

Stanley School Policy

Managing Behaviour

Covers all aspects of behaviour management including Supportive Holding Techniques

All other Stanley School Policies should be taken into account when following the Stanley School Managing Behaviour Policy.

The Stanley School Behaviour Policy works alongside, and may reference to the following policies;

- Calming Rooms Policy
- Communication Policy
- Moving and Handling Policy
- Sensory Policy
- Anti-bullying Policy
- E-Safety Policy
- Child Protection and Safeguarding
- Health and Safety Policy
- Incidents and Accidents
- Keeping children safe in education



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This policy was reviewed;

September 2022	

Introduction

'Behaviour is a language.....What is it telling us?'

Context

Approximately 145 children aged between 3 and 11 years attend Stanley School. All children have a statement of special educational need, an Education Health Care Plan. Some have severe learning difficulties, autistic spectrum disorders or profound and multiple learning difficulties. There are also a number of children with additional physical, visual, hearing or sensory processing impairment. Alongside their learning difficulties some of the pupils at Stanley have associated problems in developing behaviour that follows accepted norms.

Promoting a positive ethos in Stanley School

Aims at Stanley school

AIM 1:

To enable all young people to achieve their full potential in all areas of their development.

AIM 2:

To provide a happy, caring, stimulating, supportive, respectful and safe environment.

AIM 3:

To work with everyone involved so that each young person in our school can become increasingly independent and integrate more successfully into the community in the future.

AIM 4:

To provide a broad and balanced curriculum relevant to the needs of every individual young person.

In addition at Stanley School we aim to create a climate where pupils enjoy learning, participate in a wide range of activities, access the curriculum at an appropriate level and achieve high standards. Members of staff work to promote positive relationships, trust and

cooperation to secure an enjoyable learning environment where expectations are clear and conflict is minimised. Each child is valued and strategies are based on care and respect for others.

To ensure the promotion of positive behaviour in Stanley school we aim to:

- Foster children's respect for themselves and others
- Ensure that all pupils understand what is meant by good behaviour.
- Provide a positive and enjoyable learning environment, where good work and behaviour rewarded.
- Work closely with children, parents, carers, governors and other professionals to promote good behaviour.
- Ensure that all staff are aware of the positive and valuable role they play in encouraging good behaviour.
- Staff are required to maintain good order among our pupils and safeguard their health and safety both on the
- school premises and when involved in authorised activities elsewhere. Linked to this duty of care is the
- requirement to act in "loco parentis" in the manner of a responsible and caring parent.

Aims of Behaviour Management

Behaviour management should be an integral part of the curriculum which teaches appropriate and relevant social skills to all pupils, thus allowing them to participate fully in the life of their home, school and local community.

A behaviour management programme will be necessary for a variety of reasons, including the following:

- To ensure the safety and wellbeing of a pupil.
- To ensure the safety and wellbeing of members of staff, pupils or of the general public.
- To protect the environment.
- To protect pupils from self-inflicted abuse or injury.
- To divert pupils from inappropriate to appropriate behaviour.
- To teach pupils to have self-control, and subsequently to take responsibility and be accountable for their actions.
- To teach pupils that actions and choices have consequences.
- To allow pupils to develop and demonstrate positive abilities and attitudes.

Working together

Parents

The school is committed to working in partnership with parents.

Parents have a unique knowledge of their own children. Their knowledge and experience will prove invaluable in unravelling the problems in the child's behaviour at home, school or in other environments.

At Stanley School we expect that parents will:

- Be involved and support us in helping to meet our aims.
- Feel confident that everything is being done to make sure their child is happy and safe at school.
- Be informed about and fully involved in all aspects of their child's behaviour.

Multi Professional Working

The majority of pupils who are referred for help will have other services involved with them. If they have not, consideration should be given at the outset as to who should be alerted and invited to contribute to discussions on how to respond to and manage problematic behaviours. The school will undertake and coordinate this work.

All professionals and other family members will be encouraged to contribute and take part in any meetings that are held. However, as these can be working groups extending over a period of time, commitment must be given and attendance restricted to those directly concerned. The idea may be to establish a stable group of people who will attend a number of meetings that are held to review strategies.

Principles underpinning this work

At Stanley School we aim to work in partnership with all. To be successful with this we aim to involve the following principles and good practice.

Staff:

- Working closely together.
- Establish and agree explicit common aims.

- Acknowledge the complementary nature of their expertise.
- Show mutual respect and trust.
- Communicate successfully.
- Negotiate all decisions and actions.
- Honest and flexible.
- Recognising limitations in your own lack of knowledge and experience.

Pupils:

At Stanley School we aim to help pupils to:

- Respect their peers in the way they talk to and treat each other.
- Learn to co-operate and work alongside each other.
- Respond positively to the adults who work with them.
- Learn to respect their environment.

Governors:

We expect our governors to:

- Know that staff are constantly striving to provide a safe, happy and stimulating environment.
- Be fully informed of matters concerning behaviour.
- Support the Head Teacher and Staff in the implementation of this policy.
- Play a full and active role in ensuring we meet our aims.

Parents:

We work with parents to:

- Identify effective strategies for managing pupil behaviours.
- Involve multi agency and specialist support where necessary.
- Provide behaviour and communication workshops.
- Keep parents fully informed and updated in all aspects of their child's behaviour.

Outline of good Practice

At Stanley School we aim to promote good behaviour by setting high standards and applying rules firmly, fairly and consistently.

Staff are aware of the requirement to:

- Reward and praise positive work and behaviour.
- Create and sustain a positive, supportive and secure environment.
- Provide stimulating lessons with personalised learning outcomes for all pupils.
- Ensure that the learning environment is structured and pupils are aware of the structure and routine for each day.
- Provide a total communication approach.

Where incidents of behaviour occur staff are aware of the requirement to assess the situation and implement the following strategies.

- Use of humour
- Distraction
- Low arousal
- Use of appropriate language at a level the individual pupil understands.
- The use of shouting should only be used to alert a child to danger.

De-escalation and Diversion

Code of Behaviour

Certain behaviours are viewed as unacceptable in Stanley School these are not definitive but can include:

- Taking other people's property without permission.
- Destructive behaviours.
- Bullying – please refer to Anti-Bullying policy.
- Inappropriate sexual behaviour:
- Violence.
- Behaviour that may impede the learning of others
- Foul language.

Encouraging Positive Behaviours

A child's behaviour is not usually isolated; it impinges on other people whether intentionally or not. The response of others will influence its maintenance. In this way cycles are set up for positive or negative behaviours.

In order to reward positive behaviour and appropriate responses in the children, the following could be used according to the interests, needs and developmental level of individuals.

