



Positive Handling Policy

Reviewed Autumn 2023

CONTENTS

| | |
|--|----|
| Policy Statement | 3 |
| Introduction | 3 |
| Power of staff to use force | 4 |
| Positive Behaviour Management | 7 |
| Primary Prevention | 7 |
| Modifications to the Environment | 10 |
| Alternatives to Physical Controls | 11 |
| Help Protocols for Staff | 12 |
| Help Protocols for Students | 12 |
| The Last Resort Principle | 13 |
| Reasonable and Proportionate | 13 |
| Unreasonable Use of Force | 14 |
| Team Teach | 14 |
| Health and Safety | 14 |
| Risk Assessment | 15 |
| Proactive Physical Interventions | 15 |
| Positive Handling Plans | 15 |
| Responding To Unforeseen Emergencies | 16 |
| Withdrawing From Restrictive Physical Interventions | 16 |
| Accessing Support | 17 |
| Post Incident Support | 17 |
| Complaints | 18 |
| Training | 18 |
| Recording | 18 |
| Monitoring the Use of Restrictive Physical Interventions | 19 |
| Appendix 1 Parental Permission Letter | 20 |
| Appendix 2 SEMH Profile | 21 |
| Appendix 3 Learning Plan | 23 |
| Appendix 4 Incident Recording Form | 26 |

Policy Statement

Staff at Eslington School are appropriately trained to respond to the emotional, social and behavioural needs of students in their care. Our duty of care to students includes a requirement to intervene as appropriate in order to prevent students:

- Causing injury to themselves and/or others;
- Causing serious damage to property;
- Seriously prejudicing discipline and good order in school.
- Absconding from site.

To prevent serious incidence of the above it may be necessary for staff to physically intervene to ensure the best outcome. On such occasions all staff are required to act in accordance with the school's Positive Handling Policy. The message we endeavor to convey to our students when employing positive handling strategies through to restrictive physical interventions is that 'we care enough about them' to assume control for them when most needed. This policy will be made available to students, parent/carers and other stakeholders upon request.

This policy is reviewed annually following which the revised copy is circulated to all Eslington staff with accompanying government policy and guidance. The policy is available to students, parents/carers and other stakeholders upon request.

Introduction to Positive Handling

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Positive handling is a holistic approach to behaviour management entailing policy, guidance, management of the environment and deployment of staff. Its practice necessitates emotionally intelligent and reflective adults skilled in the use of diversion, diffusion and de-escalation. Its framework provides a graded and graduated response to behaviour escalation through to crisis.

Included in this framework are a number of physical responses which involve the use of reasonable force to control or restrain a student. The term 'physical restraint' is used when force is used to overcome active resistance. These are referred to as '**Restrictive Physical Interventions**' in DOH & DFES Guidance for Restrictive Physical Interventions 2002. The circumstances in which restrictive physical interventions may be employed are now outlined in Section 93 of the Education and Inspections Act 2006 which now replaces Section 550A of the Education Act 1996.

Students with severe emotional and behavioural difficulties sometimes present serious risk to themselves and others by virtue of their behaviour. At Eslington School we believe that a consistently applied positive handling policy effectively supports students who have social, emotional and mental health difficulties within an ethos of mutual respect, care and safety.

The circumstances in which teachers and others, authorised by the Headteacher, may use reasonable force to control or restrain students are described in [Section 93 Education and Inspections Act 2006](#) as such:

Power of members of staff to use force:

(1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely:

- (a) committing any offence,
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- (c) 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.

Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

This policy details how we implement both national and local guidance within a framework of positive behaviour management at Eslington School. It should therefore be considered alongside the most recent local authority policy statements and recent local and national guidance. The policy is designed to assist staff in ensuring all actions within the spectrum of positive handling responses are always reasonable, proportionate and can be deemed absolutely necessary when using restraint techniques.

Included in the positive handling framework are a number of physical responses which involve the use of 'reasonable force' to control or restrain a student where reasonable, proportionate and absolutely necessary. Physical intervention techniques represent a small part of the positive handling continuum.

What is reasonable force?

The term 'reasonable force' covers a broad range of actions used by practitioners in their careers at some point which involves physical contact with pupils.

'Force' is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances, such as separating a fight or having to physically restrain a student to prevent harm, violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact such as blocking a pupil's path or active physical contact such as leading a pupil by the arm out of a classroom.

'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate

without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit,

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

In a school, force is used for two main purposes - to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent harm to themselves or others.

Schools cannot:

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

Power to search pupils without consent

In addition to the general power to use reasonable force described above, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items':

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules.

A person whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following:

- Committing any offence
- Causing personal injury to, or damage to the property of, **any** person
- (including the pupil)
- 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.

Eslington Primary School Expectations and Important Definitions

The school management takes seriously its duty of care towards its students, employees and visitors to the school. Staff protection is an important part of child protection; both depend on supported, confident and competent staff. This policy has a clear focus:

- The first and paramount consideration is the welfare of the students in our care.
- The second is the welfare and protection of the adults who look after them.

In accordance with [section 89\(1\) of the Education and Inspections Act 2006](#)

Eslington Primary School does not endorse:

Seclusion: Staff are **not** authorised to routinely force students to spend periods of time alone against their will other than in an emergency. Eslington Primary School recognises that to do so would require statutory powers.

School acknowledges that:

Timeout: The routine restricting of positive reinforcement via time out necessitates planning, documentation and written agreement.

School advocates and promotes:

Withdrawal: Students are routinely encouraged and supported to leave difficult situations by a dedicated team of pastoral staff. Pastoral staff closely supervises students hereafter and support recovery and re-integration.

Positive Behaviour Management: All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward effort and application and encourage students to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning about and communicating any factors which may influence poor behaviour and taking steps to divert behaviours leading towards foreseeable risk.

