to manage, with help or support, inappropriate, difficult or dangerous behaviour and have an understanding of what that behaviour might be communicating.
- All staff are required to do all that is reasonable to protect the health, safety and welfare of students. Where we have significant concerns or allegations, (sexual, illegal drugs, racist or homophobic accusations) we will gather evidence as part of safeguarding (refer to the safeguarding policy regarding consent from parents/carers).
- St Andrew's School has a home/school agreement. Parents/carers and students are required to agree and sign this document. (Appendix A, Home/School agreement)
- All school teaching staff, teaching assistants and regular cover supply staff are trained in the use of Norfolk Steps (as advised and supported by Norfolk County Council). Staff have an initial one day training course that covers behaviour management and supportive guiding techniques

(Step On). Where there is an identified need, further physical intervention training is available through Norfolk Steps (Step Up). All trained staff are required to attend an annual refresher.

Boundaries of acceptable behaviour

Our aims are;

- To have a calm working environment.
- For everyone to receive appropriate attention.
- For everyone to be engaged productively on the work they have been given.
- For everyone to speak to others in a way that enhances confidence, shows respect, improves self-esteem and develops good relationships. (not to use swearing and/or offensive slang words)
- For the appropriate response from everyone to instructions and requests and to exercise self-control in situations that may not be to their liking.
- For students to remain safe within school boundaries and safe when on trips outside of the school boundaries.
- For everyone to treat others with the respect they deserve.
- For everyone to accept responsibility for their own actions.

We need to create the conditions for a community in which effective learning can take place, in which there is mutual respect between all members and where there is proper concern for the school environment and the wider environment.

All staff should be aware always of the need to promote the positive ethos of the school and the shared responsibility of the students. Staff should not ignore evidence of difficult or dangerous behaviour.

Students have devised '3 Golden Rules' which describe our expectations of all individuals in the school:-

- Be Honest
- Be Respectful
- Be The Best You Can

Our Students

Many young people who have social and communication difficulties have suffered from the fact that their difficulties were not recognised. Students can react or cope in varying ways by becoming introverted and shy. They may also portray behaviour that is loud, self-assertive, or attempt to bully others to conceal their lack of confidence in their own ability to achieve.

These behaviours are not the cause of the student's difficulties but the result of them and, as such, they can lessen as the social communication difficulties are accommodated. There is an on-going programme of behavioural change for students which helps to support them to behave appropriately and learn acceptable positive behaviours. This enables them to access the learning environment in a positive way.

In each student's Individual Educational Plan (IEP) there are targets relating to social skills and communication skills to improve their ability to behave and communicate appropriately. These targets

are chosen to relate to their stage of management of their own autism and the desired outcomes in their Educational Health Care Plan (E.H.C.P).

The Risk Assessment Calculator (Appendix E) and Individual Risk Management Plan (Appendix F) detail which de-escalation techniques are appropriate for each student.

There are good home/school links to ensure that progress is monitored and any other problems the student may be experiencing either in school or at home, can be recognised and considered in relation to the student's behaviour.

Every student is expected to behave in a manner that does not infringe the liberty of others, thus bullying (see separate bullying policy) whether physical, verbal or cyber is prohibited. We discourage any form of fighting, even 'play fighting' as this can lead to bullies asserting themselves towards others.

We recognise that students are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important for all staff and volunteers to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to peer on peer abuse; it must never be tolerated or passed off as 'banter', 'just having a laugh' or 'growing up'.

At St Andrew's School, all staff are trained so that they are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- Bullying (including cyber bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery)
- Initiation or hazing (gang/group) type violence and rituals
- Gender based violence

Students are expected to behave appropriately on their way to and from school and at any other time when they are out in the community.

Rewards

St Andrew's School recognises the emphasis should be on the positive aspects of behaviour.

- 'Gotcha'- a post it note with details of positive behaviour, given to student with verbal praise and bonus point.
- Verbal encouragement and verbal private praise if appropriate
- Certificates for progress or positive behaviour
- System of points to achieve rewards, e.g. weekly special activity, stickers (KS2) or cheques (KS3/4/College) that can be saved for rewards chosen and agreed by parents/carers/Headteacher.
- Individual 'reward time'
- Group reward (earned by achieving 25 or 50 'Gotchas') e.g. visit to a play park (different key stages have other relevant age-appropriate rewards) is given when a whole group shows appropriate behaviour.