Rewards

A system of positive rewards and incentives are developed within school and at an individual

class level. Wherever possible, pupils are involved in identifying these.

The implementation of school and class rules will be separate to structured behaviour strategies and will be largely informal.

The following are possible rewards:

- Verbal praise.
- Choice of a favourite activity.
- Going to someone else for praise, e.g. Head Teacher.
- Individual recognition or awards during assembly.
- Tangible reward, e.g. food (remember the dentist!), reward stickers, stars etc.
- Jobs/responsibilities.
- Notes home / certificates.
- Specific awards systems used in school stickers, special claps and Star of the week

To promote good behaviour all staff will:

- Explain and model the behaviour we wish to see
- Explain clearly and calmly what are socially acceptable attitudes and behaviours
- Take full account of the individual's needs and level of understanding
- Appropriate/inappropriate behaviour
- Work as a team to devise, and keep updated, strategies to support pupils who are having difficulties

Responding to unacceptable behaviour

At Stanley School, staff are aware of their responsibility to take a more global view of teaching socially acceptable behaviours. The key principle is that they should teach behaviours in a positive way rather than merely intervene when unacceptable behaviours occur. This is done through activities such as:

- Circle Time
- Citizenship Activities
- PSHE lessons
- Assemblies
- Learning Outside the Classroom
- Sensory based activities.

Sanctions

Verbal reprimand

The use of verbal reprimands and their intensity should be appropriate to the communication

and comprehension of the pupil, and in context, given the nature of the incident and the desired outcome. It may only need to be quite mild. It is good practice that staff talk through the incident with pupils so that they understand how they misbehaved and why it was wrong. Shouting, gesture and body language that is intended to threaten or intimidate is not acceptable.

Withdrawal

For example, sitting down on a bench in the playground or returning to class is best if used in conjunction with a verbal reprimand or explanation. This strategy may allow various parties to be separated and to calm down; it allows the staff to explain the problem; it may physically prevent further conflict and it will underline to the pupil that something is wrong. The time should not be excessive and should not be carried on over a number of sessions, because if the pupil has not clearly recognised their misdemeanour, it is unlikely that repeated withdrawal long after the incident will prove effective.

Reprimand by another, e.g. taken to senior member of staff.

Removal of a privilege (e.g. free time at the end of the day; free choice of activity).

Any sanctions must be appropriate and fair and must be enforceable. They must be graded to fit the circumstances and the individual pupils' needs.

Where possible it is good practice to restrict sanctions to the session they occur in. For example, a misdemeanour in swimming should be dealt with by the staff present at the time and through the use of an appropriate sanction related to swimming. Staff should try to avoid stopping a pupil taking part in an activity because of a problem that may have happened earlier, or regularly withdrawing a pupil from a timetabled activity.

Use of Sanctions

When dealing with behaviour, staff at Stanley School are always conscious they maintain a child's self-esteem and that it is the behaviour that is unacceptable, never the child. Wherever possible we encourage negotiated sanctions which are closely linked to and match the incident. Therefore, wherever possible we:

- Check by asking the child if they understand why they are in trouble.
- Establish if he/she knows the behaviour is unacceptable
- Explore the effect the behaviour has on others.
- Examine strategies to avoid the same situation in the future.
- Encourage our pupils to think of or offer some alternative strategies.

Sanctions to be used with individual behaviour management plans must be approved by the Head Teacher and parents.

- Sanctions must only be applied as specified on the behaviour management plan.
- All staff are aware of their duty to carry out approved behaviour strategies to ensure a consistent approach by all concerned.

De-escalation and diversion- Non Physical Intervention Techniques

Intervention Strategies

'How we intervene is as important as why we intervene'

These are some of the non-physical techniques which are implemented by Stanley School Staff. It is not a definitive list as strategies are designed to be individual and personalised. These however can include: (Please see appendix 4 for a more extensive list).

- Ignore.
- Structured learning environment.
- Stimulus control.
- Visual timetables.
- Low arousal.
- Reward
- Redirect
- Alter curriculum provision
- Wait
- Short breaks
- Change of face
- LOTC access
- Use of motivators.

The learning environment

Staff at Stanley school are aware of the importance of planning an environment and the effect on the people who experience that environment. Creating a positive learning environment is a consistent factor in a pupil's school experience or it may be used to create a mini break.

Use of smaller teaching rooms ensure that pupils are able to work within their own space and away from noise or sensory overload if necessary.

Short breaks are used at any time in the class, to re-establish the learning environment. These breaks ensure that pupils are able to take a break from the activity and restart when they are refreshed.

Pupils with Sensory Processing Disorders are identified and the appropriate interventions implemented within class.

Verbal and Non-verbal calming

The strategies suggested under these headings have a common factor in many of the Non Physical Intervention techniques currently being implemented at Stanley School.

Non-verbal calming

- Facial expression.
- Body language.
- Calm – music, space, limited space, massage.
- Distraction.
- Comforts.
- Environment.
- Communication.
- Eye contact.

Verbal Calming

- Tone of voice.
- Appropriate Language.
- Re assurance.
- Praise.
- Distraction.
- Humour.
- Understanding.

Help scripts

Help scripts are set phrases which are used at the start, during or after an incident for staff to communicate effectively and calmly with either each other or with the pupil. Help Scripts also establish a consistent language with the pupils during times of support.

Staff to staff help script

It is a sign of professional courtesy to offer help and allow the recipient to choose what sort of help they require. But there are also occasions when the member of staff involved is not best placed to make the decision. Other things may be happening that they are not aware of. Alternatively, they may be getting tired or upset without realising it. This is where the 'More Help' script is important. Changing face can often save face for at least one of the parties locked into a battle of wills.

The words should function like a flashcard.

Offer: "Help is available....."

Response: "You can help by...."

Offer: "More help....."

Response: "What do you suggest?"

Example:

Offer: "Help is available"

Response: "You can help by getting me a drink for John".

Or

Offer: "More help...."

Response: "What do you suggest?"

Offer: "I suggest you have a phone call to make and I will help John".

The person offering helping needs to give clear direction and the member of staff can get out with dignity.

Staff to pupil help scripts

When being confronted with an incident and having carried out a dynamic risk assessment, it is essential that words are selected carefully. The use of a script can help the member of staff appear calm, ready to listen and does not imply that the pupil is in the wrong. Therefore, with this positive approach it is likely to have a positive outcome. It also gives the member of staff time to continue assessing the situation and make a plan of action.

Staff: "John.....I can see something has happened...."

Pause for silence

Staff: "I'm here to help...."

Pause for silence

Staff: "You talk and I'll listen..."