Students are encouraged to participate in the development of preferred responses at times of crisis by focusing on positive alternatives and choices within and without the debriefing process. Parents are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all students when they are under pressure and safely manage crises if, and when, they occur.

Primary Prevention: The incidence of behavioural difficulties and the use of restrictive physical interventions can be effectively minimised if we:

- Ensure that we create opportunities for our students to engage in meaningful activities in and around school and to assume responsibility for their own learning and provide opportunities for them to exercise choice;
- Ensure that the curriculum is sufficiently stimulating, challenging and meaningful for our students;
- Ensure that school expectations are clear and consistently applied;
- Ensure that staff are most effectively deployed, and their level of competence and training corresponds to the needs of the students and the likelihood of any restrictive physical intervention;
- Coach our students to either effectively deal or cope with situations and circumstances, which are known to provoke acute negative response and anticipate our student's requirements for additional support at such times;
- Maintain an awareness of each student's circumstances and events in their lives, which may cause them additional stresses and necessitate the need for additional support. The importance of good communication between school and home and between staff cannot be understated;
- Teach our students about emotions and how to manage them constructively through the P.S.H.E (Mindset) curriculum, behaviour for learning activities, nurture, group work and individual coaching and counselling;
- Discuss with our students, their families and other stakeholders, the ways in which they

would prefer to be managed at times when their behaviour may pose a significant risk to themselves, others or property i.e. reflection on incidents;

- Conduct risk assessments of our student's behaviour, and implement SEMH (Social, Emotional and Mental Health) Profiles (**APPENDIX 3**) which are updated regularly maintain these as working documents.

Secondary prevention: Secondary prevention involves recognising the early stages of behavioural sequence that may likely develop into disruptiveness, destructiveness, aggressive/violent behaviour and implementing 'de-escalation' or 'diffusion' techniques to avert any further escalation of a situation.

Team-Teach Workbooks, which are available to all staff, contain an overview of the prevention strategies below and how they correspond to a continuum of graduated responses where behaviour escalates.

Speaking calmly: Speaking in a calm, quiet and sincere voice which conveys to the learner that you:

- Are composed and in control but concerned for them.
- Would like to help them resolve their difficulty and regain self-control.
- Are interested in any constructive ideas they may have for resolving their difficulty.

Highlighting exceptions: This solution focused technique can be used to highlight 'exceptions'. These are incidents when the student has previously been on the verge of losing their 'self-control' but have regained their composure, have accepted adult support and resolved their difficulty. The following questions could prove useful:

- What was it that you did last time to calm down successfully?
- How did you do that?
- What else did you do?
- How did you feel about yourself?
- Do you think that you could do it again?

Potential consequence awareness: Done sensitively and without any intimidation or threat the following may be useful:

- Inform the learner that you may need to ring for assistance and or involve the Headteacher or Deputy Headteacher.
- Alert the learner to the potential consequences should their behaviour deteriorate further.
- Prompt the learner to reflect upon consequences they may have experienced previously for similar behaviour.

Using humour: The use of humour can be extremely effective in defusing anger and aggression for some learners – It is however a matter of judgement based upon the adult's knowledge of the learner. Humour must never be used to mock an individual or trivialise their concern, situation etc.

Distraction: By creating a distraction you may shift a learner's focus sufficiently from their negative

feelings and or actions to thinking about or doing something more constructive, at least temporarily – after which you can revisit and discuss the antecedence to their anger, distress etc. You could use the following for example – be creative:

- Feign panic yourself that you've left something somewhere and ask them to retrieve it for you.
- Inform them that a colleague is desperate to speak with them about an unrelated matter.
- Request their assistance for help with an 'important' task.
- Request that they 'take a message' to another person for you.

Stepping Away: The act of stepping away from a distressed or upset learner can lessen the intensity of the situation and facilitate a way out for them. This may aid the learner's departure from a situation leaving behind the cause or focus of their upset or distress.

Self-directed withdrawal: Learners may be sensitively advised to leave a situation and take some time away from the focus of their distress. The adult may be in a position to offer several venues where they may withdraw too. The adult can agree that they will follow on shortly afterwards affording them some time to recompose before discussing their upset or anger. This approach allows the learner themselves to retain a degree of control over the situation and take steps towards a positive resolution.

Venues for withdrawal may already be identified for learners within their SEMH Profiles or they may form part of a separate Behaviour Management Plan. Learners will often have very firm ideas about venues; places within school that they feel are most conducive to their calming down/feeling safe.

Directed withdrawal: This is a much more direct approach where a student is firmly advised to leave a situation /venue and accompany an adult to a designated area.

- Do not expect reasonable responses from someone who is highly agitated, angry or emotional. It is often necessary to escort a learner to a quieter area where they can stay for a short space of time to cool down.
- Merely banishing a child to some area for a period of time as a punishment is not permitted.

Withdrawal from lessons/group:

- Students may be withdrawn from class or any corresponding group situation should their behaviour seriously disrupt the education, care or support of peers.
- A withdrawal should continue as long as the learner is unable and unprepared (or considered to be so by supporting staff) to return to the lesson/group and contribute positively. Early resolution should be sought at such times by staff who will offer an appropriate level of support and supervision to achieve this end.

Physical presence:

- The physical presence of adults will for many learners communicate authority and can support feelings of safety and security. Not least for other learners who may be

distressed and feel threatened through witnessing the behaviour of a peer.

- Often the focus of a child's anger and frustration can be the supervising adult (teacher, TA, etc.). At such times calling for the support of another adult can be enough to temporarily defuse as situation.
- The physical presence of an adult should not be used as a means of intimidation, become oppressive or excessive in duration. Physical presence is likely to be most effective when accompanied by positive body language and other non-verbal signs that indicate to the child that the adult is there to help and willing to listen.