Use of consequences

St Andrew's applies a restorative approach which puts repairing harm done to relationships and people over and above the need of assigning blame and dispensing punishment.

To do this we believe in using consequences as opposed to punishments. Consequences will always have an educational element or learning outcome. There may also be a protective element to a consequence where a student is asked verbally to leave or even physically helped to leave with a physical intervention such as guiding or escorting. If the situation is dangerous the protective element may require a restrictive physical intervention.

Where there has been harm we will endeavour to hold restorative meetings or a learning outcome from the incident.

Consequences

- Verbal or visual warning that a consequence will be incurred if the inappropriate behaviour continues.
- Loss of points for a session (warning should be given).
- Removal from group or group is removed whichever is appropriate (warning should be given).
- The student may not be allowed to go on school trips or participate in an activity as their behaviour may be deemed unsafe.
- Carrying out a task (e.g. mending something that has been broken during the incident, or washing off graffiti), or pay for the item that has been damaged.
- Catch up work that has not been completed in class (due to difficult or dangerous behaviour) is to be done in a lesson of staff's choice or taken home to complete.
- Internal exclusion
- Fixed term exclusion, parents/carers will be asked in for a reintegration meeting.
- Cease of placement

Fixed term exclusion or cease of placement

Reasons for Exclusions

A student may be internally excluded, for a fixed term or a cease of placement for behaviour which endangers the welfare of themselves or others, either directly or by example.

External exclusions may be for a fixed period of no more than 5 days.

Actions, which will be dealt with in this most severe manner include:

- Smoking on the school premises.
- The use or possession of any illegal drug, legal substance with similar effect, or solvent.
- Acts of violent or threatening behaviour
- Unauthorised use or possession of alcohol
- Inappropriate sexual behaviour
- Bullying of other students
- Racism or homophobic behaviour
- Wanton vandalism
- Theft

If a student is internally excluded parents/carers will be informed.

If a student is externally excluded (fixed term) parents/carers, head of Trustees and the Local Authority will be informed in writing.

There will be arrangements made to ensure the student can continue their education at home. A record will be made in the School Exclusion Log, and in the students file.

Fixed term exclusions

Any fixed term exclusion will be concluded with;

- a re-admission interview, usually with the student his/her parent/carer, and the Head of Key Stage/Headteacher. The re-admission interview is not part of the punishment, but rather a process to draw a line under the misdemeanour, to make sure that all involved understand why the punishment was given and to agree strategies to support the student and to prevent any recurrence of the initial misbehaviour.
- A student returning to school will usually be placed on report so that behaviour can be monitored for a week.
- If a student is not responding to the methods used to support a change in behaviour (risk plan, meetings etc.) it will be considered whether the placement is meeting the needs of the student. A meeting with EHCP co-ordinator and parents/carers to arrange a cease of placement.

Cessation of placement

A cessation of placement is something that is a rare event as we always seek to keep students we have agreed to accept into our school. Where the placement may no longer be appropriate due to the student's complex needs. Where there is a persistent risk to themselves or to staff and other students, which cannot safely be controlled within the school environment:

- A meeting with the parents/carers and EHCP co-ordinator will take place.
- The Clerk of Trustees will be informed immediately of all placement cessations.
- The parent/carer of the student may appeal against this decision to the Trustees.

Appeals against exclusion, fixed term or cessation of placement

- Any such appeal must be made by the student's parents/carer in writing to the Clerk of the Trustees, at the school address, within one week of receipt of the letter notifying the parents/carer of the exclusion.
- The Clerk of the Trustees will establish an Appeal Panel to consider the appeal. This Appeal Panel will consist of three members, including two Trustees and an independent person.
- The Appeal Panel will normally convene for a hearing within three weeks of the receipt of the letter requesting the appeal.
- The parents/carer may bring a representative to the meeting.
- The Headteacher will not be a member of the panel but will be asked to present the supporting facts and materials. All letters and documents relied on by the Headteacher shall be made available to the parents/carer prior to the hearing.
- The parents/carer or their representative may ask questions of the Headteacher or may raise any relevant matter for the consideration of the panel.