Pause for silence

Ensure that; the pupil's name is used in order to make them the priority, body language is open, both parties are in social space and give plenty of time for the script to take effect. Repeat if needed. This can also be used for non-verbal pupils as the script naturally creates a positive, calm atmosphere.

Staff: "I care enough about you not to let you lose control".

Each class in Stanley School is encouraged to have the pupil help script on show in the classroom so the language is clear and consistent.

Supporting challenging behaviour – intervention

Positive handling and Intervention

Staff training will develop a graded approach to intervention techniques. The term "intervention" does not only apply to physical intervention. It can and should include a range of non-physical intervention techniques which are used initially as mentioned above.

Physical intervention should always be seen as an absolute last resort when all other strategies have been explored and the safety and wellbeing of the pupil and those around them is at risk. Any form of intervention that is planned is based on knowledge of recurring patterns of behaviour for an individual pupil. The planned intervention to be used with this pupil is documented in the individual's behaviour management strategy.

Intervention, which is used in an emergency situation, should only be in response to behaviour previously not experienced or behaviour which school staff have no prior knowledge of. This can happen once and then a plan must be put in place. (See behaviour management section). Techniques used in this situation should still be based on the principles, skills and knowledge given to staff as a part of their training, along with their professional standards and use of common sense.

If the de-escalation strategies outlined above are unsuccessful or the situation escalates so rapidly that physical intervention is required immediately, then clear guidelines must be followed and staff must be fully trained to carry this out.

Section 550a of the Education act 1996 and DFEE circular 10/98 allow teachers and other members of staff at school who are authorised by the head teacher, to use such force as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage property.

DfES guidance July 2013 states that, although this list is not exhaustive schools can use reasonable force to:

- Prevent a pupil behaving in a way that disrupts a school event, trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety.
- Prevent a pupil from attacking a member of staff or another pupil or to stop a fight in the playground ; and
- Restrain a pupil, at risk of harming themselves through physical outbursts.

School cannot:

- Use force as a punishment—it is always unlawful to use force as a punishment.

This guidance extends to maintaining good order and discipline for both on and off site activities.

As mentioned above Positive Handling should only be used in circumstances where all other strategies which do not employ force have been tried and found unsuccessful or in an emergency situation.

There is no legal definition of force. The criminal law act (1967) allows any person to use such force as is reasonable to prevent an offence (e.g. physical assault being committed). Reasonable force must be a matter of personal judgement.

All teachers have professional 'duty of care' within their jobs which is underwritten in paragraph 58.7 School Teacher Pay and Conditions Document 2009.

This framework is designed to enable two or more staff authorised by the head teacher to use force as they deem reasonable in order to prevent pupils from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself)
- Engaging in a behaviour which is prejudicial to the maintenance of good order and discipline of the school or among its pupils, whether it is during a teaching session or otherwise.

Examples of this could include:

- Pupils attacking a member of staff or another pupil
- Pupils putting themselves at risk by self-injurious behaviour or sensory seeking that may become **too** engrossing for their well being
- Pupils fighting
- Pupils causing or at risk of causing injury or damage by accident, by rough play or by misuse of dangerous materials, substances or objects
- Pupils causing damage to equipment/resources/meaningful belongings to themselves or others
- A pupil running in the corridor or stairway in a way which he/she might cause an accident likely to injure himself/others
- A pupil puts themselves at risk by absconding from class or trying to leave school
- A pupil persistently refuses to obey an order to leave a classroom
- A pupil is behaving in such a way that is seriously disrupting a lesson and education of themselves and others

Restrictive Physical Intervention (RPI)

Physical intervention can be described as 'any method of responding to challenging behaviour which involves some degree of direct physical holding to limit or restrict movement of mobility'. The idea is that there is some kind of resistance exercised by the person to whom the hold is applied. Forms of Physical intervention can include

- Guiding
- Blocking
- Supporting
- Isolating
- Holding
- Comforting
- Emergency intervention

This form of intervention will only be used as a last resort in the graded approach to behavioural management. Staff using holding techniques must be sure that the situation justifies this form of intervention and the techniques used are in accordance with the training provider's guidelines, currently Team Teach, and involve the appropriate number of trained staff.

Restrictive Physical Intervention (RPI) is the positive application of force with the intention of protecting the pupil from harming themselves or others or seriously damaging property.

The proper use of Restrictive Physical Intervention requires skill and judgement as well as knowledge of the agreed non-formal methods of positive handling in place at Stanley School that are appropriate to the individual.

The decision to use restrictive physical intervention must take account of:

- In the **best interests** of the pupil – taking into account all the relevant circumstances
- Must only employ a **reasonable** amount of force
- Must be **proportionate** to the circumstance
- Must be **necessary** – based on an assessment of risks associated with intervention compared with the risks of not employing physical intervention.
- Medication/illness
- Physical disabilities
- Sensory impairments

Elevated risks when using Restrictive Physical Intervention

- Positional Asphyxia
- Pressure to the neck
- Prone holds
- Supine Holds
- Seated Holds
- Standing Holds
- Extreme Exertion

If at **ANY** point during RPI staff become unsure of the pupil's breathing (including the pupil stating that they cannot breathe) or feel that their medical situation has changed, staff **MUST** take **IMMEDIATE ACTION** and either release the pupil or modify the hold. This provides an opportunity to improve breathing or to re-engage if needed. This should be recorded and reported following the correct procedures.

Restrictive Physical Intervention at Stanley School **must not** include;

- Hitting a pupil
- Deliberately inflicting pain on the pupil
- Deliberately preventing all movement

- Deliberately blocked pupil's senses e.g. eyes, ears, mouth etc
- Restricting pupil's breathing
- Contact with sexually sensitive areas
- Using techniques that staff are not up to date with regards to training
- Using non-Team Teach physical techniques
- Using objects with a primary purpose to assist with RPI
- Using force as a punishment

Telling parents when supportive holding or force has been used on their child

DfES guidance July 2013 states that:

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents.

In deciding what a serious incident is staff should use their professional judgement and consider the:

- Pupil's behaviour and level of risk presented at the time of the incident.
- Degree of force used.
- Effect on the pupil or member of staff.
- The child's age.

Staff Training

Guidance from the DfE document 2013 states that;

Schools need to take their own decisions about staff training. The head teacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

At Stanley School all staff are trained in a recognised system of Supportive holding known as Team Teach. They are trained in the skills and knowledge associated with the management of pupil behaviour.

- Training for these staff is updated regularly.
- Training is provided as a part of the induction for new staff
- Records are kept of all staff who have undertaken training
- Training is provided by external trainers with national expertise in this area

Where physical intervention is used regularly, discussion must take place about the best ways

to do this. A programme must also be in place which seeks to minimise the behaviour.

