



Making a difference where you live



**Durham Trinity School  
& Sports College**

**Nurture, Believe, Thrive, Succeed**

# **Policy and Guidance on the use of Restrictive Physical Interventions *[including Team Teach]***

*must* be read in conjunction with the following policies:

Behaviour and Emotional Well-being Policy

Safeguarding Policy

Whistleblowing Policy

**Reviewed May 2025 DM  
Approved by FGB June 2025  
To be reviewed December 2025**

## **POLICY STATEMENT**

Durham Trinity School & Sports College believes in the provision of a calm, safe and secure environment in which good quality learning can take place. The school promotes a positive, caring yet challenging atmosphere, to provide the best learning environment possible. It values purposeful activity, individual effort and achievement.

The school creates an atmosphere and a way of working together that emphasises the necessity of striving, caring and sharing. The school maintains that these are integral parts of the curriculum, leading to a stimulating, safe and secure environment. The whole curriculum is based on the concepts of entitlement and equality of access. The school will encourage the pupils to enjoy the rich diversity of their own surroundings, to be appreciative of family and school life and to be aware of their social and cultural heritage (including British values).

## **PREFACE**

The Government and the Department for Education (DfE) have responded to the issue of managing children who present with challenging behaviour by giving guidance to promote good practice regarding restrictive physical interventions and the use of force.

In keeping with the guidance, this policy and guidance, and its accompanying appendices, are designed to help our school protect children and staff.

This policy is organised into sections covering the following:

- introduction
- aims
- rationale
- definition of terms
- principles
- implementation
- review
- appendices.

## INTRODUCTION

The vast majority of pupils in our school behave well and are able to present in a regulated manner. At times however, some pupils may exhibit behaviours that can challenge those around them, for a wide variety of reasons. These reasons may be related to emotional development, sensory issues, previous traumatic experiences, avoidance or their general SEND diagnosis.

To support these circumstances, Durham Trinity School & Sports College has developed a Behaviour and Emotional Wellbeing Policy which:

- sets high expectations for the behaviour of all those within the school community;
- promotes a positive school ethos and a safe and secure learning environment;
- attempts to understand the root of all behaviours that challenge;
- understands that all pupils are different and may require different approaches;
- is based upon neurodevelopmental research;
- fosters mutual respect amongst staff, pupils, their parents and/or carers; and
- encourages in pupils, the development of a positive self-esteem.

Durham Trinity School & Sports College Behaviour Policy recognises the achievements and positive behaviour of pupils and ensures that these are recognised, shared and celebrated. It also recognises that logical consequences may need to be discussed or applied and where appropriate, restorative practice used to develop an empathic nature towards others through staff modelling.

However, there may be circumstances where, when preventative and proactive strategies may not have had the desired effects - some form of Restrictive Physical Intervention (RPI), as a last resort, may be unavoidable.

In our school we acknowledge the difference between restrictive forms of intervention, which are designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact, and non-restrictive methods to manage behaviour.

For the use of RPI by a teacher/HLTA/TA or other authorised person to be justified, it has to be demonstrated that it is necessary for, and in proportion to, the situation. Consideration should be given to the age, health, emotional state, etc., of the pupil. Every possible step should have been taken to prevent the situation, and to try to avoid the use of any RPI. Any force required should be reasonable and kept to a minimum.

School staff are vulnerable to child abuse allegations if they use any form of RPI, but particularly physical control. This may mean that the parents or carers and/or the pupil object to the application of the physical control. On the other hand, staff are also vulnerable to accusations of a failure of duty of care if they do not apply any form of RPI and, as a consequence, a child suffers harm.

In such circumstances, staff need a clear frame of reference within which they should work. This policy describes mandatory principles; provides advice to staff within which they must operate and further develop their own practice which makes the use of such interventions as safe and secure as possible, for pupils and all staff.

This policy has been informed by:

- Keeping Children Safe in Education 2024
- Behaviour in Schools Guidance DFE 2024
- Equality Act 2010
- Reducing the Need for Restraint and Restrictive Intervention HM Government June 2019
- Behaviour and Discipline in Schools DFE 2016
- Use of Reasonable Force Guidance DFE July 2013
- Education and Inspections Act 2006
- Human Rights Act 1998
- Education Act 1996
- The Children's Act 1989
- Health and Safety at Work etc. Act 1974

and is intended to provide pupils, parents and carers, staff, Governors, visitors, and the LA with a clear statement about the use of RPI within the school.