- The panel may call for any further information it requires.
- No evidence or argument shall be presented to the panel in the absence either of the parents /carer or their representative, or in the absence of the Headteacher.
- At the conclusion of the hearing, the panel shall retire to consider what recommendation it may make.
- The panel may recommend:
 1. The exclusion/cessation of placement be confirmed
 2. The exclusion/cessation of placement is rescinded.
 3. The exclusion be rescinded and replaced with an alternative sanction.
- The recommendation shall be communicated to the Clerk of the Trustees, the parents/carers and the Headteacher.

We do not believe that our responsibility to an excluded student, or the family of an excluded student, ends at the point of exclusion. Rather, we will work to help the student find an alternative school, explore appropriate support or consider allowing the student to return as an external candidate to sit examinations.

Acceptable forms of Physical Intervention in St Andrew's School

Introduction

This section provides a framework for the use of physical intervention within the school. It considers the Department for Education (DfE) 'Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults Who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders' (May 2015) and the publication DfE Guidance on 'Use of Reasonable Force' (July 2013).

St. Andrew's School has trained staff in the 'Norfolk Steps' (therapeutic management of behaviour), which is owned by Norfolk County Council. Central to this section is the understanding that any physical intervention used by staff must be in accord with the idea of 'reasonable force' and used only in the last resort once all other strategies have been exhausted (except in exceptional circumstances). There is no legal definition of reasonable force. The use of force can only be regarded as reasonable, proportionate and necessary if the circumstances of the particular incident warrant it, and the degree of force employed is proportionate to the level of difficult and dangerous behaviour presented or the consequences it is intended to prevent.

Staff need to have knowledge of the students 'Individual Risk Management Plan' (Appendix F) and the appropriate de-escalation technique should be tried, before any physical intervention is used.

This could be;

- Use the student's name
- Acknowledge their right to their feelings
- Tell them why you are there
- Offer help
- Offer a 'get out' (positive phrasing)
- De-escalation script

It is essential that any discussion of physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. Acceptable forms of intervention (Norfolk Steps strategies) please refer to Appendices B and C (Definition of restrictive

physical intervention). Staff can use 'Roots and Fruits' (Appendix D) to ascertain behaviours, feelings and experiences, which help build an understanding of the student's personality.

All school staff need to feel that they are able to manage inappropriate behaviour, and to have an understanding of what challenging behaviours might be communicating. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

Any situation resulting in a physical intervention should be re-assessed after 10 minutes. If the physical intervention has not ceased, staff should then be asked if they need to be replaced. A Restrictive Intervention Record must be completed within 24 hours (appendix I) or in the case of a Friday afternoon this must be completed before leaving the school.

Acceptable forms of Physical Intervention (PI) (Appendix B)

Definition of PI

'Physical Intervention' (PI) is anything from contingent touch, supportive side hugs through to guiding/escorting (open/closed mittens), usually associated with difficult behaviour.

There are occasions when staff will have cause to have PI with students for a variety of reasons, for example:

- To comfort a student in distress (so long as this is appropriate to their age);
- To gently direct a student
- For curricular reasons (for example in PE, swimming, drama etc.)
- First aid and medical treatment
- In an emergency to avert danger to the student or students
- In rare circumstances, when Restrictive Physical Intervention is warranted.

In all situations where physical contact between staff and students takes place, staff must consider the following:

- The student's age and level of understanding;
- The student's individual characteristics and history.
- The location where the contact takes place (it should not take place in private without others present).

The Headteacher or a member of school staff and authorized by the Headteacher can undertake a search without consent if they have reasonable grounds for suspecting that a student may have in their possession a prohibited item. The staff member searching the student must be of the same sex, and must have a witness.

A limited exception to this rule is that a search of a student (of same or opposite sex) can be carried out without a witness present, but only where there is a reasonable risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Significant criminal prohibited items banned in school include.

Alcohol, drugs, knives or weapons, fireworks, stolen items, tobacco and cigarette papers, pornographic images, any article that the member of staff suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of any person (including the

student), any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Consequences advice from:

Searching, screening and confiscation Advice for head teachers, school staff and governing bodies, DfE Jan 2018.