All incidents are recorded on the schools online behaviour management tool SLEUTH. This is detailed in the section **Assessment, Recording and Reporting**. Any action taken must be demonstrated as being commensurate with the level of potential harm.

Physical Intervention lasting longer than fifteen minutes, be it physical or by placing in a room, should be reviewed.

Stanley School Staff are not permitted to be involved in incidents of physical restraint for lengthy periods of time for their own and in particular the child's sake.

A hierarchy of intervention

Team Teach Techniques are based on a gradual and graded approach using guides, controls and restraints. Staff must ensure that they select and apply a guide, a control or a restraint that is reasonable, proportionate and necessary and in the best interests of the pupil at all times.

- **Guides** – Used when there is minimal resistance from the pupil.
- **Controls** –Used when there is moderate resistance from the pupil.
- **Restraints** – Used when there is rigorous resistance from the pupil.

Some general points when Using Supportive Holding Techniques

- Be aware of the **surrounding area**. Hard floors or carpets can both cause different injuries. Tables, chairs, glass or equipment can all cause injury.
-
- Be aware of **staff and pupil clothing**, which may cause injury – rings, chains (neck), ties or heavy shoes,
-
- Supportive holding should be for the **minimum time required** and withdrawal gradual.
-
- Avoid having an **audience** of staff or pupils.
-
- The **dignity of pupils** should be maintained at all times in relation to clothing and the way they are spoken to during and after an incident.
-
- **Body weight** is never placed directly on any part of the body.
- In using any form of intervention with a pupil it is vital that all staff recognise the distinction between different types of action and the effect that it can have on the incident. It is also crucial that they understand the need of the **highest possible**

- **standards of professional conduct**, regardless of the situation that they are involved in.
- **It may be useful to remember that when a pupil's behaviour is at its worst, their most trying, their most frustrating, then that is when the member of staff must be of their most professional.**

Follow up – Positive listening and learning

Staff should also carry out positive listening and learning so that pupils develop their emotional literacy skills and learn methods of identifying their emotions and needs and expressing them in a more appropriate manner.

Stanley School currently adopts this **five model approach** to avoid, diffuse and respond to challenging behaviours

1. Causes

Clearly if these can be ascertained a major step can be taken in terms of avoidance. Do certain things trigger an incident with a pupil? For example, requests to do something they dislike. If this can be identified then there is a chance of avoiding the situation altogether.

2. Avoidance/prevention

Staff at Stanley School are aware that the way they react to an incident of challenging behaviour can impact upon the outcome and duration of the incident. Staff are aware of the requirement for a low arousal calm approach at all times.

If a child communicates a dislike for a certain activity consideration is given as to how important it is for the pupil to take part in this activity.

Compliance should not be just for its own sake. With avoidance strategies the importance of environmental considerations should not be overlooked, e.g. arrangement of the classroom, composition of the group, noise levels, etc. Assuming attempts at avoidance are inappropriate or have failed, staff should be aware of three things, warning signs, diffusion strategies, and finally the need to summon assistance.

3. Warning signs

These may or may not be present, but if they are, then they are a cue to attempt diffusion strategies.

These signs are often very specific to the individual, and will become known to those working closest with the pupil.

4. Diffusion

Assuming all previous strategies have failed and an incident is beginning, there may be ways of calming the situation down. Many of these are done by staff naturally. These may include distraction, humour, physical contact (hug, reassurance) and talking quietly and calmly.

For those who can understand it may be possible to offer solutions or temporary solutions e.g. 'let's go next door and talk about it'.

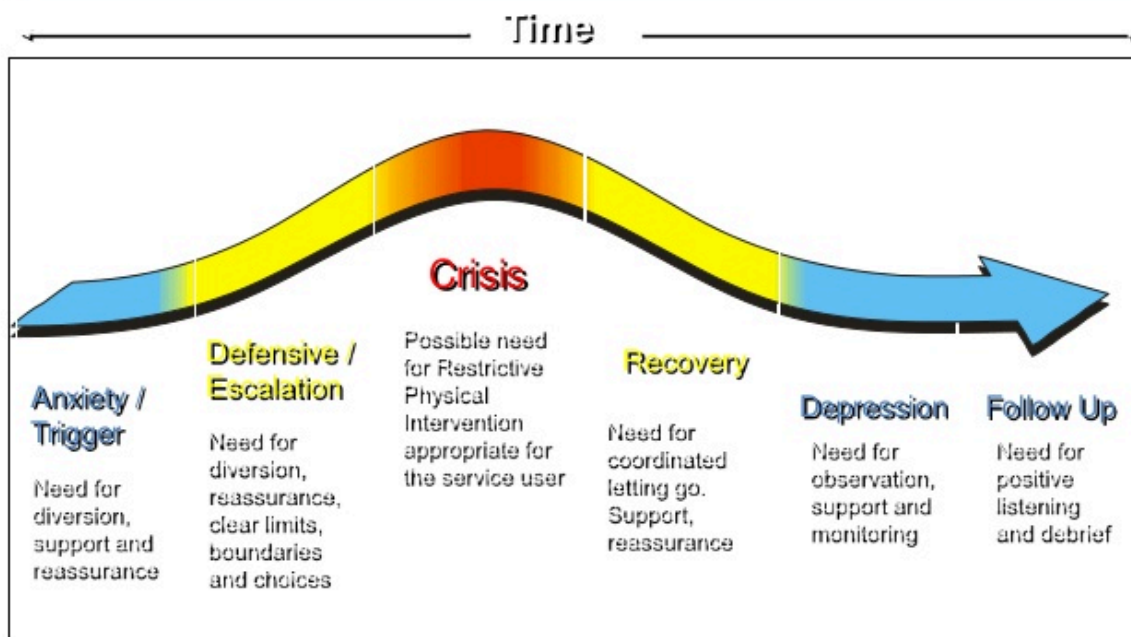
Often a new face appearing with a completely unrelated request can work. It may sometimes be necessary to remove the source of the problem or the group as a whole. Removing the pupil to another place may also be desirable.

Positive Listening and Learning is a separate part of the process aimed at rebuilding damaged emotions and relationships. This is not to be a forensic investigation to get the truth – in fact the wealth of research shows that very few investigations of human behaviour are successful in this regard. If both parties can come to an account of what happened that they can both live with that is good enough. This process is aimed at making things better for the future and to teach a better, more appropriate way.