## **AIMS**

It is the aim of this policy to:

- ensure that any use of RPI within the school reflects current legislation, DFE/Government guidance, case law and professional Codes of Practice;
- develop and sustain an ethos/culture and practice in school which protects the dignity and safety of both pupils and staff;
- create and maintain a safe and secure learning environment;
- promote a shared understanding that although always the last resort, Physical Control is an option that staff, authorised by the Head Teacher, may have to take;
- enable staff in school to adopt consistent practices in the use of RPI, based upon a common set of principles; and
- achieve outcomes that reflect the best interests of pupils whose behaviour is of immediate concern.

## **RATIONALE**

Positive personal and professional relationships between staff and pupils are vital to ensure good order and a feeling of safety in the school. It is recognised that the majority of pupils in our school respond positively to the structure and routine in place, as well as the controlled practise of staff. This ensures the wellbeing and safety of all pupils and staff in school. It is also acknowledged, however, that in exceptional circumstances, staff may need to take action in situations where the use of RPI may be required.

This policy recognises the need to make a clear, unambiguous statement about the practice of RPI within the school.

It describes the context and circumstances in which it may be appropriate to use different forms of RPI.

It recognises that RPI may at times be necessary, after all proactive and preventative approaches have been exhausted.

This policy recognises that pupils and staff have a right to work in a safe environment which promotes respectful behaviour.

It also recognises the statutory requirement to understand and support the special educational needs of children.

## TEAM TEACH

There may be times when behaviour requires physical support from staff to ensure the pupil's own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of physical interventions. 'Team Teach' is the approach adopted by Durham Trinity School & Sports College and its staff to manage challenging and aggressive behaviour.

The basic philosophy of the approach is as follows:

- 95% of the work carried out by staff to resolve situations should be preventative, de-escalatory and non-physical.
- It is a flexible framework of responses stressing a holistic approach.
- De-escalation of situations is a priority (e.g. using attunement, PACE Approach, communication skills, humour, distraction etc).
- Gradual and graded positive handling techniques are based on providing the maximum amount of care control and therapeutic support for the shortest possible time necessary to ensure the safety of all concerned
- Restrictive Physical Intervention, as a last resort, should make up 5% of the work carried out by staff to resolve situations.

All incidents of positive handling are reported, recorded, monitored and evaluated. Parents will be informed of any that involve a child being held with more restrictive holds and regular guidance and monitoring will be requested from the LA.

Aims:

- To promote effective, safe, verbal, non-verbal, positive and protective techniques, within a whole setting holistic response to behaviour management
- To enable staff to develop acceptable and appropriate responses to serious incidents of 'out of control' behaviour, in a manner that maintains positive relationships and provide safety for all.
- To reduce the amount of serious incidents involving physical control.

Rationale:

- This approach promotes positive, pro-active, non-punitive and protective handling strategies. It stresses that 95% of staff intervention be focussed on understanding and prevention, along with appropriately calm, controlled, dignified and skilled de-escalation.
- Acknowledges that there will be times when there is no other alternative, but to 'hold' a child. The manner in which this is safely and therapeutically carried out is crucial.

The purpose of physical intervention should be to:

- Provide the minimum necessary controls to ensure the safety of people and property, as well as providing the maximum amount of care for the child.
- Display a caring attitude so as not to provoke, frustrate and anger, causing an adverse reaction often sparking a situation 'out of control'.
- Ensure that no techniques are used in order to discipline or punish.
- Ensure that RPI takes place in the context of an ongoing positive relationship with the child. The message behind the intervention being – 'I care enough about you not to let you be out of control'.

School staff Advanced Team Teach Instructors are:

- Mr David Matthews
- Mrs Tracey Seymour

Although Mr Matthews and Mrs Seymour are currently trained at Advanced level (level 3), all other staff are trained to Intermediate level (level 2) as this adequately meets the needs of our

pupils currently. Mr Matthews and Mrs Seymour remain at Level 3 to enable staff training in advanced techniques if needed in the future.

Any further information can be found on the following website: [www.team-teach.co.uk](http://www.team-teach.co.uk)

## DEFINITION OF TERMS

Physical contact with children occurs in providing physical prompts, as part of sensory regulation routines, moving and handling practices, giving support in PE, and at times in supplying reassurance. The term Restrictive Physical Intervention does not apply to such situations.