Definition of Restrictive Physical Intervention (RPI) (Appendix C)

“Restrictive Physical Intervention” (RPI) is the term used to describe interventions where the use of force to control a person’s behaviour is employed using bodily contact. RPI will be all the elbow tucks associated with dangerous behaviour.

It refers to any instance in which a teacher or other adult authorised by the Headteacher has to use “reasonable force” to control or restrain students in circumstances that meet the following legally defined criteria.

- To prevent a child from committing a criminal offence (*this applies even if the child is below the age of criminal responsibility*)
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (*including the child’s own property*)

There is no legal definition of “reasonable force”. However, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it;
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

When unplanned or emergency measures have to be called on, school staff retain their duty of care. Any response should be proportionate to the circumstances and the minimum force necessary should be used to maintain safety and prevent injury.

Legal defence for the use of force is based on evidence that the action taken was:

- Reasonable, proportionate and necessary
- In the best interest of the young person

When the use of physical interventions may be appropriate in St Andrew’s School

RPI will be used when all other strategies have failed, and therefore only as a last resort. The concept of ‘last resort’ is not based on having tried and failed every other option. It has a stronger basis in considering if anything else would result in a safe outcome. For example, if a student is about to drink bleach, or run into a road, absconding, RPI will be used without needing to employ any other strategy. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. However there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain students may become distressed, agitated, and out of control, and need calming with a brief RPI that is un-resisted after a few seconds.

The safety and well-being of all staff and students are important considerations. Under certain conditions this duty must be an over-riding factor. We take the view that staff should not be expected to put themselves in danger and that removing other students and themselves from risky situations may be the right thing to do. We value staff efforts to rectify what can be very difficult and/or dangerous situations and in which they exercise their duty of care for the students.

Planning for the use of restrictive physical interventions in St Andrew's School

Staff will use the minimum force needed to restore safety and appropriate behaviour.

When considering the use of RPI there are only 3 components that can be judged as wrong.

- A negative impact on the process of breathing
- Pain as a direct result of the technique
- A sense of violation

The principles relating to RPI are as follows;

- RPI is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- Staff will only use it when there are good grounds for believing that immediate action is necessary and that it is in the student's and/or other student's best interests for staff to intervene physically.
- Staff will take steps in advance to avoid the need for RPI through dialogue and diversion. The student will be warned, at their level of understanding, that RPI will be used unless they cease the unacceptable behaviour
- Staff will use the minimum force necessary to ensure safe outcomes
- Staff will be able to show that the intervention used was a reasonable response to the incident
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- As soon as it is safe, the RPI will be relaxed to allow the student to regain self-control
- The age, understanding, and competence of the individual student will always be taken into account
- In developing Individual Education/Risk Management Plans, consideration will be given to approaches appropriate to each student's circumstance
- Procedures are in place, for supporting and debriefing students and staff after every incident of RPI, as it is essential to safeguard the emotional well-being of all involved at these times. Post incident, St Andrew's will have restorative meetings if necessary with parents/carers. Review self-evaluation with the student.

Developing an Individual Risk Management Plan (Appendix F)

If a student is identified for whom it is felt that RPI is likely, then an Individual Risk Management Plan will be completed. This Plan will help the student and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. The plan will include;

- Involving parents/carers and students to ensure they are clear about what specific action the school may take, when and why
- A risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- A record to be kept in school of risk reduction options that have been examined and discounted, as well as those used
- Techniques for managing the student's behaviour i.e. strategies to de-escalate a conflict, and stating at which point a RPI may be used
- Identifying key staff who know exactly what is expected. It is best that these staff are well known to the student
- Ensuring a system to summon additional support
- Identifying training needs

Recording and Monitoring of Incidents

Incidents are recorded for the protection of students and staff, and to monitor the behaviour of students.

Where it is considered necessary staff will monitor students using an Anxiety Mapping Grid (Appendix G) and/or look at previous papers that have been transferred from the previous placement. Complete an Audited Need for RPI or Restraint if appropriate, (Appendix H). Complete a Roots and Fruits form (Appendix D). Complete a Risk Assessment Calculator (Appendix E) for any total over 6. An Individual Risk Management Plan (Appendix F) is to be completed for difficult or dangerous behaviour.