5. Physical Intervention.

If the strategies outlined in 1-4 are unsuccessful or the situation escalates so rapidly that physical intervention is required immediately, then clear guidelines must be followed. These are outlined in detail in the Physical Intervention Policy. Staff will be called upon in any situation to weigh up the risk of acting as opposed to not acting. Where physical intervention is used regularly, the pupil's IBP must include the best ways to do this, including which Team Teach Techniques are best to use, where appropriate. A programme must also be in place which seeks to minimise the behaviour.

6 Stages of a Crisis



At Stanley School we try our utmost to follow up after every incident. This needs to be appropriate to the pupil's level of understanding and after an appropriate length of time has been allowed to suit the pupil. E.g. Some pupils may require a few minutes, others a few hours, some a few days. This will also be determined by the pupils' level of understanding. This will be outlined on each pupil's Individual positive management behaviour plan (See appendix 1).

Staff who have been involved in an incident should try to take the lead in rebuilding the relationship between themselves and the pupil/pupils involved through experiences that the pupil will find positive.

- Formal debriefing (an example of a debrief form can be found in the appendix 2). Staff and/or pupils can complete these. A copy of these should be kept in the pupil's file.
- Formal or Informal 'chat' between staff and pupil
- Relationship rebuilding
- Formal/informal discussion between staff involved regarding how the incident was managed and what to change next time in order to teach a better way. Refer to de-escalation and distraction strategies.

When carrying out the follow up - Positive Listening and Learning it is important that the following factors are taken into consideration;

- **TIME:** There can be no hard and fast rule about choosing the right time. Listening and learning can only begin when the pupil is ready. It cannot be forced. Staff should ensure that there is sufficient time for the process so that it will not feel rushed.
- **ENVIRONMENT:** The choice of environment should be a comfortable and neutral area where you will not be disturbed. Staff should try to ensure seating is at the same height and there are no artificial barriers.
- **LISTEN:** Part of active listening involves looking at body language and trying to establish rapport – “listen with your eyes”. Listening should be non-judgemental to obtain the fullest appreciation of the pupils account of what has happened. A member of staff can then help the pupil to learn from that incident.

Emotional Regulation

“The key to learning self-regulation skills is not to avoid situations that are difficult for pupils to handle, but to guide the children through them and provide a supportive framework.”

At Stanley our aim is to support pupils when they are experiencing issues with emotional regulation. If they feel frustrated they might;

- Give the pupil a drink.
- They might use a timer
- They want timeout in a calm room
- Use specific strategies linked to experience of individual pupils
- Use specific strategies as identified in the pupils IBP

Each class has an emotional regulation board in the classrooms. Some pupils have their own emotional regulation key rings (see appendix 2 for an example).

Assessing

Assessment

The assessment and recording of a pupils behaviour is a crucial aspect of schools work in behaviour management. Equally important is the recording of any action taken by staff.

There are a range of assessment, recording and reporting documents used in school all of which serve a clear purpose.

Risk Assessment

Schools produce a large number of risk assessments that cover the range of activities that the pupils participate in while at school. In addition other risk assessments are in place which covers staff, visitors and other adults on site. Where anyone at school participates in an unusual activity or one that occurs off site then an initial assessment will be undertaken and where necessary formal Risk Assessments will be written.

In relation to pupil behaviour, some of the general Risk Assessments will identify and address the risk of injury to child and others while engaged in everyday school activities , for example while pupils are playing on the school yard.

There may be situations however where an individual child behaves in a particular and identified way that presents a risk of injury to themselves or others. Where this was the case an individual Risk Assessment would be completed that identifies their hazardous behaviour, assesses the risk that it presents and lead onto the drawing up of an individual behaviour strategy.

Positive Behaviour management programmes

This plan develops strategies agreed by the pupil (where appropriate) parents / guardians and all carers. These strategies are implemented where the target behaviour has been identified. This forms an integral part of the school curriculum both academic and pastoral. This develops appropriate and relevant social skills, thus allowing all pupils the opportunity to participate fully in the life of the school and community. (Please see appendix 1 for IBP template).

It is the teacher's role, supported by the Class Team, to assess challenging behaviour, and devise a behaviour management strategy. The IBP links closely to Team Teach training that staff receive on how to support pupils as their levels of anxiety increase. As part of the drawing up of an individual behaviour strategy for a child staff may explore the six stages of crises. They will analyse and observe behaviours.

A behaviour management programme will have agreed strategies:

- To develop positive patterns of behaviour.
- To develop self-control.
- To improve pupils' self-esteem.
- To ensure the safety and wellbeing of pupils, staff, visitors, members of the public and carers.
- To recognise and develop strategies for inappropriate behaviour.
- To implement planned strategies that respond to behaviours which represent:
- A danger to the pupil.

- A danger to others.
- A danger to property.
- Have a negative impact on the learning of other pupils
- All responses and strategies will follow a Graded System of response appropriate to the situation and level of challenge that the behaviour presents.

Where an incident of unpredictable challenging behaviour occurs for the first time staff cannot anticipate this happening. They therefore cannot always have in place a risk assessment relating to the dangers associated with this behaviour, nor a planned strategy to respond to the behaviour and to reduce the risk of it reoccurring. Their response would therefore be regarded as being an 'emergency intervention'. Where a pupil exhibits identical or similar challenging behaviours in the future however one may have the potential to see a pattern emerging. A behaviour management plan must be put in place.

The purpose of a Behaviour Management Plan at Stanley is to communicate the best strategies for the individual to help them deal with their behaviours, emotions and sensory needs in a consistent, safe and appropriate manner.

At Stanley School the majority of pupils have a Behaviour Management Plan as we acknowledge that all pupils have emotions and express these in a variety of ways. Ultimately we aim to teach pupils how to express their emotions in an appropriate way and therefore develop into emotional literate individuals who can deal with their emotions themselves and in an appropriate manner. For some individuals becoming emotionally literate is an unrealistic target and we aim to teach these pupils emotional regulation skills in order for them to identify their emotions and develop appropriate coping strategies to deal with them.

Taking this into account, some pupils will have a very detailed Behaviour Management Plan, whereas other pupils who have made good progress and have a reasonable level of emotional intelligence may have very little on their plan.

It is also important to bear in mind that some pupils (particularly pupils with ASD) will seek some form of sensory input and if this need cannot be fulfilled may result in a display of inappropriate behaviour. Or the actual sensory input the pupil is seeking may be inappropriate itself. Therefore staff need to support the pupil to find more appropriate sensory stimulation and methods of communicating the need for this in order to develop appropriate coping strategies. In these instances information may also be found on a pupil's sensory diet plan (only used for some individuals). (See Sensory Policy)

The plans are updated a minimum of twice each academic year. However, it is a working document that should be updated as and when, dictated by any new/changes in behaviour that the pupil demonstrates or new/changes in strategies used to support the pupil.

