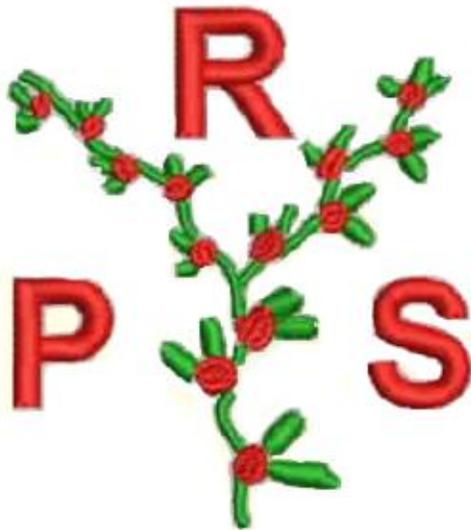


Roseberry Primary School

R P S



Policy for Positive Handling

Approved by the Governing Body:	October 2010
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Head teacher:	Maggie Fearnley

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Introduction

It is important to set the use of positive handling with children and young people in context. In mainstream settings the vast majority of children and young people behave well, and conduct themselves in an acceptable manner in whatever setting. However, at Roseberry there are occasions when children challenge codes of conduct, expectations, rules and routines. It is valuable to remember that whilst children may have or create difficulties in certain situations, they are not problems in themselves and that there is always a reason why people behave in particular ways in particular circumstances. We recognise that there will be extraordinary circumstances where the physical management of children or young people may be necessary for the protection of themselves or others. However, it is important that in those circumstances, positive handling operates within the framework of these agreed guidelines which makes the use of such controls as safe and secure as possible, for all staff, children and young people. In all cases we must take account of a range of de-escalation techniques and approaches, from physical presence, through diversion to positive handling.

To address these circumstances we have developed guidelines that:

- encourage the development of self-worth and self-esteem in all
- set high expectations for the behaviour of all those within the school
- promote a positive ethos and a safe and secure environment
- foster mutual respect amongst staff and children
- still value the person whilst disapproving of or dealing with his/her unacceptable behaviour
- plan approaches to managing inappropriate behaviour
- involve consultation with staff, parents or carers, and children or young people themselves
- include monitoring practices and regular review of policy to take into account changing circumstances and evolving national or local guidelines.

This guidance has been drawn up through reference to;

1. Department for Children, Schools and Families (DCSF) 'Guidance on the Use of Force to Control or Restrain Pupils (November 2007)
2. Sections 93/165 of the Education Act 2006 'Guidance on the Use of Restrictive Positive handlings for Pupils with Severe Behavioural Difficulties'
3. DCSF: September 2003 'Guidance for Restrictive Positive handlings'
4. Guidance issued to schools by Redcar and Cleveland and North Yorkshire authorities.

Staff are vulnerable to abuse allegations if they apply any form of positive handling and get it wrong, or are perceived to do so. (This may mean that the parents/carers or child object to the application of the positive handling). On the other hand staff are also vulnerable to accusations of a failure of duty of care if they do not apply any form of positive handling and, as a consequence, a child or young person suffers harm. In such difficult circumstances all staff at Roseberry must take account of this guidance which provides a framework of principles, guidance and advice within which they can operate. Training should match the needs of the children that staff are caring for and in all cases that training is provided through the authorities preferred method TEAMTEACH

This guidance should not be treated as a complete and authoritative statement of the law. Interpreting the law is a matter for the courts. However, it is school policy that all staff follow this guidance as it should help them to understand what the law means for them in practical terms, as well as providing advice on good practice.

Aims:

1. To maintain a policy based upon sound principles for positive support and positive handling, which will help staff at the school to:
 - a. fulfil their duty of care to children in schools to prevent harm
 - b. develop and sustain a culture and practice which protects the dignity and safety of children, and staff
 - c. create and maintain a safe and secure learning environment
 - d. promote a shared understanding that as a last resort, planned positive handling is an option that trained, authorised and monitored individuals may have to take.