A reasonable time of monitoring difficult or dangerous behaviour should take place, for example 2 weeks, then an Audited Need for RPI or Restraint should be completed (Appendix H). Consider difficult behaviours (e.g. going under the table) and report on these, using Restrictive Intervention Record (Restrictive and Non-restrictive, Appendix I).

The Anxiety Mapping (Appendix G) can be used to focus on a behaviour.

The Individual Risk management plan can then be reviewed after a time limited period and a plan of action developed with the student and relevant staff members and/or multi agency team.

If no progress is made within the time agreed between all parties, we will endeavour to hold a restorative meeting with parents/carers to discuss strategies and whether the placement is meeting the student's needs. Any incident where injury has been sustained whether accidental or the result of an incident must be recorded in the Accident Book and a letter sent home to parents/carers (a copy to be kept in students file).

All written records must be completed within 24 hours of the incident occurring. If any RPI is used a Restrictive Intervention Record (Appendix I) must be filled in.

Parents/carers are consulted as to the method and frequency by which they are informed of any PI involving their child.

After fixed term exclusion a restorative meeting will take place with the student and parents/carers to discuss the student's placement at St Andrew's School.

Appendix A

St. Andrew's School

Home School Agreement 2020

School

The school will do its best to:

- Offer a safe, secure and caring learning environment
- Teach and encourage students to do their best and achieve their full potential
- Provide a balanced curriculum of the highest quality and meet the individual needs of every student
- Have a clear and consistent approach to rewards and sanctions to manage student behaviour
- Promote a healthy lifestyle
- Offer opportunities to develop independence skills and future economic wellbeing
- Communicate between home and school via home school books, texts, emails, newsletters and school website

Signed

Date.....

Parent/Carer

To help my child at school, I will do my best to:

- See that my child attends school and timetabled lessons
- Inform the school each day of absence
- Raise any concerns or problems that might affect my child's ability to learn or behave appropriately
- Support the school to make sure my child maintains good behaviour
- Attend parent meetings/review meetings to discuss my child's achievements and progress
- Read all letters, messages and newsletters that are sent home
- Inform the school immediately of any changes to parent/carers emergency contact details
- If my child is ill at school, it is my responsibility to collect or arrange transport to collect my child

Signed.....

Date.....

Student

I will do my best to:

- Come to school and attend timetabled lessons
- Behave well at all times in school and on transport
- Work hard and listen carefully to instructions
- Be polite, friendly and helpful to other children and adults
- Wear school uniform
- Follow the school rules
- Tell somebody if there is something I am not happy about

Signed.....

Date.....

Name of Student.....

Appendix B

Acceptable forms of Physical Intervention (PI)

Open mitten escort

Open mitten guide



Open mitten

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Open mitten escort - paired



Supportive hug

*S



Appendix C

Acceptable forms of Restrictive Physical Interventions (RPI)

Elbow tuck - braced



Elbow tuck - additional support



Head Shoulders Knees Toes



Elbow tuck - figure of 4



Elbow tuck - lone worker



Elbow tuck figure 4 - chairs



Transition

Shape



Appendix D

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous Behaviours

Pro- social behaviours

DEFAULT

Anti-social / negative feelings

Pro-social / positive feelings

Anti-social / negative Experiences

Pro-social / positive experiences

Appendix E
Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Risks which score 6 or more (probability x seriousness) should have strategies listed on next page

Appendix F Individual Risk Management Plan

Name	DOB	Date	Review Date
Photo	Risk reduction measures and differentiated measures (to respond to triggers)		
Pro social / positive behaviour		Strategies to respond	
Anxiety / DIFFICULT behaviours		Strategies to respond	
Crisis / DANGEROUS behaviours		Strategies to respond	
Post Incident recovery and debrief measures			