Staff should, however, be aware that **any** physical contact with a child may be misconstrued by the child, colleagues or other observers. Support of emotionally distressed or physically injured children often involves some physical contact. Contact should be the minimum necessary to comfort and reassure the child.

If staff believe their actions may have been misconstrued they should use the school's recording systems to report it.

In Durham Trinity School & Sports College we consider it is important that staff use and understand the terminology in respect of the continuum of Restrictive Physical Interventions.

Set out below is the glossary of terms which staff and others will find useful.

### **Physical Presence**

Describes a situation in which staff stand close by or in front of a pupil momentarily, or temporarily in the way of a pupil. Physical presence is a means of communicating a sense of safety, possible authority if needed and re-establishing safety and security.

### **Restriction of Access or Exit**

Describes a situation in which staff, in an emergency, or to prevent a safeguarding incident, stand in doorways (Team Teach now class preventing exit by blocking a doorway as seclusion and that is why this practice is in an emergency situation only, or to prevent a safeguarding incident) or corridors to restrict a pupil's movement, or a room fitted with door catches beyond the reach of the pupil. It is a means of preventing pupils accessing dangerous environments, or moving to an area which is judged to be prejudicial to the maintenance of a safe and secure learning environment for them to do so.

### **Withdrawal**

Describes the separation of a pupil from his/her peers and movement to an environment where he/she may be better able to regulate or co-regulate with an adult, with the purpose of providing him/her with continuous, focused supervision and support. It may also be away from an area with a potentially high level of sensory stimulation, or where reinforcement to maintain a behaviour exists. **Any area or room used for**

**withdrawal must be unlocked and be monitored by staff at all times.**

### **Seclusion**

The supervised confinement and isolation of a pupil, away from other pupils, in an area from which the pupil is prevented from leaving of their own free will. **Requires statutory powers except in an emergency.**



**Physical Guidance**

Describes a means of diverting a pupil from destructive and/or disruptive behaviour, for example, by holding a hand, linking, using 'Caring C's', putting an arm around a shoulder or guiding by placing an arm across the back. It involves little force but serves to reinforce staff attempts to reason with the pupil. When holding a hand, staff must choose another option if there is any resistance, to prevent injury to the child.

**Protective Devices**

Describes those approved mechanical devices, e.g. helmets that are used in a planned manner to prevent self-injury. A risk assessment should be undertaken prior to use, identifying the benefits and risks associated with the use of the restrictive device, and staff should be fully trained in their usage.

**Physical Control**

Describes the positive use of reasonable minimum force to divert a pupil from committing a criminal offence, harming himself/herself or others, seriously damaging property or disruptive behaviour which prejudices the establishment and maintenance of a safe and secure learning environment. Physical control normally involves restrictively moving a pupil or holding in a standing or sitting position.

## **GENERAL PRINCIPLES**

### **Principles within the Legislation:**

Section 550A of the Education Act 1996 sets out the powers which teachers and other staff have to use reasonable minimum force to physically control pupils.

It allows those teachers and other members of staff who are authorised by the Head Teacher to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- (i) committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- (ii) injuring themselves or others;
- (iii) causing damage to property (including the pupil's own property); and
- (iv) engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

(Section 550A of the Education Act 1996, Circular 10/98, Para 9)

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

In considering issues in respect of the use of RPI, this school will have cognisance of the following:

- The Children Act 1989, guidance and regulations, which state: "physical control should be used rarely and only to prevent a child from harming himself or others or from damaging property. Force should not be used for any other purpose, or simply to secure compliance with staff instruction".
- Circular 10/95 entitled 'Protecting Children From Abuse' which stresses that schools have pastoral responsibility towards their pupils and should recognise that pupils have a fundamental right to be protected from harm. Schools should have procedures for handling suspected cases of abuse of pupils, which should be based upon procedures laid down by the Area Child Protection Committee.

## SCHOOL PRINCIPLES

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment; and
- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents/carers have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- be informed about the school's complaints procedure.