Physical diversion: Physical diversion differs from restrictive physical intervention in terms of the degree of force used. It may, for example constitute one of the following actions:

- Holding a hand.
- Placing a hand on a forearm.
- Putting an arm around a shoulder.

Physical diversion is a means of deflecting a learner from dangerous destructive or disruptive behaviour. It does not constitute as restrictive physical intervention so does not necessitate the completion of a restrictive physical intervention incident report.

On occasions that physical diversion is met with resistance, a decision will be required as to whether or not restrictive physical intervention strategies are employed.

The de-escalation technique or techniques decided upon by adults are a matter of professional judgement and will depend on numerous variables including:

- Knowledge of the learner and what has worked previously
- The level of acceptable risk the adult is prepared to take.
- The adult's relationship with the learner.
- Whether or not a learner has a SEMH Profile that will identify those techniques most effective and agreed upon.

It should be noted by all staff that an over reliance, as perceived by the learners on the physical presence of colleagues to defuse and resolve difficulties for learners under their supervision can be detrimental. It may undermine that adult's authority in the eyes of learners. It may cause them to believe that the adult does not care sufficiently, to work towards a resolution with them and ultimately make it more difficult for them to earn their learners respect and thus form good working relationships with them.

Modifications to the Environment: Staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. Risk assessment is a continuing activity for staff to engage in. We know that some students at Eslington may exhibit extreme and possibly dangerous behaviour therefore we are required be proactive at all times. In general, it is a good rule to keep classroom environment clutter free. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used. For example:

- The availability and accessibility of pointed implements. (Including pens, pencils, compasses)
- What small items are available to a dysregulated student who may be tempted to

use them as missiles?

- What objects are available to be used as blunt instruments?
- Do they all need to be left out all the time?
- Are there sharp edges or corners which present a risk?
- Are the design arrangements or furniture safe and appropriate for students who exhibit extreme behaviour?
- Are there more comfortable places to sit with distressed/dysregulated students?
- Are protocols in place via class group expectations, SEMH Profiles that encourage distressed/dysregulated students to take themselves to a safer place?

Alternatives to Physical Controls: In all instances where a challenging situation affords adults sufficient time, they may take some or all of the following actions ahead of deciding on the appropriateness of restrictive physical intervention as a last resort response:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for students to stop and allow sufficient take-up time if safe to do so.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable students to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort students to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

In the following report *'Children's Views on Restraint'*, published by the Commission for Social Care Inspection it is clear that children and young people have very clear views as to how the use of restraint can be minimised.

'Many children spoke of how problems can build up until you got so angry and out of control you ended up being restrained. Children thought that staff should be better at heading off this sort of build-up. They should handle the initial problems better so they did not develop so far that restraint was their only way out [...] They mostly accept that if they become dangerous, staff may have to stop them harming someone or doing really serious damage. But they are as worried as staff and as policy deciders should be, that restraint can make things worse, can itself hurt or injure, and can leave people resentful and even wanting to get back at people.'

Commission for Social Care Inspection

Help Protocols for Staff: It is expected of all school staff to be supportive of one another. This translates to staff offering their assistance to colleagues and conversely accepting support when offered. This mutual arrangement is of particular importance at times of high stress and emotional arousal. The behaviour of our students can, all too easily, negatively influence the emotions of adults. The most experienced of adults can temporarily lose sight of their emotional objectivity when responding to challenging behaviour. Adult responses can become unhelpful, either damaging relationships with students and/or triggering an escalation of the challenging behaviour being addressed.

In the report referenced above a recurrent theme was the unhelpful and often inflammatory attitudes and behaviour of adults. The children and young people regularly spoke of staff 'who were never prepared to back off' and who engaged in arguments and shouting matches which often led to restraint being used to save face. Some concluded that 'the secret of good staff was that whenever they could, they avoided getting themselves into a situation likely to end in restraint'.

Recognition of our own emotional fallibility is imperative to work with our students and similarly it is central to offers of support from colleagues being perceived as supportive and consequently accepted. Help offered to colleagues in challenging situations may comprise some of the following:

- A colleague staying around in case they are needed for support.
- The offer of time-out of challenging situations where the supervising adult is the focus of a student's distress/dysregulation.
- Requesting that the student withdraw from the situation ahead of resolution where situation is emotionally charged.
- Sharing an alternative perspective upon a situation/relationship during a debriefing.

In emotionally charged situations where it is deemed pertinent for the supervising adult and/or adults in restraint scenarios, the following brief message should be communicated by attending colleagues, 'help is available'. The message is clear and unambiguous and conveys to the receiving adult that they have unwittingly become an unhelpful dynamic in a given situation. The message should be repeated several times if not initially understood. The immediacy of some situations necessitates that the courtesy of explanation will, when mutually convenient, follow a colleague's intervention. Effective support to colleagues necessitates acting as a 'critical friend', assisting them to become aware of alternative perspectives and strategies.

Help Protocols for children: A well-chosen word can sometimes avert an escalating crisis. When students are becoming dysregulated, adults need to avoid being drawn into an argument with them. With the best of intentions, we often tell students to calm down which often comes across as patronising and may actually wind them up further. Pointing out what they have done wrong can make things worse. Referring to their anger may inadvertently intensify the emotion and as they proceed to justify it further. The only purpose in communicating with an angry person is to prevent further escalation and safeguarding the welfare of all concerned. It is often better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

Team Teach advocate the use of the following type of response to students experiencing an emotional crisis:

'Childs name' ... 'I can see that something happened - lets you and I talk about – see if I can help'

Followed by an invitation to follow the adult to an appropriate location to afford the student time and space to recompose themselves before discussing the situation further.