Signature of Plan Co-ordinator..... Date

Signature of Parent / Caref..... Date

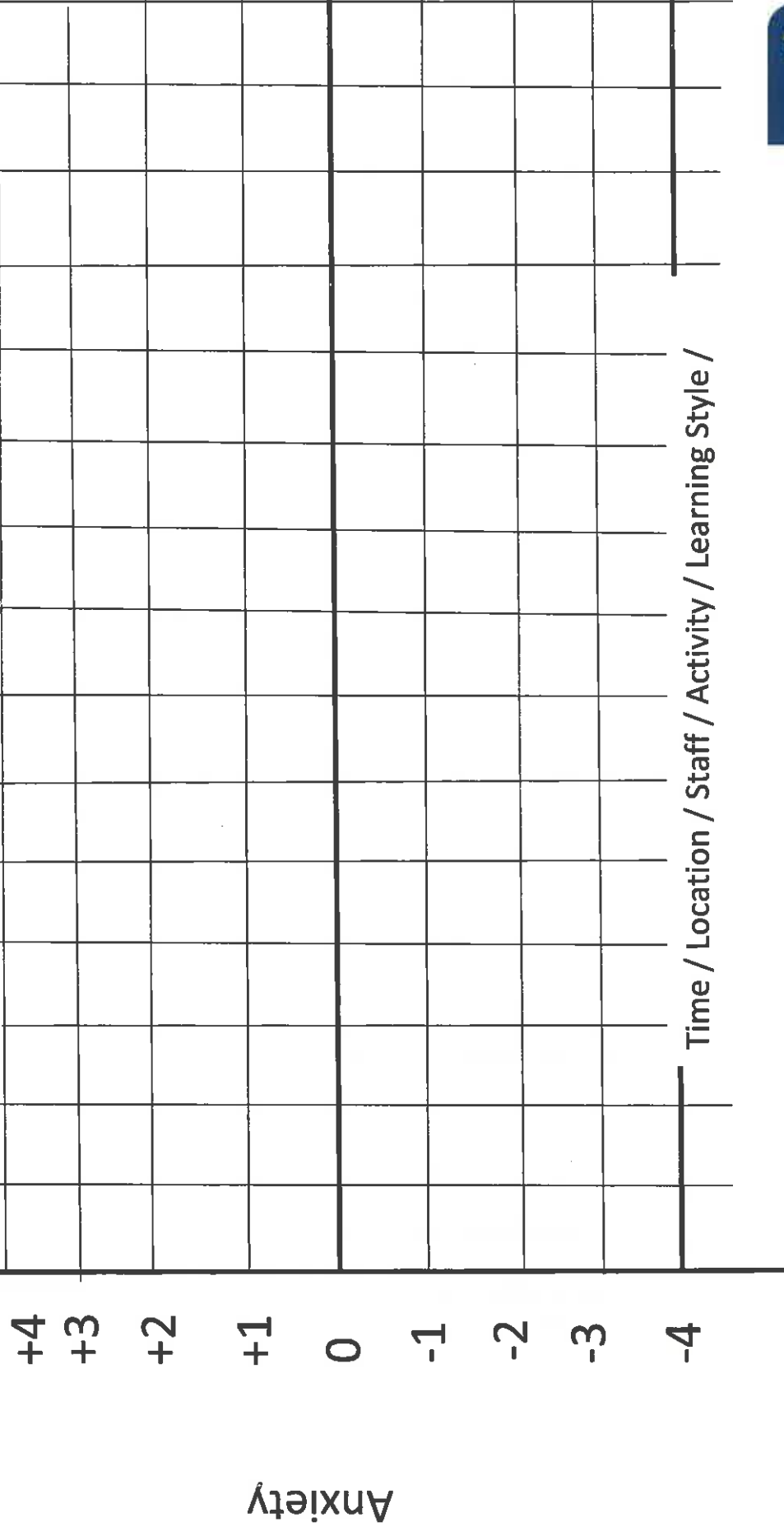
Signature of Student.....Date.....