Rationale

1. Good teaching leads to good behaviour management.
2. Behaviour can almost always be managed using proactive and preventative approaches and that any positive handling is only necessary after all other strategies have been exhausted.
3. We need to make a clear, unambiguous statement about the practice of using positive handling with children.
4. We need to set out the context and circumstances in which it may be appropriate to use different forms of positive handling.

The Guidance from the Departments of Health and Children, Schools and Families distinguishes between planned positive handlings, where incidents are foreseeable, and emergency situations which cannot reasonably be planned in advance. The detailed advice and guidelines in this document are intended for those circumstances in which it is known that a child or young person may react aggressively or violently and therefore responses can and should be planned in advance and preferably in writing. In less predictable circumstances and for unplanned events it is clearly impractical to consider a long checklist before intervening. On these occasions our trained staff use the skills and knowledge that they have acquired and, as far as possible, avoid having to use positive handling or should do so with reasonable, minimum force.

Principles within the Legislation

The use of reasonable minimum force to physically manage children and young people is permissible only in certain limited and defined situations. Section 93 of the Education and Inspections Act 2006 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:

1. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
2. causing personal injury to, or damage to the property of, any person (including the pupil himself); or
3. 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:

1. any teacher who works at the school, and
2. any other person whom the head has authorised to have control or charge of pupils.

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

The power to intervene 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).

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

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

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

The statutory power conferred by section 93 of the Education and Inspections Act 2006 is in addition to the common law power of any citizen in an emergency to use reasonable force in self-defence, to prevent another person from being injured or committing a criminal offence. On preventing injury or damage to property, the statutory power is similar in scope to the common law power, except that it is only available to people authorised to have control in charge of pupils. On preventing other types of criminal offence, section 93 provides essential clarification. It is by no means clear that all the behaviours that prejudice school discipline are also criminal offences and most primary pupils are below the age of criminal responsibility. So section 93 makes it clear that authorised staff may use force to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence.

Reasonable force may also be used in exercising the statutory power, introduced under section 45 of the Violent Crime Reduction Act 2006, to search pupils without their consent for weapons. This search power applies to head teachers and staff authorised by them, where they have reasonable grounds for suspecting that a pupil has a weapon. Reasonable force could be used by the searcher and/or the second person required to be present at a search. However we will not search pupils where resistance is expected, but will call the police.

It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, abolished by section 548 of the Education Act 1996.

Positive intervention is only used to prevent likely injury to a child or to others, or likely serious damage to property. It is not used as a punishment, as a means to enforce compliance with instruction, or in response to challenging behaviour which does not give rise to reasonable expectation of injury to someone or serious damage to property.”

Principles

1. It is good practice for good quality guidance on the use of reasonable force to control or restrain pupils to be in place. Our guidance describes both the kinds and circumstances we regard as justifying the use of force to restrain a pupil (for example, to prevent injury)
2. All staff need to understand their powers and the options open to them. They need to know what is acceptable and what is not.
3. It is our view that the use of reasonable minimum force to physically manage children and young people must be proportionate to the behaviour of the individual and the nature of the harm that they may cause. It should therefore be used only:
 - a. in circumstances where any other course of action would be deemed likely to fail
 - b. as a last resort where all other courses of action have failed
 - c. with the minimum degree of intrusion required to resolve the situation.

Where possible it should be a previously and carefully planned response and involve only staff who have received accredited training in the use of positive support and positive handling techniques (i.e. TEAM TEACH)

4. The use of reasonable minimum force to physically manage children and young people must not be used as a general behaviour management technique or with intent to:
 - a. Punish
 - b. cause or threaten hurt
 - c. oppress, threaten, intimidate or bully
5. The following advice is particularly relevant to pupils with Statements of SEN:
 - a. Involve the SENCo
 - b. Develop positive handling plans for individual pupils assessed as being at greatest risk of positive interventions in consultation with the pupil and his or her parents/ carers. Any planned use of positive handling should be compatible with a pupil’s statement and properly documented in school records.
 - c. As far as practically possible, make staff who come into contact with such pupils aware of the relevant characteristics of those individuals, particularly:
 - situations that may provoke difficult behaviour, preventive strategies and what de-escalation techniques are most likely to work
 - what is most likely to trigger a violent reaction, including relevant information relating to any previous incident requiring use of force; and
 - if positive handling is likely to be needed, any specific strategies and techniques that have been agreed by staff, parents and the pupil concerned.