Within this school the following must guide practice:

- Challenging behaviour can usually be prevented by understanding and meeting the needs of pupils, the careful management of the school environment and the considered deployment of staff.
- Any use of RPI should be consistent with the legal obligations and responsibilities of the school and its staff and the rights and protection afforded to pupils under law.
- RPI should only be used in the best interests of pupils, and in conjunction with other strategies, designed to support pupils learn alternative non-challenging behaviours.
- The use of RPI must **not** be used with intent to:
  - (i) punish;
  - (ii) cause or threaten hurt;
  - (iii) oppress, threaten, intimidate or bully; or
  - (iv) secure compliance with staff instruction.
- Within the continuum of RPI, physical control **should only** be used:
  - (i) with minimum and reasonable force;
  - (ii) rarely, exceptionally and only when absolutely necessary;
  - (iii) as a last resort where all other courses of action have failed; and
  - (iv) proportionately, with the minimum degree of intrusion required to resolve the situation.

- a. Staff should not act in a way that might reasonably be expected to cause injury, for example, by:
- (i) holding a pupil around the neck or by the collar, or in any other way that might restrict the pupil's ability to breathe;
  - (ii) slapping, punching or kicking a pupil;
  - (iii) twisting or forcing limbs against a joint;
  - (iv) tripping up a pupil;
  - (v) holding or pulling a pupil by the hair or ear; or
  - (vi) holding a pupil face down on the ground\*.

(Section 550A of the Education Act 1996, Circular 10/98, Para 23)

- Any use of physical control should be justifiable and reasonable and informed by risk assessment. (See Circular 10/98 Para 8, and Appendix 1 within this document).
- Staff must always adhere to School policy and guidance when using RPI.
- Preventative techniques must have been exhausted.
- Durham Trinity School & Sports College will agree its policy and guidance on the use of RPI with its Governing Body.
- All pupils and their families and representatives will have ready access to an effective complaints procedure.
- Durham Trinity School & Sports College will facilitate LA monitoring of incidents of the use of physical control in school.
- Durham Trinity School & Sports College will facilitate LA compliance with the requirements of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 if employees or pupils are injured while using techniques in the use of physical control by comprehensive reporting.
- All involved pupils and staff will be provided with opportunities for debriefing as soon as possible following an incident.

## **IMPLEMENTATION**

### **Authorised Staff/Training**

At Durham Trinity School & Sports College, staff undergo 2 days (12 hours) of initial Level 2 Team Teach Positive Behaviour Training, followed by a yearly 6 hour refresher reaccréditation (under new Team Teach regulations). Updates and practice are offered continually throughout the year. Authorisation to use RPI is not given to volunteers or parents.

The Head Teacher is responsible for making clear in what circumstances and settings they may use RPI and for what duration of time this authorisation will last. The Head Teacher will ensure that those authorised are aware of, and understand what authorisation entails. Those the Head Teacher has not authorised will be told what steps to take in the case of an incident where RPI is needed, for example to contact an authorised member of staff, or in an emergency situation, where no other option is available, carrying out what they deem to be reasonable, proportionate and necessary in order to keep pupils and staff safe.

Supply staff will not be authorised unless they are familiar with this school's policy and have undertaken Team Teach training (proof of certification will be required).

The Head Teacher will ensure that a maintained list of those who have been authorised and those for whom training has been provided. This list will be updated at least annually by the Deputy Headteacher (CPD Lead).

### **Staff from the Authority Working Within the School**

Support Services may have their own policies for the use of RPI but their staff will, whilst on school premises, be expected to be aware of and operate within the policy of this school.

### **Positive Handling/Behaviour Support Planning and Risk Assessment**

At Durham Trinity School & Sports College, staff compile/are made aware of Individual Behaviour Support/Engagement Plans and Pupil Risk Assessments.

### **Strategies for Dealing with Challenging Behaviour**

Staff consistently use positive strategies to encourage and support acceptable behaviour and good order.

Every effort will be made to resolve conflict positively and without harm to pupils or staff, property, buildings or the environment in line with the school's Behaviour and Emotional Well-being Policy.

Staff are trained in understanding the neuroscience around dysregulation, associated behaviours and its possible causes. This allows them to respond in the right way for the child, taking into account individual needs and specific circumstances.

### **Escalating Situations**

The 1996 Education Act (Section 550A), July 1998 update and the Education and Inspections Act 2006 stipulates that staff 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 himself), or

- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

### **Types of Incidents**

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- (a) where action is necessary in self-defence or because there is an imminent risk of injury;
- (b) where there develops an increasing risk of injury, or significant damage to property;
- (c) where a pupil is behaving in a way that is significantly compromising good order or discipline.