The response is neutral in that is non-judgmental when communicated by a calm and assertive adult. It conveys concern, time and a willingness to listen to the students and help them resolve their difficulties without reference to what's proceeded.

The Last Resort Principle

At Eslington Primary School we only use physical restraint when there is no realistic alternative available to us. This does not mean however that we expect people to methodically work their way through a series of failing strategies before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.

“If necessary, staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen sometime in the predictable future.”

[Para 10 Page 4 Department of Health – 1997 – “The Control of Children in the Public Care: Interpretation of the Children Act 1989” – London: H M S O](#)

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical intervention which may be effective.

Reasonable and Proportionate: Any response to extreme behaviour should be reasonable and proportionate. Staff reactions should not be motivated by anger. If adults feel that their responses are motivated by anger they should consider seeking support and withdrawing themselves from the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered, staff should think about the answers to the following questions:

- How is this in the best interest of the student?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Would it be more helpful to remove an audience?
- Why is this absolutely necessary?

If staff can answer these questions, it is more likely that a physical intervention will be judged to be reasonable and proportionate.

Unreasonable Use of Force: It is not reasonable to use force simply to enforce compliance in circumstances where there is no presenting risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should students be

[Positive Handling Policy: Reviewed Autumn 2023](#)

deliberately subjected to undignified or humiliating treatment. (This should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs as endorsed by Team Teach). Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a student secluded. Seclusion is only lawful by specific court order and cannot become part of a planned strategy for use at this school.

Team Teach: It is the policy of Eslington School that all permanent staff working closely with students are trained in the pre-emptive and responsive positive handling strategies and techniques of Team Teach, to complement the behaviour management approaches and strategies reflected in the School Behaviour Policy.

Further details of the Team Teach approach can be found in the school Team Teach documents and, on the Team, Teach website (www.team-teach.co.uk). A Team Teach information letter has been sent to all existing parent/carers. Copies are included in school admission packs for prospective parent/carers. –

Health and Safety: If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous behaviour should be reported to the immediately to the Head teacher. We all have shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with unpalatable choices. In these circumstances we have to try and think through the outcomes of the options available, balance the risks and choose whatever course of action which seems to involve the least risk.

As a minimum requirement, in order to comply with health and safety legislation, each employee has a responsibility to ensure that they are conversant with school and policy and guidance, and to cooperate to make the school safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all the physical activities. The non-physical aspects of positive handling training are crucially important too effective behaviour management and represent 95% of the positive-handling response continuum.

When considering a student's behaviour staff should think about the following questions:

- Can we anticipate a serious Health and Safety risk related to this student's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we completed the student risk assessment document profiling typical behaviours?
- Following observations and experience of working with a student have completed a SEMH Profile?
- If a student has been required to be restrained for the first time, then has a meeting with parents taken place and learning support agreement signed?
- What further steps can we take to prevent dangerous behaviour from developing?

Assess: Identify hazards and people likely to come into contact with them (related to behaviour).

Reduce: Control the environment, issue clear guidance, provide training and change working practices to reduce exposure.

Communicate: Alert people to behavioural risks and offer strategies to reduce risk and restraint (such as SEHM Profiles)

Risk Assessment: Informal risk assessments should be a routine part of life for staff working with students who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what could go

wrong. If a proposed activity or course of action involves unacceptable levels of risk, then what contingencies are planned?

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include:

- The state of health and fitness of the staff member.
- Their physical stature and competence.
- Their confidence and relationships with the student concerned.

Confidence and competence are closely related to the level of training received by staff and willingness to seek out and accept support from colleagues. Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In this situation the correct decision is to hold back from the physical controls. –

Injuries Risk Statement: All staff should always endeavour to minimise the potential for physical injury to both themselves and students through the competent execution of restrictive physical intervention techniques. In spite of our efforts an element of injury risk will always remain when two or more people physically engage and force is applied to protect, release or restrain.

'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 failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe' (George Matthews – Team-Teach Director).

Proactive Physical Interventions: It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is documented in a SEMH profile and agreed by parent/carers. Examples of this are where a student has shown ritual patterns of behaviour, which in the past have escalated to the student becoming extremely distressed and violent. In such circumstances it may be reasonable to withdraw the student to a safer place when the pattern of behaviour begins, rather than wait until the student is distressed and out of control. The paramount consideration is that the action is taken in the interest of the student and that it reduces, rather than increases, risk.

Restrictive Physical Intervention Plans: Risk management is regarded as an integral part of behaviour management planning. Students who have exhibited extremes of behaviour which regularly necessitate the use of Team Teach techniques to; safeguard the welfare of others, the student themselves and/or to prevent serious disorder or damage to property should have a risk assessment found on a child's SEMH profile. This is drawn up in conjunction with the student, parent/carers and relevant professionals. It incorporates a rationale for the plan, topography of behaviours, triggers, risk details, de-escalation and agreed response protocols and preferred responses found to be effective for that individual, along with any responses which are not recommended. If particular physical techniques have been found to be effective, they should be named, along with alerts to any which have proved ineffective or which caused problems in the past.

This document is informed by the students EHCP and other sources of information and advice. Where an individual is known to have experienced physical and/or sexual abuse then alternative responses to restrictive physical interventions require serious consideration and planning.

Vigilant observation, collaboration between professionals, liaison with parent/carers, consultation with individual students and regular updating are the key features of an effective SEMH Profile.

Responding to Unforeseen Emergencies: Even the best planning systems cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff must think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principals are that any physical intervention should be:

- In the best interest of the student.
- Reasonable and proportionate.
- Intended to reduce risk.
- The least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there should be a 'verbal warning' – where the situation affords, a student should be made aware of adult intentions. Where possible, staff should always attempt to use diversion in preference to physical interventions. They should only use the techniques and methods approved for use in this school. In general, if staff act in good faith and their actions are reasonable and proportionate, they will be supported.