Information from parents may be as valuable as information held by the school. Some of this information may be sensitive. Schools should seek express (preferably written) consent from the parent to inform appropriate staff. However, where consent is unreasonably withheld the information may still be made available to staff who need it, where minimising the chances of force being required would be in the vital interests of the pupil concerned.

- e. Always consider whether additional support from other staff might be required. This does not necessarily mean waiting for them to arrive before taking action if the need for action is urgent. However they should always be involved in post-incident follow-up.
- f. We should teach pupils who are at risk some strategies to communicate to staff in times of crisis. These can be included in support plans and we must ensure that staff are familiar with these strategies.

6. Staff should not act in a way that might reasonably be expected to cause injury, for example by:
 - a. holding a person around the neck or by the collar
 - b. holding a person in any way that might restrict their ability to breathe, i.e. compression of the lungs, chest area, diaphragm or wind pipe
 - c. slapping, punching or kicking a person
 - d. twisting or forcing limbs against a joint
 - e. tripping up a child or young person
 - f. holding or pulling a person by the hair or ear
 - g. holding a person down on the ground (only staff trained in advanced and appropriate techniques for ground recovery RPI should consider using a ground hold)
 - h. using prone restraint (i.e. holding the face down to the ground) should be avoided wherever possible and should only be used in exceptional circumstances, in line with individual pupils risk assessment and care plans.

7. It is each member of staff's responsibility to make an assessment of the particular circumstances. Staff will need to decide:
 - a. whether they are capable of managing the situation alone
 - b. if positive handling is appropriate and if it is, at what level
 - c. and whether there is an additional person to call on who is appropriately trained and authorized should the need arise.

Prior risk assessment should reduce the likelihood of such risks if:

- a. responses can be thought out in advance and written into a plan
 - b. they are implemented by trained or knowledgeable staff
 - c. incidents are recorded in writing and plans reviewed.
8. Only authorised, trained staff can use these techniques and all authorised persons will need to take the following factors into consideration, according to an agreed behaviour management plan for each child or young person who is known to be at risk of using aggression or violence:
 - a. any underlying condition affecting the person
 - b. the behaviour or known intentions of the person
 - c. the person's emotional state and their own emotional state
 - d. the person's sex, age and level of understanding
 - e. the person's perception of the situation
 - f. the person's personal, social and medical history
 - g. the influence of peer and other pressure
 - h. any other events which may be causing the person anxiety
 - i. their knowledge of the person and any behaviour management plans already in operation
 - j. the current health of the person
 - k. the location and time of day
 - l. the availability of other staff and the risks inherent in any planned course of action
 - m. the antecedents to the situation
 - n. the likely consequences of intervention and nonintervention.

 9. In considering these factors particular attention needs to be given to the age, understanding and emotional state of the person. As children grow, with age and maturity they become more able to make decisions. However competency is not only determined by age and maturity. The person's emotional state and the possible consequences of his/her behaviour should be significant factors in decision-making.
 10. The judgement on whether to use force and what force to use should always depend on the circumstances of each case and information about the individual concerned. The use of force would be reasonable (and

therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant positive handling of the degree applied and could not realistically be dealt with by any other means.