The plan indicates what a pupil looks like when they are calm and ready to learn. When they are happy and excited. These are what we hope to see for the majority of the time for most pupils while they are in Stanley and beyond. However, some pupils present more challenging behaviours and staff need to manage these circumstances safely and consistently. The Behaviour Management Plan paints a picture of what the pupil looks like during stages 1- 5 for their levels of crisis and what staff should do to respond in order to offer support that is reasonable, proportionate and necessary and in the best interests of the pupil at all times.

The Behaviour Management plan also contains information with regards to medical and communication factors in order to carry out debriefing that is at a suitable level of understanding for the pupil to learn a better way. The plan has suggested physical restrictive intervention techniques that should be tried or avoided to suit the individual. If a particular technique is to be avoided, it does not mean to say that it cannot be beneficial in the future. The plan also includes targets that should be realistic and meaningful for the pupil. The achievement of these targets can help to demonstrate progress.

Parents/carers are encouraged to suggest strategies to complete these plans to adopt a consistent approach to addressing the pupil's behaviour. All up to date behaviour management plans should be signed by a parent or carer where appropriate and signed by the head teacher.

All classes have a hard copy of the pupil's Behaviour Management Plans who are based in the class located in the class file. Staff are asked to read these plans and follow them. There is also an electronic Behaviour Management Plan stored in the pupil data on the Stanley School's secure network. The electronic Behaviour Management Plans state whether or not the plan is signed or unsigned by parents or guardians.

Where a pupil exhibits challenging behaviours then an individual behaviour/risk plan will be drawn up by staff in consultation with the child's parents and any other relevant parties (please see appendix 7 for the template). This will contain details of;

- What behaviours the plan is focussed on reducing – a child may demonstrate more than one behaviour that cause
- concern and may be detrimental to their wellbeing and education for the wellbeing of those around them
- What strategies will be used by staff to avoid or defuse the situation that leads up to the target behaviour , and
- details of how staff will respond should the behaviour occur.
- What recording of the incidents of the behaviour will be kept , and who these will be shared with.
- When the planned behaviour strategy will be reviewed and evaluated actions to be reviewed

All Individual Behaviour strategies **must be agreed with parents**, who must sign a copy of the documentation. This confirms that parents

- recognise and accept the challenging behaviour that their child presents at school
- are aware of the behaviour plans that the school have produced
- agree to the planned strategy that the school intend to implement
- have been informed as to how the behaviour plan will be evaluated, when this will be and what part it will play.

Recording and reporting

Reporting to Others

The school has in place clear systems for recording all instances of challenging behaviours and the use of Restrictive Physical Interventions (RPI). The systems and frequency of the recording used with each pupil will be outlined in the Individual Pupil Behaviour strategy. This will vary between pupils.

On a weekly basis, the number of incidents recorded on SLEUTH at Stanley school are put into a report and passed on to the head teacher to review. Individual recordings of incidents made, are discussed by staff within Teacher meetings and Team meetings.

The School SLEUTH online behaviour recording system can also be used to confirm if behaviour is improving and can establish if strategies being implemented are having a positive impact upon these.

SLEUTH data may be used during medical and/or Multi-disciplinary meetings where specific matters may be discussed involving staff outside of Stanley School.

Reporting in the bound book if the incident involves a hold that lasts more than 15 minutes. The incident must be logged on SLEUTH.

The use of SLEUTH and Monitoring of behaviours

The school has in place clear systems for recording all instances of challenging behaviours and the use of Restrictive Physical Interventions. The systems and frequency of the recording used with each pupil will be outlined in the Individual Pupil Behaviour strategy. This will vary between pupils. Each member of staff has their individual password and username. If this is needed to be re-set they are to ask for it to be reset by one of the sleuth admins; Ceri Walker, Ritu Hulme or Emma Jones.

The School SLEUTH online behaviour recording system can also be used to confirm if behaviour is improving and reports can be printed to establish antecedents for behaviours and if strategies being implemented are having a positive impact upon these. All incidents of supportive holding and physical intervention are recorded on the SLEUTH system.

SLEUTH updates are presented to the Head at the beginning of each week which summarise the previous weeks' incidents. These are then analysed by SMT. Individual recordings of incidents made, are discussed by staff within Teacher meetings and Team meetings.

Any incidents that require the use of restrictive physical intervention MUST be recorded on SLEUTH, however, we encourage all disruptive and negative behaviours and any changes in behaviour to be recorded where possible. If staff have physically intervened with a child using team teach techniques this is to be recorded on SLEUTH.

All staff have an individual username and password. It is their responsibility to remember and use their own password. If in the event staff forget their password, then they can seek a member of the SLEUTH admin team to have this corrected. Sleuth can be accessed online and incidents can be recorded while off Stanley School premises. However it is staff's responsibility to ensure that the external access is secure and that they follow school policy and procedures. They must also remember to log off when reports are complete.

When entering incidents on SLEUTH, it is important to have qualitative data rather than quantitative. Staff should follow the guidance given when completing reports (see appendix 5). Staff should ensure that all required boxes are completed and any relevant staff informed e.g. the Head Teacher needs to be notified of the use of any holds that have been used but no other notifications should be forwarded unless it is agreed in advance.

If staff feel that SLEUTH functions need updating e.g. new behaviours, new subjects, new locations to be added please seek a member of the SLEUTH admin team.

SLEUTH data is very useful to identify patterns, increases and decreases in incidents, levels of behaviour, staff and pupil conflict etc. This information should be used proactively and help to plan for the future in order to reduce incidents, the length of incident times, and the length of time spent in restrictive physical intervention and injuries to staff and pupils. The data can be presented in graph form and should be used during multidisciplinary meetings, medical reviews, annual reviews, and to support Individual Education Plan targets where appropriate. Governors and others can view the information if the head teacher deems it appropriate.

Injuries to staff, pupils and others

“Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe”. (George Matthews – Director of Team Teach)

If a member of staff is injured during an incident then they should leave the incident as soon as it is safe to do so to seek medical advice from a first aider.

If a staff member has injured themselves they are to report to a first aid person (currently Jennifer Martin and Peter Doffman). The injury is documented on a first aid form please see attached in appendix 6.

If it is a significant injury, for example, if the staff member is hospitalised or receives visible injury they are to complete M13 form and should then be passed on to the head teacher. All Forms and documents can be found on “shared” in accidents and incidents.

Any injuries to staff must also be recorded on Sleuth during the reporting of the incident. It is the decision of the Head Teacher and the injured member of staff as to whether or not the injured member of staff is fit to continue to fulfil their job requirements for the day.