Withdrawing from Restrictive Physical Interventions: Whenever a restrictive physical intervention has taken place the primary aim at this juncture is to facilitate the student calming down and regaining their composure. As this is sensed and observed to occur during the restrictive physical intervention then the physical technique being applied should be incrementally reduced as the following sequence highlights:

- Gradually lessen muscle tension by relaxing hold.
- Gradually reduce the intensity of the situation.
- Gradually move from restrictive physical intervention to shadowing (e.g. Instead of holding move to merely resting a hand on the students shoulder).
- Increase the space available by moving away from the student.

Throughout any restrictive physical intervention and its subsequent withdrawal, it is incumbent upon staff, using a very calm and controlled tone of voice and offer an accompanying explanation to the student, unless by doing so they escalates the situation as to:

- What it is they are doing.
- Why they have decided upon the action taken.
- What the student needs to begin doing before the restrictive physical interventions can be withdrawn.

Staff should also continually check with student that they are not unduly discomforted by the application of physical restraint techniques – most importantly that there is no impairment of breathing.

The withdrawal of restrictive physical interventions should also carry an accompanying explanation for the student as to how the adult foresees the withdrawal process and their expectations of the student within that process. In some circumstances, and for particular individuals, attempts by staff to initiate dialogue can exacerbate their frustration and anger. Should this be the case then dialogue ought to be kept to a minimum. Such an observation should then be recorded to be avoided in future.

On many occasions, during and immediately after, the focus of a student's anger and aggression can shift from its initial stimuli to focus upon the intervening adult or adults. At such times it is prudent wherever possible for adults to leave the situation and hand over to a colleague or colleagues.

Accessing Support

At Eslington School the following support mechanisms are in place:

- SEMH profiles which include Positive Handling Plans are kept in classes, centrally on a

[Positive Handling Policy: Reviewed Autumn 2023](#)

secure computer network and accessible by adults in all areas of school to ensure all relevant information about each student is available to all members of staff working with them.

- The Headteacher or Deputy Head assume responsibility for ensuring that pertinent information is shared with relevant staff each morning to update staff on current issues and share information. They are available, alongside pastoral staff on most days both pre and post school to provide support.
- Use of help protocols and language to remind all staff of availability of colleagues to offer help, including change-overs of staff during a crisis situation with a student.
- The school's pastoral support process includes the provision for students to withdraw from class, for mutually agreed periods of time, to
- 'Chill-out', refocus and/or access counsel in order to circumvent escalation of behaviour. Pastoral staff are similarly available to support staff.
- Debriefing meetings follow the use of restrictive physical interventions.
- These meetings are intended to include the student and the adult(s) involved and an emphasis of reflecting on how crisis was managed by all involved and identifying any points for review or learning.
- Weekly meetings for all staff afford an additional opportunity to share experiences, concerns and access support from each other, led by the Headteacher or Deputy Head.
- Refresher training is available to all staff periodically through the school year. Advanced Team Teach trained tutors are available in school for additional support and provision of opportunities to discuss/review experiences and issues.

Post Incident Support

Following a serious incident, it is the school's policy to offer support for all involved. Both students and staff are entitled to time to recompose themselves directly following an incident. Subsequent to this a supportive debriefing should be facilitated by a senior staff member. The object of this post incident debriefing is to allow for both parties to repair damaged relationships and seek preferred ways of working through difficulties in the future.

Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries should be reported and recorded using the school's systems.

It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships. When careful steps are taken to repair relationships, a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that students have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspectives. When time and effort are put into a post incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships.

Complaints: It is not uncommon for students to make allegations of inappropriate and/or excessive use of force following an incident. The school has a formal Complaints Procedure. Students should be reminded of the procedure and encouraged to use the appropriate channels. Students should be given the opportunity during the debriefing process to voice any concerns and hear a first-hand explanation for an adult(s) action. The complaints policy applies equally to staff. We are an open school and promote transparency in both policy and practice in order to protect the interests of staff and students alike. Any staff concerns regarding the welfare of students should be immediately reported to the designated person for Safeguarding. Any safety concerns should be reported to the designated person for Health and Safety.

[Positive Handling Policy: Reviewed Autumn 2023](#)

Training: All staff who are expected to use planned physical techniques are authorised by the Headteacher and offered appropriate training. Eslington School has adopted the Team Teach approach to most effectively responding to challenging behaviour. Team Teach Ltd is fully accredited by The Institute of Conflict Management in accordance with DCSF and Department of Health guidance. The school has two staff trained to advanced tutor level. Our trained tutors are responsible for ensuring that our positive handling training is provided regularly and in accordance with Team Teach's rigorous guidelines and kept under review. It is the responsibility of the Headteacher and Deputy Head to ensure that both the training and deployment of staff is coordinated and effectively managed. The school's preferred approach is for whole staff team training. The level of training required is kept under review and may change in response to the needs of our client group. All permanent and/or long term Eslington staff can expect to access the Team Teach Intermediate and Advanced training programmes. Team Teach related matters feature as a permanent agenda item at weekly staff meetings, within pastoral input.

Our preferred approach is for whole staff team training. The level of training required is kept under review and may change in response to the needs of our client group. Post training staff should seek out tutors to practice techniques as required outside of more formal and planned practice opportunities. All staff are expected to bring to the attention any difficulties or concerns regarding any of the techniques taught. All trained staff have access to a Team Teach Workbook which provides them with an effective point of reference and may assist in clarifying matters of philosophy and practice.

At present staff have been instructed in the use of a variety of the following Team Teach techniques:

- Arm Safe Disengagement
- Neck Safe Disengagement
- One Person Holds Guides and Escorts
- Two Person Holds, Guides and Escorts.
- Separating Fights
- Advanced techniques

As a result of the latest guidance from Team Teach, staff will no longer be using the wrap – either standing or seated – this was completely phased out by Spring 2020 ahead of Team Teach protocols.