11. Clearly it is not possible to take all of the following factors into account when faced with a challenging person. These are intended as an aide memoire for those circumstances where violent behaviour is predictable and planned responses can take these factors into account in advance. Staff should try to adhere to the following guidance before using reasonable minimum force to physically manage children or young people:
 - a. de-escalation and conflict resolution techniques must have been exhausted
 - b. the dignity of the person must be protected
 - c. the person should have been warned quietly, but clearly and firmly, of the likelihood of reasonable minimum force being used
 - d. staff employing reasonable minimum force should act in a calm and considered manner
 - e. techniques employed should evidence a gradual and graded response commensurate with the situation, task and individual involved
 - f. techniques employed should allow for an increase if the circumstances dictate this is necessary but as quickly as possible, should ensure a decrease in the degree of reasonable minimum force used
 - g. where it is possible, more than one member of staff should be involved, reducing risk, encouraging teamwork, requiring less effort and minimising the possibility of damage, and also preventing particular staff being associated with the employment of force
 - h. the least personally invasive method of reasonable minimum force should be employed
 - i. ideally, where a member of staff is physically managing a person of the opposite sex, a member of staff of the same sex as the person should be present from the earliest moment, if possible
 - j. in every case no more force should be used, nor more time taken up, than is absolutely necessary to effectively resolve the situation
 - k. the person should repeatedly be offered the opportunity to exercise his or her own self-control and the use of force should cease as soon as possible
 - l. if physical management is continuing too long then other planned strategies should be employed.

At the conclusion of each incident:

1. The child or young person involved should be offered the opportunity to talk through the incident as soon as possible
2. Staff who were involved should be afforded support from colleagues as soon as is practicable.
3. All such incidents must be recorded comprehensively, within 24 hours, using the school's log book:
4. The member of staff involved in an incident is usually best placed to compile the record. It is good practice for the member of staff with lead responsibility for safeguarding to check the record.
5. It is crucial that where incidents are reported they detail the antecedents of the incident and a description of how it was managed. How the incident was concluded, feedback from the Manager and crucially the Young Person's view of the incident.
6. After any recordable incident parents/carers should always be informed.
7. We will apply Children's Homes National Minimum Standards (Standard 22.13) which states that "... where there has been positive handling, the child will have the right to be examined by a registered nurse or medical practitioner within 24 hours."

Responding to complaints

The use of restrictive positive handling can lead to allegations of inappropriate or excessive use. In the event of a complaint being received in relation to use of force by staff, the matter should be dealt with in accordance with agreed procedures for handling allegations against members of staff.

Definition of terms

Control represents the most severe form of all physical intervention strategies permissible. It is helpful if all staff working with children or young people understand and use similar terminology.

Defusing and de-escalation: Where staff engage in a focused discussion with the person with the aim of persuading him/her from an intended course of action. Using humour (but not sarcasm) or offering diversions to reduce tension in the situation. (see also appendix f)

Physical presence: Describes a situation in which staff stand close by or in front of a person momentarily, or temporarily in their way. Physical presence is a means of both communicating authority and re-establishing safety and security.

Restriction of access or exit: Describes a situation in which staff stand in doorways or corridors to restrict a person's movement. It is a means of preventing them accessing dangerous environments, or leaving a room when it is judged that it would be prejudicial to the maintenance of a safe and secure environment for them to do so. NB it is not normally lawful to lock a person in a room without a court order. We would not generally advocate for access to be locked to stop a young person leaving a building.

Withdrawal: Describes the removal of a person from a situation that was causing distress or anxiety to a place where s/he can be supervised and supported until s/he is ready to resume normal activities.

Seclusion: Involves restricting a person's freedom of movement. If a person is forced to spend time alone against his/her will then this should be regarded as a form of positive handling.

Time out: Involves restricting a person's access to all positive reinforcements as part of a behavioural programme.

Physical diversion: Describes a means of deflecting a person from destructive and/or disruptive behaviour, for example, by holding a hand, placing a hand on the forearm, putting an arm around a shoulder, or guiding by placing a hand on the back. It involves little force but serves to reinforce staff attempts to reason with the person.