Registered Office as above. Registered in England and Wales
 Trustees: Mr J Garner, Mr R Wheeler, Mr D Bullard, Ms V Jones,
 Mr C Johnson, Mrs J Davis, Mrs R Robinson
 Charitable Company limited by guarantee No. 6729913



Appendix G

Anxiety Mapping



Registered Office as above. Registered in England and Wales
Trustees: Mr J Garner, Mr R Wheeler, Mr D Bullard, Ms V Jones,
Mr C Johnson, Mrs J Davis, Mrs R Robinson
Charitable Company limited by guarantee No. 6729913



Appendix H

Audited Need for Restrictive Physical Intervention or Restraint

Name	DOB	Age
How well equipped is the school to manage this inclusion (position in circles)		
Is 'Roots and Fruits' updated		
Experiences effecting the student		
Feelings effecting the student		
Physical characteristics (height, weight, physical differences)		
Additional risk factors (medical or emotional diagnosis or needs, substance misuse etc.)		
Communication differences (visual or hearing impairment, adaptive communication)		
Is 'Individual Risk Management Plan' updated		
Context or Triggers (high risk times, places, people activities)		
De-escalation options to use (unusual strategies that are effective)		
De-escalation options to avoid (common strategies that have proved ineffective)		
Principle of 'last resort' why may de-escalation be ineffective (triggers are hidden, difficulty in communicating)		
Staff matching (who is best to de-escalate, who is safest for involvement with RPI)		

Appendix H

Training needs (does anybody require additional training in de-escalation, RPI, Communication)
JUSTIFICATION (what harm will be prevented at what level)
Environmental Risk Assessment (necessary changes ie remove chairs etc, limited access)
Student Shape (standing, seated on chairs, seated on the floor)
Adult shape (standing, kneeling, seated in chairs)
Destination technique (elbow tuck lone worker, elbow tuck figure 4, shield etc.)
Transitions (describe the messy bits, taking hold, letting go etc.)
What makes it safe (reminders of detail)
What makes it effective (reminders of detail)
Social validity (how will it feel for the student, how will it look to others)
Protective consequences (limits to freedom to CONTROL risk of harm)
Educational consequences (how are we going to TEACH internal discipline)

Appendix I

Restrictive Intervention Record

Intervention Record (Restrictive and Non-restrictive)

Student Name:	
---------------	--

Location of Incident:	
-----------------------	--

D.O.B:	
--------	--

Time and Date of Incident:	
----------------------------	--

Reporting Member of Staff:	
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Justification for physical intervention (tick all that apply): To prevent harm to self <input type="checkbox"/> To prevent harm to other students <input type="checkbox"/> To prevent harm to adults <input type="checkbox"/> To prevent damage to property <input type="checkbox"/> To prevent loss of learning (see plan) <input type="checkbox"/>	Predicted harm prevented by physical intervention with predicted levels (see Individual Plan) e.g. bruising to peers, lacerations, destruction of computer, 20 mins of geography lost for 15 studetc.)
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Incident on school pod completed/book	Y/N
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Name(s) of additional staff witness:	Name(s) of additional student witness:

Medical Treatment / Injuries	Y/N
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Damage to Property	Y/N
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RECORD OF HARM, without restrictive intervention Physical/Emotional, Disruption to self/others/property	
Potential	Action
Description of harm caused	
Behaviour	

Triggers:
Additional factors:



Management:		Comments:
How was the incident resolved?		
What were the Consequences? Protective and Educational		
Has student reparation/ de-brief taken place?	Y/N	
Has staff de-brief taken place?	Y/N	
Has the Risk Management plan been reviewed or updated?	Y/N	
Was there Police involvement?	Y/N	
Has there been Internal Exclusion / FTEX / PEX?	Y/N	

Primary de-escalation techniques used

Verbal advice and support	Offering services of other staff
Calm talking	Informing of consequences
Distraction	Taking non-threatening body position
Reassurance	De-escalation script
Humour	Clear instruction / warning
Negotiation	Withdrawal from activity
Offering choices and options	Diversion

Number	Description of how technique was employed
1	
2	
3	
4	
5	

Restraint techniques including sequence of techniques, time and staff involved:

Time	Technique	Shape	Staff name

Duration of restraint: _____ **Duration of incident:** _____

Is there any physical mark or harm caused by the use of restraint?	Y/N	Details:
Has the student indicated that this was caused by the use of physical intervention?	Y/N	Actions: <ul style="list-style-type: none"> • •

Incident reporting and monitoring	
Incident reported to: Head Teacher by:	
Parents / Carer informed by:	@
Student wellbeing verified by:	@

Verification of account of incident:		
Staff name	Staff signature	Date



Staff wellbeing verified by:	@
Incident form completed by:	@

Incident form coordinator check signature and date.