Recording: Whenever reasonable force is used to overcome resistance the incident must be formally reported to a senior member of staff and recorded on an incident report form as a restrictive physical intervention. All staff involved in an incident should contribute to the record and sign and date their contribution. Similarly, any witnesses to the incident are required to sign.

A Violent-Incident report should be completed separately by the victim, or on behalf of and/or the victim if a student, should an assault – physical or not in origins have occurred prior to the use of restraint, during or after. Local Authority violent incident forms are completed online. A copy is to be promptly forwarded to the Local Authority.

An Accident Record should be completed separately should either a student and/or adult be injured prior to the use of restraint, during or after. Local Authority accident forms are completed online. A copy is to be promptly forwarded to the Local Authority.

All incident reports should be recorded and submitted and as soon as possible after the event to which they relate and on same day if involving a restrictive physical intervention or within a 24-hour period unless otherwise requested.

A copy of the incident report, should be forwarded on the same day as the incident to the Headteacher or

[Positive Handling Policy: Reviewed Autumn 2023](#)

Deputy Headteacher in the following circumstances:

- The student has a child protection plan in place
- The student is Looked After
- The student has a Child in Need Plan in place

This in addition to the requirement to notify a student's social worker.

All records, once written, will be retained and cannot be altered. They will be kept for many years and could form part of an investigation at some time in the future. All incident reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident – neither should they be rushed, but basic details should be recorded and Headteacher or Deputy Headteacher informed before the end of the day.

Monitoring the Incidence of Restrictive Physical Interventions: The use of restraint techniques is continually monitored and evaluated in the following ways:

- Via our post incident support procedure.
- All incidents are reported to the Headteacher and/or Deputy Headteacher.
- A written record of the incident is provided to the Headteacher and/or Deputy Head teacher on the same day – irrespective of circumstance.

Members of the Senior Leadership Team scrutinise all reports, make further investigations as necessary and ensure that post incident debriefing meetings take place. Following conclusion and comment the incident report forms are inputted into school database. The inputting of behaviour data into and its subsequent interrogation is performed by the school's office staff. Access to raw data is limited to members of the Senior Leadership Team.

Incident data subsequently informs a termly and annual behaviour report. The report is prepared by the school's Pastoral Lead at the end of each term and forwarded to the school senior leadership team and governors for analysis. The data is scrutinised for evidence of trends emerging, the changing support needs of the student population and in order to ensure that this positive handling policy and its related practices do not inadvertently discriminate against one group over another by virtue of SEN, gender, ethnicity. Similarly, the behaviour report assists in the planning, targeting and resourcing of additional support as required.

Follow-Up: Following an incident involving restrictive physical intervention may be given to conducting a further risk assessment and/or a reviewing students SEMH Profile. Any further action in relation to a member of staff, or an individual student, will follow the appropriate procedures.

Signed on behalf of the Governing Body: _____

Date: _____

Appendix 1 – Parental Permission Letter

Dear Parent / Carer

Re: Positive Handling Consent

Whilst your child is in the care of staff at Eslington Primary School, I can reassure you that when we act in loco parentis, we protect and ensure the safety of your child at all times.

However, it is important that you support our school’s *Positive Handling Policy* and understand that in exceptional circumstances, trained staff may be required to use some degree of physical intervention when dealing with the extreme behaviour of some pupils. *Team Teach* is the current and approved approach used, ensuring minimal and appropriate levels of contact.

May I inform you that it is only used as a last resort once our skilled staff have exhausted all other behaviour management strategies available to them. Records demonstrate that the use of physical restraint is minimal at Eslington Primary School.

Your agreed consent and support of this approach is necessary when your child attends this school.

If you require any further information relating to the above, please do not hesitate to contact me on the above telephone number.

Yours sincerely

Mrs M Richards
Headteacher

✂.....

I support and agree with the *Positive Handling Policy* at Eslington Primary School. I understand that Team Teach techniques will only be used when necessary to ensure my child’s safety and the safety of others.

Signed.....
Parent / Carer.....
Name of Child.....
Date.....

| AUTUMN TERM 2023 | SPRING TERM 2024 | SUMMER TERM 2024 |
|---|----------------------|---|
| Risk Assessment - | | |
| Behaviour plan – De-escalation Strategies <ul style="list-style-type: none"> Child A responds well when given two clear, concise options (adult initiated). Clear, firm consistent boundaries, expectations and consequences. Makaton Calming time/time out at an agreed safe area for an agreed amount of time using a timer. Weighted blanket Humour as a distraction. | | Physical Interventions <ol style="list-style-type: none"> Single person double elbow Single elbow Figure of four. |
| Essential information to know – EAL | | |
| Current behaviour targets taken from Boxall Analysis (see Boxall report for full analysis) W- Has undeveloped/insecure sense of self Child A can recognise his own feelings and express them appropriately for the 80% of the time J - Maintains internalised standards Child A will be more consistent with reactions to situations involving break and social time. Strategies/ interventions to meet target Prepare for changes in routines well in advance. Daily expectations of level of work to be completed made clear. Snack and brain breaks with alternative activities. Immediate reinforcement for compliance, appropriate physical gesture, e.g. smile, nod, and thumbs up. Stay in line when moving around school in a group. Practice giving away the object when still in use. Use practical activities to explore feelings of self and others, e.g. role play, drama, painting. Play winning/ losing games, modelling resilience. Discuss feelings explicitly. Verbalises the idea of cause and effect between individuals' choices and reactions/consequences. | | |
| Risk Assessment | | |
| Behaviours | Level of risk | Control Measures |
| Throwing objects, swearing and violence towards others. | H | Positive handling and verbal support regarding safe behaviour and expectations. Strategies to be offered. |
| Running away and hiding | H | Handhold / proximity |
| Little/No sense of danger | H | Handhold, Positive handling, verbal support. |