Positive Handling: Describes the use of minimum force to divert a person from criminality, harming him/herself or others, seriously damaging property, absconding or disruptive behaviour which prejudices the establishment and maintenance of a safe and secure environment. Positive handling is normally restricted to holding the child or young person in a standing or sitting position and is normally only carried out by trained staff, according to an existing written plan.

Legal Framework

Section 550A of the Education Act 1996 sets out the powers which teachers and other staff have to use reasonable minimum force to physically manage pupils, and came into force on 1 September 1998. Section 550A allows those teachers and other members of staff who are authorised by the Head Teacher to use such force as is seen as being "reasonable" to prevent a pupil from:

1. 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)
2. injuring themselves or others;
3. causing damage to property (including the pupil's own property)
4. engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

Any form of corporal punishment in schools is illegal, and this ban is absolute.

In considering issues around the use of positive handling with pupils, schools need also to consider the following:

1. The Children Act 1989, guidance and regulations, which state positive handling "should be used rarely and only to prevent a child from harming himself or others or from damaging property. Force should not be used for any other purpose, nor simply to secure compliance with staff instruction".
2. Further advice on pupil behaviour and discipline, which is given in DfEE Circular 8/94, and the advice on restraint is given in paragraphs 115 to 117 of the circular.

3. Circular 10/95 entitled 'Protecting Children From Abuse' which stresses that schools have pastoral responsibility towards their pupils and should recognise that pupils have a fundamental right to be protected from harm. Schools should have procedures for handling suspected cases of abuse of pupils that should be based upon procedures laid down by the Safeguarding Board.
4. 'Guidance on the use of restrictive physical interventions for staff working with children and young people who display extreme behaviour in association with learning disability and/or autistic spectrum disorders' was issued to all LAs, Health & Social Services and Special Schools in July 2002 jointly by the DCSF and DH offering guidance to special schools and LAs on how to respond to pupils presenting severe problems in managing their behaviour.

Schools and their staff (teaching and non-teaching) are responsible for:

1. agreeing strategies for managing difficult behaviour and consulting parents and governors
2. implementing, communicating, publishing, monitoring, evaluating and reviewing the school policy;
3. ensuring that every opportunity is made to resolve conflicts non-physically, avoiding the use of physical intervention
4. reporting positive handling incidents and monitoring the frequency and duration of incidents
5. acting as good role models and ensuring that they contribute to the creation of a safe working environment for all;

Governors are responsible for:

1. supporting the creation of a safe working environment for all
2. ensuring that the school has a coherent policy and that the policy is implemented, communicated, published, monitored, evaluated and reviewed
3. ensuring that the climate of the school encourages a peaceful, calm and non-physically threatening atmosphere
4. making appropriate resources available for the policy to be fully implemented.

Pupils are responsible for:

1. behaving in a manner which does not instigate the use of positive handling
2. resolving conflicts amicably and responding to adults' efforts to de-escalate difficult situations
3. ensuring that they contribute to the creation of a safe working environment for all, and individual's right to such.

Parents/carers are responsible for:

1. ensuring that they support the creation of a safe, non-oppressive working environment in school
2. working with the school in a supportive role to resolve difficult incidents
3. acting as good, positive role models and encouraging attitudes in their children which avoid physical conflicts.

Staff at Roseberry are entitled to:-

1. support from pupils, parents, governors and CESC in implementing this guidance
2. a safe and secure working environment i.e. not to be placed in situations where there is a known risk of violence without appropriate training and support
3. being treated with respect and dignity
4. having their awareness of issues around positive handling raised, including being given this guidance document and being involved in the further development and review of the guidance.
5. training (where the school policy and Union guidelines permit) in the use of positive handling as per TEAM TEACH guidance
6. information about pupils for whom positive handling may need to be totally avoided except in exceptional circumstances
7. supported by senior staff where incidents occur

8. a framework of operation which encompasses procedures, training, monitoring, record keeping and a continuum of de-escalation/conflict resolution strategies;

Pupils are entitled to:

1. a safe, secure and non-oppressive working environment
2. being made fully aware of the policy and how it relates to them
3. being treated with respect and dignity, regardless of race, religion, gender, age, special educational needs
4. having their feelings, views and needs taken into account

Parents/carers are entitled to:-

1. know the school's policy and arrangements on positive handling, via the school brochure and individual behaviour management plans, pastoral support programmes or individual education plans
2. information about incidents which involved their child and be involved (where appropriate) in resolution of related problems
3. the knowledge that their child will experience a safe and secure working environment.