Examples of situations which fall within one of the first two categories are:

- a pupil attacks a member of staff or another pupil;
- pupils are fighting;
- a pupil is engaged in increasingly at-risk behaviour;
- a pupil is causing, or at risk of causing injury, damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself; and
- a pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at greater risk outside of the classroom or school).

Examples of situations which fall into the third category are:

- a pupil persistently refuses to comply with a directive to leave a classroom in an escalating situation; and
- a pupil is behaving in a way that is **seriously** disrupting a lesson.

### **Acceptable Measures of Physical Intervention**

The use of any RPI can only be deemed reasonable if:

- (a) it is warranted by the particular circumstances of the incident;
- (b) it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent;
- (c) it is carried out as the minimum to achieve the desired result;
- (d) the age, understanding and gender of the pupil are taken into account;
- (e) it is likely to achieve the desired result.



Wherever possible, assistance should be sought from another member of staff before intervening.

Restrictive Physical Intervention may involve staff:

- physically positioning themselves between pupils - **physical presence**
- blocking a pupil's path (where the risk of passing is greater) - **restriction of access or exit**
- escorting a pupil or guiding a pupil away - **physical diversion**

In extreme circumstances, trained staff may need to hold a pupil. - **physical control**

## Recording

Where RPI has been used to manage a pupil, a record of the incident **will** need to be kept. Where physical control has been used, the Head or Deputy Head Teacher must be informed immediately and a record of the incident **must** be kept. This record should be made in the school incident 'Bound' book which will include:

- name of pupil;
- date, time and place of incident;
- a brief description of the incident.

The Bound and Numbered Book report must be completed as soon as possible after the incident.

In addition, specific details of the use of physical control must be recorded on a Major Incident Report (MIR, see Appendix 2 within this document). Reporting will include:

- how the incident developed;
- attempts made to prevent or calm the situation;
- names of any staff or pupils involved or who witnessed the incident;
- the outcome of the incident including any injuries sustained, by any pupil or member of staff;
- specifically which techniques were used in RPI, by whom and for how long;
- any damage to property which has resulted;
- details of post incident reflection, where appropriate;
- whether/how parents have been informed; and
- after investigation, a summary of actions taken.

The MIR **must** be completed and signed within 7 days of the incident. Staff may find it helpful to seek advice from a senior colleague when compiling a report. After the review of the incident, a scanned copy of the MIR will be placed on CPOMS and held centrally by the Head Teacher.



Where staff have been involved in an incident involving physical control they should have access to counselling and support. Within the school, this will be made available through the Headteacher. Staff may also contact the DCC Employee Support Helpline (0800 716 017)

### **Action After an Incident**

The Head Teacher will ensure that each incident of the use of physical control is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedures.

### **Complaints**

The availability of a clear policy about RPI and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be dealt with under the School's Complaints Procedure.

The Chair of Governors will be informed of complaints but other governors will not be involved as a complaint may require further action on their part.

### **Appeals**

If parents remain dissatisfied with the decision following investigation into their complaint, then they have the opportunity to appeal against the decision to the Governing Body of the school. All appeals have to be made in writing. Parents will also have the opportunity to attend the appeal hearing in person. The Governing Body will consider all the information and come to a final decision.

### **Monitoring of Incidents**

Whenever a member of staff has occasion to use physical control this will always be recorded and documented. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head Teacher to the needs of any pupil(s) whose behaviour is requiring the regular use of physical control.

This process will also address patterns of incidents and evaluate trends which may be emerging.

### **REVIEW**

This policy will be reviewed annually.

Signed (Chair of Governors): ..... Date:

## RISK ASSESSMENT

Risk Assessment is the process of identifying the hazards present in the workplace and then evaluating the extent of the risks involved, taking into account whatever precautions are already in place and seeking to alleviate them. It is important to be clear what is meant by hazard and risk. A **Hazard** is something with the potential to cause harm. The **Risk** is the likelihood that harm will occur.

The purpose of Risk Assessment in respect of the pupils in schools is in effect no different from that relating to the building, its fixtures, fittings, equipment and grounds. It is to protect and minimise the risk of harm to the pupils, staff and others; to reduce the incidence of serious and/or extended damage to property; and to ensure that safe working practices are clearly identified and recorded.