This plan is to be revised during the academic year 2023-24

|  <h2 style="text-align: center;">Learning Plan</h2> <h3 style="text-align: center; color: red;">Child A Summer 2023</h3> | | | | | |
|---|-----------------------------|--|--|---|---------------|
| Image of Child A | | <p><u>Levels (see tracking files for detailed information)</u></p> <p>Current level in writing – 1.2 Current level in reading – 1.2 Current level in maths – 3.2</p> <p style="text-align: center;"><u>Learning Targets</u></p> <p>Current writing target – 2.1</p> <ol style="list-style-type: none"> 1. I can read a further 5 HFW words. 2. I can spell the days of the week 3. Mostly uses simple sentence structure and beginning to join words 4. Begin to structure their own writing using 'scaffolds' <p>Current reading target – 2.1.</p> <ol style="list-style-type: none"> 1. I can read a further 5 HFW words. 2. I can read accurately by blending, including alternative sounds for graphemes. 3. I can begin to read common suffixes 4. I can make inferences based on a character's actions <p>Current maths target – 4.1</p> <ol style="list-style-type: none"> 1. I can use the column method for multiplication of two- and three-digit numbers 2. I can solve word problems. 3. I can find equivalent fractions | | | |
| | | <p>Strategies/interventions to meet writing target Multi-sensory HFW/Phonics intervention. Adult support. Daily practise, fine motor skill activities, dough disco, scaffolding, alphabet strips/visual supports.</p> <p>Strategies/interventions to meet reading target Multi-sensory HFW/Phonics interventions. Adult support, role modelling, daily practise, fine motor skill activities, visual supports, memory games (An Elephant Never Forgets; telling and retelling stories), drama/acting out stories.</p> <p>Strategies/interventions to meet maths target Practical lessons, language modelled, Adult support, daily practise, fine motor skill activities, visual supports, memory games, multi-sensory approaches,</p> | | | |
| <p>Strengths and interests within learning Maths – Child A enjoys solving mathematical problems. He is confident with addition. Limited language can impede on learning; particularly with word problems and positioning. Child A likes to sing and dance and is very artistic.</p> | | | | | |
| <p>Barriers to learning EAL – to develop this (along with social skills) Child A enjoys daily games such as 'An Elephant Never Forgets'. He is beginning to create stories to develop his memory; subsequently improving his English. Child A can become frustrated if he does not fully understand although he likes to try and establish what is being said in English occasionally translation is necessary.</p> | | | | | |
| Current targeted support | | | | | |
| Difficulty? | Why is it happening? | What are we doing about it? | How are we going to do it? | How will we know if we are successful? | Review |
| EAL | Child A is developing his | 1:1 adult support and multi- | Remind Child A of ways to communicate if he is | Improved language | |

| | | | | | |
|---------------------------------------|---|--|---|--|---------------------------|
| | understanding of spoken and written English but this can create frustration for him. | sensory approaches to learning. Short, clear instructions and visual aids. Use of Makaton, communicating print and translation where necessary. Role modelling. | having difficulty understanding prior to becoming disengaged/escalating to crisis. Child A to work with an adult to practise reading and writing. | skills/more successful communication. | |
| Difficulty blending CCVC, CVCC words. | Unable to hold the sequence of the letters in their head | Phonics Intervention. Picture representation and multisensory links. Revisiting sounds. Opportunities in continuous provision. | Say the letters sounds aloud, c.....a.....t. Close your eyes – what was the first sound? What would be left? Orton Gillingham approach. Multi-sensory learning with a strong link. Kinaesthetic learning may work best due to his preference for this learning style. | Score high is on RWI assessment in the section involving blending of CVCC, CCVC words. More fluent in reading. Progression in oxford reading scheme. | |
| Visual memory | Unable to hold the shape of the word in his head and is therefore unable to spell it. | Picture representation and multisensory experiences. Daily intervention focussing on one word per week following 100 HFW. | Show the child the word on the left side and take a picture of the activity and word. Multi-sensory learning with a strong link. Kinaesthetic learning may be best as this is the preferred learning style for him. | Will be able to read and spell a great number of HFW words. Evidence in books. RWI assessment score increase. More fluent in reading. Progression in oxford reading scheme. | |
| Transition / following instructions | EAL and processing time. | Child A will independently engage in maths appropriately differentiated tasks on a daily basis. with minimum prompts. Child A will engage in appropriately differentiated | Significant levels of praise Up to 3 prompts per task Clear expectations Key worker support Differentiated tasks Support in class Objects to support learning. | Child A will have engaged successfully in up to 4 maths and 4 English tasks per week. | Next Annual review |