Avoiding confrontation

It is often possible to decide not to 'make an issue' if a confrontation is predictable. A frequent point of initiation of confrontation is where conflicting or inconsistent expectations allow for discussion or argument. If it is desirable to 'make an issue', one may decide to defer the matter, with or without making an issue at the time. Avoiding having an audience is paramount. It is useful to remember that adults have the skills/experience/ self-confidence/power, in inter-personal transactions. Many young people have few, if any, of the above, in particular those who are most likely to become involved in confrontation with staff. It should not be beyond a determined adult to avoid a confrontation developing except in the most extreme circumstances.

There are many alternative approaches. Adults should try a range of responses and develop what seems comfortable to them. Some find that a little, light humour helps defuse potential friction. As a general rule shouting, unless it is to draw attention (e.g. to stop a young person who is about to do something which is unintentionally dangerous) is likely to be ineffective in avoiding or de-escalating conflict. Maintaining a calm manner, whilst making clear that the pupil is behaving in an unacceptable manner, is more likely to lead to a peaceful resolution than shouting and other signs of anger.

The restatement of an expectation that does not invite comment or request any response 'closes down' some potential for confrontation. When linked with a simple choice, in the form of a statement, this also allows the young person to take some 'ownership' of the outcome by making a decision. An example of such a comment might be, "You know what you are expected to do, complete the writing up of the experiment. Either get on with it now or you'll have to take a consequence." At this point the teacher might move away and interact with other pupils who are working, thus drawing attention away from the other pupil and allowing a breathing space for both parties.

Avoiding & de-escalating conflict: some do's and don'ts

Do:

- intervene early
- appear calm and confident
- get close and talk quietly
- avoid an audience
- restate expectations
- offer choices

- allow time and space
- get someone else to take over if you think it's personal or more than you can manage

Don't

- shout
- appear angry
- ask 'open' questions (e.g. why...? or are you...?)
- make promises you cannot fulfil
- make personal comments
- back the pupil into a corner (literally or metaphorically)

De-escalation

It is advisable, wherever possible, to depersonalise interactions. Taking a step back from the immediate situation and being able to disassociate from personal comments, viewing them instead as general expressions of anger and frustration, can be a helpful approach to adopt. It is important to be aware of the use of personal space and the effect different styles of interpersonal interactions have on defusing conflict. De-escalation strategies may include sitting down rather than standing over a pupil, inviting the pupil to sit down themselves, or walking away to the other side of the room. It may be safe to leave the room completely, perhaps asking another teacher (not involving a more senior member of staff necessarily) to supervise, if the confrontation is thought to be personally inspired.

At Roseberry we use the library space in Key Stage 1, the reading room or the counselling room in Key Stage 2 for the de-escalation of conflicts which allow for 'time out', allowing all parties a non-threatening opportunity to gain self-control before attempting a reconciliation. For some pupils access to such facilities can provide a vital "safety valve". Such a short or long term arrangement should be described within the pupil's Individual Support Plan,

Do

- sit down
- break eye contact
- divert the focus (e.g. by humour - not sarcasm - by suggesting a different activity, even work!)
- encourage, talk and be prepared to listen
- be prepared to lose face

Don't

- take angry comments personally
- 'invade' personal space
- insist on 'getting your own way'

Risk Assessment

The term "risk" refers to any circumstances which could lead to adverse outcomes for the child or others. Risks may arise in relation to a number of factors, such as the health care and social support arrangements for the child; interactions between the child and his or her environment; the direct impact of behaviour(s) presented by the child; measures and interventions employed to reduce, limit or manage the risks presented to the child and others.