If the pupil themselves gets injured whether it be during restrictive physical intervention or from self-injurious behaviour in addition to Sleuth; an accident form and inform parents. The accident is now recorded on the electronic system MY CONCERN. Each member of staff has their own individual login. It can be accessed online and accidents can be recorded while off Stanley School premises. However like sleuth it is staff’s responsibility to ensure that the external access is secure and that they follow school policy and procedures. They must also remember to log off when reports are complete.

If a pupil is injured by another pupil; in addition to Sleuth also log the accident using My Concern

Communicating with Parents/Carers

As well as the Behaviour Management Plan being communicated with parents/carers, it is good practice that the use of any restrictive physical intervention is communicated on the day it occurred; this can be done by phone call, email or message in a chat book. This is the responsibility of the class staff. On some occasions, pupils who require the use of regular restrictive physical intervention may be more appropriate to only communicate any different or ‘out of the ordinary’ incidents. This should be agreed with parents in advance.

If for whatever reason Sleuth is not working, a new pupil has started and not yet on the system or a pupil from another school is in Stanley and has an incident involving restrictive physical intervention then a *‘Bound and Numbered Book’ must be used to record the incident. A bound and numbered book can be found in the school office. If this incident is then added to Sleuth at a later date it is essential that staff mark on the incident page in the bound and numbered book that it is now on Sleuth. All data must be kept for a minimum of 25 years.*

Use of Calming Rooms – please refer to the Calm room policy

All staff are aware of the responsibility to differentiate between the use of time out as part of a Behaviour Management strategy, and simply taking a pupil away from a distressing situation to calm down and be ‘talked down’. This is often impossible in a busy classroom. Therefore going to a quiet soft play, calming room to do this is acceptable. Also there may be cases where the needs of the child are such that they may need certain restrictions on their liberty for

their own safety. This will come under the formal behaviour programme and be subject to approval and discussion with parents

Seclusion, Time-out and Withdrawal

Staff should understand the difference between these three actions. Please refer to the Calm room policy for further information.

Seclusion is where a child is forced to spend time alone against their will. There are numerous legal implications around this action which are enshrined in the Children Act 1989, the Human Rights Act 1998 as well as criminal and civil law. The guidance document (LEA /0242/2002) states that it should only be considered outside the Mental Health Act 'in exceptional circumstances' (Para 3.12). The school should therefore only consider this option after all others have been looked at and there has been discussion with parents and carers and other professionals.

Time out involves restricting the child's access to positive reinforcement as part of a behaviour programme, for example, sitting on a chair at the side of the class.

Withdrawal involves removing the child from a situation that may be causing them anxiety. They will be monitored, observed and supported during this time.

The use of high door handles and locking external doors is considered 'reasonable' and professionals.

The use of mechanical restraints

LEA/0242/2002 states that:

Devices which are required for a therapeutic purpose, such as buggies, wheelchairs and standing frames (including any supporting harness) may also restrict movement. Such devices should never be provided for the purpose of preventing problem behaviour, although, in extreme circumstances, they might be used to manage risks as defined in section 6. A decision to use therapeutic devices to prevent problem behaviour (for example, strapping someone into a wheelchair) must be agreed by a multidisciplinary team in consultation with service users, their families (and in the case of children, those with parental responsibility) and advocates, and recorded within an individual's care plan/ Positive Handling Plan. This must be recorded on an individual buggy plan please see appendix 8. The buggy plan must outline actions and review dates to work towards.

The Use of Reins, Handling Belts and Vehicle Harnesses

At Stanley School the use of reins, handling belts and vehicle harnesses are required at times. Some of this equipment can be used in supporting pupils that can demonstrate challenging behaviour. There are strict guidelines to the use of this equipment. Please refer to Stanley School Manual Handling Policy for further details. If children use reins then each child should have an individual reins plan written up with action and review dates, please see appendix.

Bullying

Bullying is taken very seriously at Stanley school. Please refer to the Anti-Bullying Policy.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- o Manage the incident internally
- o Refer to early help
- o Refer to children's social care

- o Report to the police

Please refer to our child protection and safeguarding policy for more information and keeping children safe in education

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will investigate alongside their pupil support plan (PSP) and ensure that any necessary supports are in place.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will investigate alongside their pupil support plan (PSP) and ensure that any necessary supports are in place.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Searches

Due to the age and needs of our children we do not expect to do any changes. However if we were, this would be conducted safely and appropriately by a designated safeguard lead following the safeguarding policy.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

E-Safety

Staff at Stanley School are aware that many pupils cannot devise strategies themselves for managing difficult situations or addressing their challenging behaviours. It then becomes the responsibility of the adults around them to devise and implement these strategies as a part of meeting the child's needs.

Stanley School has a designated E-safety Policy and safe use of mobile devices document. ICT is a cross curricular subject and supports the children's learning in all subject areas. Mobile devices and computers are used to extend the children's knowledge and understanding via access to the internet and other approved websites. The school's e-safety coordinator is Michael Farrelly

Stanley School celebrates the value and importance of technology and the internet has become a vital source of learning for our children.

E-safety encompasses not only internet technologies but also electronic communications such as mobile phones and wireless technology.

It is vital that staff support the children when accessing the internet and reinforce the following rules at all times.

- People who you do not know are strangers. You cannot trust them.
- Be nice to people on the internet.
- Keep your personal information private.
- If you get that 'uh oh' feeling, tell a grown up you trust.

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering the pupils support to equip them with the tools needed to manage their feelings/behaviour appropriately.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

APPENDIX

1. Behaviour Management Plan
2. Emotional regulation key rings template
3. Examples of Debriefing cards
4. Examples of De-escalation and Diversion Strategies
5. Sleuth Guidance
6. Risk assessments
7. Buggy plan
8. Reins plan

Appendix 1: Positive behaviour management plan

Completed by:	Name:	Workshop	Signed:	Positive Behaviour management plan
		To be arranged		
Date:				

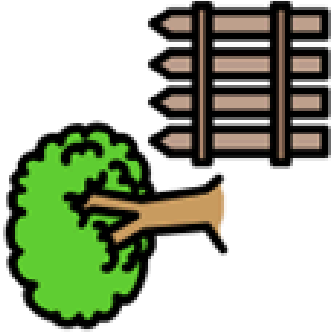
Positive strategies to prevent behaviours		

What does it look like when they are;			
Settled/Happy		Excited	
Stages of behaviours :	Pupil displays:	Possible triggers:	Strategies staff should do:
Level 1 – Anxiety behaviours			•
Level 2 – Defensive behaviours	•		•
Level 3 – Crisis behaviours	•		•
Stages of behaviours :	Pupil displays:	Strategies staff should do:	
Level 4 – Recovery behaviours	•	•	