Risk Assessment need not be a necessarily difficult or technical process. In most cases school staff will already be aware of the main hazards and will have taken measures to control them. However, it is a legal requirement for Risk Assessments on vulnerable pupils to be done formally and the results written down and brought to the attention of the staff.

Knowledge of the pupils is the crucial factor in respect of Risk Assessment. Whilst most staff will have a very good knowledge of the potential difficulties when working with the schools' pupils, schools' recording systems are an important source of information. As a consequence the diligence with which all staff use the established recording systems impacts on the quality of Risk Assessments. Other sources of information will include Social Services Department Reports and verbal information passed to school.

The process of Risk Assessment of pupils should include the following:

- |  |   |
|--|---|
| <b>Identifying Hazards</b>               | <ul style="list-style-type: none"> <li>• <i>Have you identified any potential or actual hazards arising from the pupil's behaviour?</i></li> <li>• <i>Are the risks to this pupil, children, school staff or others?</i></li> </ul> |
| <b>Assessing Risk</b>                    | <ul style="list-style-type: none"> <li>• <i>In which situations do risks occur?</i></li> <li>• <i>Is injury or harm likely to arise?</i></li> <li>• <i>How serious are these adverse outcomes likely to be?</i></li> </ul>          |
| <b>Exploring Risk Reduction Options</b>  | <ul style="list-style-type: none"> <li>• <i>What are your risk reduction options?</i></li> <li>• <i>What are the benefits and drawbacks for each option?</i></li> <li>• <i>How will they affect the risk?</i></li> </ul>            |
| <b>Deciding Risk Management Measures</b> | <ul style="list-style-type: none"> <li>• <i>Which measures prevent risk?</i></li> <li>• <i>Which measures manage risk?</i></li> <li>• <i>Which measures cope with adverse consequences?</i></li> </ul>                              |
| <b>Sharing Plans and Strategies</b>      | <ul style="list-style-type: none"> <li>• <i>Who needs to know and why?</i></li> <li>• <i>How will you inform them?</i></li> </ul>   |

**Staff Training Issues**

- *Can you and other staff implement the plans and strategies?*
- *What training is needed?*

**Evaluating Impact and Effectiveness**

- *Is the pupil supported effectively?*
- *Are the risks prevented and managed?*
- *Are adverse outcomes addressed?*
- *What action will be taken as a result of this evaluation?*
- *When will the next review and evaluation take place?*

Risk Assessment is a continual process and subject to change. It is the responsibility of all staff to conduct their own Risk Assessments as any “situation” develops. Risk Assessments on vulnerable pupils should be regularly reviewed.



## Behaviour Support Plan and Risk Assessment

Name:	Class:	Date:
Staff Names:		
<b>Background information</b>		
<b>Required Provision</b>		
<b>Specific motivators:</b>		
<u>Presentation during low-level dysregulation (Reason/Relate)</u>	<u>Level 1 Strategies</u>	
<u>Presentation during mid-level dysregulation (Relate/Regulate)</u>	<u>Level 2 Strategies</u>	
<u>Presentation during high-level dysregulation (Regulate)</u>	<u>Level 3 Strategies</u>	
<u>Recovery/Depression/Restoration procedure</u>	<u>Communication required following level 3</u>	

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<b>Identification of Risk</b>		<b>Potential/Actual</b>	<b>Who is affected?</b>
			<b>Staff / Pupil / Pupils</b>
Risk 1 –			
<b>Assessment of Risk</b>			
In which situations do the risks usually occur	Risk 1:		
How serious? Mild / moderate/ serious	Risk 1:		
What kinds of injuries or harm are likely to occur?	Risk 1:		

<b>RISK REDUCTION OPTIONS</b>	
<b>RISK 1 –</b>	
<b>Stage 1: Proactive measures to reduce and manage early risk</b>	
<b>Stage 2: Progressive measures to manage risk</b>	

Stage 3: Reactive interventions to respond to adverse outcomes		
Communication of Behaviour Management Plan and School Risk Management Strategy		
Plans and strategies shared with:	Communication method	Date actioned
Parents		
Class Staff		
All Staff (if appropriate)		
Other		
Staff Training Issues		
Identified training needs	Training provided to meet needs	Date training completed
Plans and strategies evaluated and understood by:		
Staff		
Print:	Print:	Print:
Sign:	Sign:	Sign:
Date:	Date:	Date:

Print:	Print:	Print:
Sign:	Sign:	Sign:
Date:	Date:	Date:



Parents/Carers or other		
Print:	Print:	Print:
Sign:	Sign:	Sign:
Relationship:	Relationship:	Relationship:
Date:	Date:	Date:
Date of next review:		

**DURHAM TRINITY SCHOOL - MAJOR INCIDENT REPORT****Please ensure all parties involved sign document as true recording****Name of Pupil:****Report Compiler: Status/Role:****Day & Date:****Time:****Names of those involved:** (staff and pupils).