Risk assessment and management is a process that helps staff and others to consider risk issues, to act reasonably, and to learn from what happens in everyday practice. In the main, risk assessment and management involves:

- using what is known, in the light of experience, to make rational judgements about risk issues

- weighing up options and taking reasonable risks
- taking action to implement a range of approaches to support and safeguard children.

By working in this way it is possible to make decisions and take actions to:

- limit the level of inherent risk to which children and others are exposed
- take calculated risks to broaden the child's experience and maximise his or her individual potential
- avoid unreasonable risks for this child and others
- ensure that strategies used to respond to challenging behaviour are reasonable, and proportionate to the risks presented by the behaviour.

Proforma for assessing and managing foreseeable risks for children who present challenging behaviours

Name of child

Class group

Name of teacher

School

Identification of Risk	
Describe the foreseeable risk	
Is the risk potential or actual?	
List who is affected by the risk.	
Assessment of Risk	
In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by:

.....

Signature

Date

An example of a risk assessment

Risk Reduction Options			
Measures	Possible options	Benefits	Drawbacks
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

Agreed Behaviour Management Plan & School Risk Management Strategy		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by:

.....

Relationship to child

.....

Date:

.....

Communication of Behaviour Management Plan & School Risk Management Strategy		
Plans and strategies shared with:	Communication Method	Date Actioned

Staff Training Issues		
Identified training needs	Training provided to meet needs	Date training completed

Evaluation of Behaviour Management Plan & School Risk Management Strategy		
Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		
ACTIONS FOR THE FUTURE		

Plans and strategies evaluated by:

Relationship to child

.....

.....

Date:

.....

Incident Report Form

<u>Pupil Surname</u>		<u>Forename</u>		<u>Form/Class</u>		<u>DOB</u>		<u>U.P.N</u>	
<u>Type of Incident (See Guidance)</u>						<u>Ethnic Origin Of Pupil</u>		<u>Care Order Y/N</u>	
<u>Date of incident:</u>		<u>Time of incident:</u>		<u>Duration of incident</u>		<u>Location:</u>			
<u>Lesson or Activity:</u>			<u>Report compiler:</u>			<u>Compilers position:</u>			
<u>Physical Restraint Holds used if any (See School Guidance)</u>				<u>De-escalation strategies used (see guidance): *</u>		<u>Names of others present/involved: *</u>			
<u>Reason For Use (See School Guidance)</u>									
<u>Antecedents *</u>									
<u>What Actually Happened:*</u>								<u>Injury Location</u>	
									
<u>Further action *</u>					<u>Sanction: *</u>				
<u>Reported To:</u>			<u>Time reported:</u>			<u>Date reported:</u>			
<u>Report read and Discussed with pupil</u>				<input type="checkbox"/>	<u>If no what are pupil views: Any other views from other pupils: *</u>				
<u>Pupil agrees with content</u>				<input type="checkbox"/>					
<u>Date Parent/Carer Informed:</u>									
<u>Time Parent/Carer Informed:</u>									
<u>Parent/Carer Name:</u>			<u>Parent/Carer comments:*</u>						
<u>Any other agencies notified *</u>									
To be completed by responsible person if physical restraint has been used (Usually headteacher)									
<u>Was sufficient or appropriate de-escalation undertaken</u>	<input type="checkbox"/> Y	<u>Were there grounds for use of physical control?</u>	<input type="checkbox"/> Y	<u>Has appropriate post incident action taken place</u>	<input type="checkbox"/> Y	<u>Is the record keeping comprehensive and complete</u>	<input type="checkbox"/> Y	<u>Were approved physical controls used</u>	<input type="checkbox"/> Y
	<input type="checkbox"/> N		<input type="checkbox"/> N		<input type="checkbox"/> N		<input type="checkbox"/> N		<input type="checkbox"/> N

* Include Page and Book Number of location of further notes if applicable