| | | | | | |
|---|----------------------|--|--|---|---------------------------|
| | | English with an adult in proximity. | | | |
| Managing disappointments. | SEMH difficulties | To accept and verbally respond to choices for break time or social time 80% of the time. To accept adult support when upset and use an identified calming strategy 75% of the time. To reflect upon choices during red cards 75% of the time with adult support. | Use of visual timetables to encourage Child A to manage transition time Count down clocks and timers Reward systems in place for when Child A manages this | Child A will move from transition times to lesson times on 3/5 4/5 occasions successfully with no more than 3 prompts. Child A will move to an appropriate area and use a calming strategy with only verbal support. Child A will take no longer than 5 minutes to move to an appropriate area. | Next Annual review |
| Managing feelings | SEMH difficulties | To express why he is upset with familiar staff. To express if he does not understand a situation. | Key worker time Emotions cards on desk Use of emotions fans and drawings | Child A will have less challenging outbursts as a result of his anxieties and will share with staff when he is upset. | Next Annual review |
| Understanding vocabulary | EAL | To develop topic related vocabulary to communicate his needs with adults and peers in English. | 1:1 daily support Polish English dictionaries 1:1 time with Keyworker. Reward systems to praise Child A when he does this. | Child A will use English words to name basic classroom equipment and objects, as well as feelings on a daily basis. | Next Annual review |
| Signed by Class Teacher | | | | | |
| Signed by parents/ carers | | | | | |
| Risk Assessment - | | | | | |
| Behaviours | Level of risk | | Control Measures | | |
| Throwing objects, swearing and violence towards others. | H | | Positive handling and verbal support regarding safe behaviour and expectations. Strategies to be offered. | | |
| Running away and hiding | H | | Handhold. | | |
| Little/No sense of danger | H | | Handhold, Positive handling, verbal support. | | |



Eslington Primary School Record of Incident

1000201

This form should be completed in full within 24 hours. Use of any advanced techniques must be noted and information collated by Advanced Trainer.

| | | | | | | |
|-------------------------------------|------------|--|-------------------------------------|------------------------------|--|-------|
| Name of pupil: | | Year group: | | DOB: | | |
| First responder: | | | | | | |
| Day: | | | Location: | | | |
| Date: | | Time: am / pm | Lesson | Breaktime | Transition | Other |
| Monitored by: | | Position: | | Supplementary report needed? | | |
| Monitored by Governor | | Signed | | Date | | |
| Names of Staff Involved in incident | Signatures | Report provided | Names of Staff Involved in incident | Signatures | Report provided | |
| | | Yes <input type="checkbox"/> No <input type="checkbox"/> | | | Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| | | Yes <input type="checkbox"/> No <input type="checkbox"/> | | | Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| | | Yes <input type="checkbox"/> No <input type="checkbox"/> | | | Yes <input type="checkbox"/> No <input type="checkbox"/> | |

1: Parent/Carer Informed: - Letter Phone Call Visit Verbally on collection

2: Other Professionals Informed eg: social worker, doctor, police Yes No

| Name | Designation | Date Informed |
|------|-------------|---------------|
| | | |

3. Use of advanced techniques: YES/NO If YES:

| | | | | | | | |
|----------------|--|-----------------|--|--------|--|-----------------------|--|
| Walking shield | | Standing Shield | | Cradle | | Front Ground Recovery | |
|----------------|--|-----------------|--|--------|--|-----------------------|--|

4: Brief Description of Time Out/Calming Techniques Used.

Verbal Proximity In-Class/Time Out Comfort Room Cosy Room Other

5. Concise details of the incident nature of pupil behaviour.

| Assault | ✓ | Verbal Abuse | ✓ | Other Categories | ✓ |
|--------------------------------|---|---|---|--|---|
| Kicking / Pushing/Punching | | Swearing | | Refusal to Follow Instructions/to work | |
| Spitting/ Biting | | Sexualised Language | | Throwing /Vandalism | |
| Head Butting | | Personal comments | | Disruptive Behaviour | |
| Scratching/ Pinching/Nipping | | Threats to self or others | | Self-harming/self-negating | |
| Violence against another pupil | | Others (<i>specify</i>) | | Allegations against staff | |
| Violence against staff | | NB: If violence against staff or pupil is ticked, Body Map <u>MUST</u> be completed. | | | |

6. De-escalation techniques used prior to restraint.

| | | | | | |
|--------------------------|--------------------------|---------------------------------------|--------------------------|-------------|--------------------------|
| Calm talking/reassurance | <input type="checkbox"/> | Non – threatening body language | <input type="checkbox"/> | Distraction | <input type="checkbox"/> |
| Negotiation | <input type="checkbox"/> | Warning | <input type="checkbox"/> | Humour | <input type="checkbox"/> |
| Planned ignoring | <input type="checkbox"/> | Physical Intervention (not restraint) | <input type="checkbox"/> | Other | <input type="checkbox"/> |

| | | |
|--|--|------------------------|
| | | at back of book |
| | | |
| | | |
| | | |

9: Post Incident Discussion with Pupil

Date _____ Time _____ Carried out by: - _____

What happened?

How did it make you feel?

What could you do differently next time?

Are you happy with the way this incident was dealt with? Yes / No

If not why not?

Signed: -

Date: -

Staff comments:

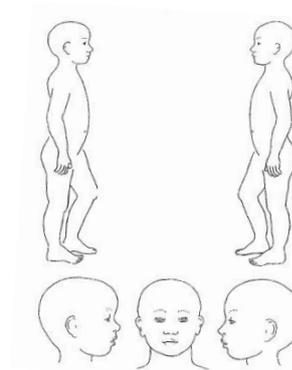
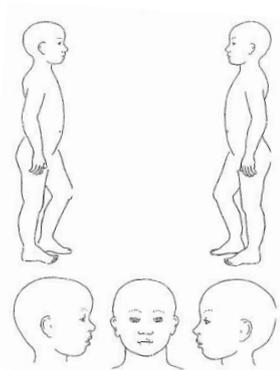
Comments from monitoring of incident:

10: Record of injuries sustained during incident – noted in appropriate log book

Accident at work/Violence against staff online form completed Yes / No by:

CHILD

STAFF



11. Details of the Body Map:

a)

b)

c)

Signature: Position: Date:

Signature of staff who checked child before they went home

| 12. Medical intervention Tick as appropriate: | Referred to First Aider | | Treatment required | | Referred to G.P/Hosp | |
|--|-------------------------|-----|--------------------|-----|----------------------|-----|
| Child | Yes: | No: | Yes: | No: | Yes: | No: |
| Staff | Yes: | No: | Yes: | No: | Yes: | No: |