Pupil:

Staff:

**Names of others present:** (staff and pupils).

Pupils:

Staff:

**Antecedents:** (a description of the events leading up to the incident/behaviour).**Behaviour:** (how did the pupil respond, describe what actually happened).

.

**Action Taken:** (how did staff intervene, how did the child respond, and how was the situation resolved).

**Parents/Carers informed? Yes / No (delete as applicable)**

**Parents comments:**

**If no, reason why:**

**Signature(s) of those involved, or witnesses with date:**

**Compiler:**

**KS Leader reported to:**

**Time:**

**Date:**

**Reported to:**

**Time:**

**Date:**

**Justification for use of Physical Controls:**

Prevent/interrupt a criminal offence.

Prevent/interrupt injury to pupil/pupils/staff/others.

Prevent/interrupt serious damage to property.

Interrupt disruptive behaviour prejudicial to safe and secure learning environment.

Prevent/interrupt absconding.

**What de-escalation techniques were used prior to physical intervention and effectiveness rating?**

**( 1 = Not effective 10 = Very effective )**

Verbal advice and support		Reassurance		Success reminded	
Distraction		Reminder of appropriate behaviour		Contingent touch	
Time out offered		Praise		Listening	
Time out directed		C .A.L.M. Talking		Social space	
Transfer adult		Options offered		Negotiation	
Choices		Planned ignoring		Reflection time	
Other		Please specify:			

**Nature of Physical Control Used:**

Sequence (1,2,3 etc)	Technique (Two person single elbow etc)	Staff Initials	Position (standing, sitting, kneeling, prone, supine)	Duration

<b>What would have been the risks had restrictive physical intervention not been used:</b>			
<b>Post incident Reflection:</b>  What happened from the Child's point of view?          How did the Child Feel?          What could the Child do differently next time they feel that way?			
<b>Details of any resulting injury:</b> (to whom, and action taken as a result, e.g. medical treatment).			
<b>Any other relevant information:</b>			
<b>HEAD TEACHER'S MONITORING</b>			
<b>PUPIL BEHAVIOUR</b>		<b>STAFF INTERVENTION</b>	
Disruption / Disobedience		Persuasion	
Vandalism		Physical Presence	
Bullying		Restriction of access	
Assault		Isolation	
Absconding		Diversion	
Other		Physical Control	
<b>COMMENT:</b> (including details of any follow up action taken as a result of the physical control)			
<b>SIGNATURE OF HEAD TEACHER:</b>		<b>DATE:</b>	

## MONITORING

### *The Head Teacher*

The Head Teacher will monitor any use of Restrictive Physical Interventions by examining:

- the frequency of their use;
- the justification for their use;
- their nature;
- their users; and
- the views of students concerning them.

The Head Teacher must ensure that:

- the need to use Restrictive Physical Intervention is minimised;
- Restrictive Physical Intervention is used only in the appropriate circumstances; and
- only the appropriate degree of Restrictive Physical Intervention is used in particular situations.

The Head Teachers must also:

- report on the use of Restrictive Physical Intervention to the School's Governing Body;
- report specifically on the use of Physical Controls;
- take appropriate action over issues of concern of either a general or specific nature; and
- make available on request the Major Incident Record File and Incident Book to the Authority's Officers.

### *Governors*

Governors should monitor the use of Restrictive Physical Intervention within the school ensuring that:

- the incidence of the use of Restrictive Physical Intervention is reported to them termly;
- incidents comply with school policy;
- trends are recognised; and
- action is taken to **reduce** the use of Physical Control.
- Governors will have a clear understanding about Team Teach/RPI (observing training)

### *The LA*

The LA may monitor incidents of the use of Physical Control within schools ensuring that:

- the incidents of the use of Physical Control are reported to them;
- incidents comply with LA policy;
- records of incidents are thorough;
- trends are recognised; and
- action is taken to reduce the use of Physical Control.