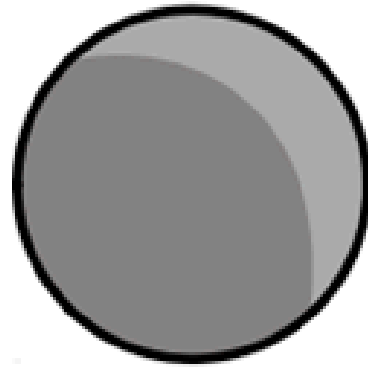
Level 5 – Depression behaviours		•
Stages of behaviours:	Method of debriefing/rebuilding relationships:	Factors to consider: (e.g. Communication methods/locations etc...)
Level 6 – Debriefing and rebuilding relationships		
Positive behaviour target:		Date set:
		Date achieved:

Physical intervention to be used at a last resort please see preferred RPI:

Intermediate	Try	Avoid	Notes
Gather and guide			
Friendly escort			
Single elbow			
Figure of four			
Double elbow			
Single elbow in seats			



Go outside



Ball

I feel bored

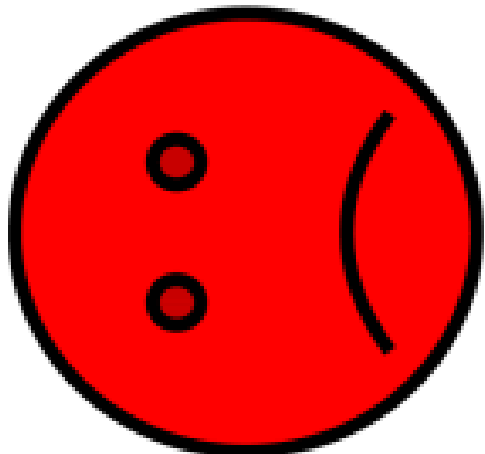
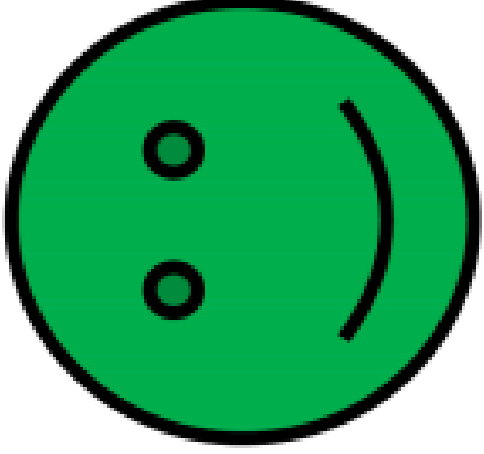


bored



I need a break

Appendix 3: Example of a debrief card

	<div>Any info regarding situation e.g. triggers:</div>
	<div>What we did to rebuild our relationship</div>
	<div>Pupil: _____</div> <div>Staff: _____</div> <div>Date: _____</div>

Appendix 4: Examples of de-escalation and diversion strategies

De-escalation strategies at Stanley School may include;

- Change of environment (pupils may 'go on a job')
- Change of face (a different/new member of staff deals with the situation but remains in line with the pupil's Behaviour Management Plan)
- Change in tone of voice
- Change in body language, calm stance and posture
- Humour
- Model desired behaviour
- Build in routines
- Doing something unusual
- Give freedom
- Remind of consequences
- Remind of rules and responsibilities
- Give empathy (not patronise)
- Engineer success / praise
- Change noise / light / scent levels
- Change activity
- Remove the audience
- Use private, understood signals
- Use powerful pauses / silence
- Take up time
- Use help scripts
- Photos / happy book/ Toys / Objects
- Count down or up (use timers if needed)
- Communicating with pupil using careful use of language
- Physical support (being held in this instance is not RPI)
- Sensory Diet (see Michelle)
- Intensive interaction
- Massage (*refer to Aromatherapy and Massage Policy*)
- Mirrors
- Drink / food
- Medication
- Body position of pupil
- Make a deal cards/Working for cards/ waiting for cards



Form completion Check list

The information you place on these incident form(s) will be used in a Court of Law if a complaint is made or an incident goes wrong.

Please ensure you have included all the following information;

1. Make sure the time of the incident is correct. ☐
2. Make sure all boxes have the relevant information highlighted
E.g. Location, time of incident ☐
3. You have two opportunities to comment on the incident. You need to include;
 - i. Total duration of the incident ☐
 - ii. A description of the build up
 - a. Some idea of the trigger (if known) ☐
 - b. Some of the behaviours highlighted and what staff did
what in response ☐
4. Action / Actions taken (you can add more than one action)
 - a. If RPI is used all holds need to be recorded. ☐
 - b. All antecedents including if the calm room was used. ☐
5. Checklist (e.g.)
 - a. If a listening and learning activity took place. ☐

You have a second opportunity to comment, here include;

- i. Who used what technique (if more than one) ☐
- ii. What side each member of staff held the pupil (who did what) ☐
- iii. If any injuries occurred, who and to where ☐
- iv. Which calm room / area was used. ☐
- v. What the **Listening and Learning** (debrief) looked like. ☐

Any problems please complete and save what you can and seek support from; Ceri Walker, Ritu Hulme or Emma New

Appendix 7: Example of Risk individual risk assessment



Risk Reduction Options (see IBP)	
Proactive interventions to prevent risks	<ul style="list-style-type: none">• Use of harness.• 1 adult:1 child ratio at all times.• Venues are checked prior to arrival of children for any inedible substances/objects.• Matthew to complete transitions in his trotter.
Early interventions to manage risks	<ul style="list-style-type: none">• Move Matthew away from areas which he is showing interest in mouthing.• Change of face.• Distract Matthew with a ball.• Move Matthew to a quieter area.
Reactive interventions to respond to adverse outcomes	<ul style="list-style-type: none">• Taking Matthew back to the minibus if at high risk.• Supportive holds may be used as a last resort. See IBP.
ACTIONS FOR THE FUTURE	

Evaluated by:

Name:	Sarah Earp	Signature:		Date:	
Head teacher:	Emily Barker	Signature:		Date:	

Appendix 8: Example of Buggy/rein plan

Childs Name: D.O.B:			
Piece of equipment being requested	Reasons and aim of provision	When it should be used	When it should not be used
Buggy for use during transition			

ACTIONS FOR THE FUTURE

-

The above has been discussed and agreed between class staff, Deputy Head, Head Teacher and Parent. Use of the buggy should be reviewed termly or sooner if problems or concerns are raised.

Name: Holly Barker
Head Teacher

Name: Ritu Hulme
Deputy Head

TeacherName: Signature:

Parent name: _____ Signature _____

Review date: