



Lampard Community School

Behaviour Support Policy

Policy Version: 6
Date: January 2019
Staff responsible: CCB

Lampard Community School is a positive learning community built on the strong relationships we make. Through listening to our students and their families we endeavour to put them at the centre of all decision making. We are committed to providing the most meaningful experience of education for each of our students to enable them to become as independent as possible and to go on to lead a healthy and fulfilling life.

Our values

Mutual respect Kindness Acceptance Working together

Our School Vision

- Our students have a strong sense of self and have clear aspirations.
- Our students are as independent as they are able and skills are embedded for life.
- We are a resilient community of learners.
- Our students are effective communicators in their daily lives.
- We always provide opportunities to shine and we celebrate success.
- We are all active and valued members of the school.

As a school we believe it is important to promote a caring and supportive learning environment which encourages positive behaviour and enables all members of the school community to feel safe, secure and respected. Lampard Community school is a community where everyone is encouraged to behave in an appropriate, kind and respectful way.

We recognise the importance of social and emotional learning and seek to deliver a framework which enables students to learn appropriate behaviours, social skills and relationships. We work to develop our students' self-management of their behaviour and promote safety for all.

We believe that each student is an individual and as such deserves a personalised approach to managing and improving their behaviour. We recognise that the nature of our students complex needs means that their behaviour can be a way of communicating their emotions, feelings and frustrations. We recognise that, at times, our students are unable to make conscious and safe decisions about their behaviour.

We believe that supporting students in managing and improving their behaviour is a role for all adults working at the school in collaboration with parents/carers. Outside agencies may be involved to offer further support.

We monitor the behaviour of all students to enable us to deliver support and adapt our provision where needed.

This approach applies to student behaviour in school, on school trips or residential and when travelling to and from school.

We recognise the importance of a consistent approach to behaviour management. It is important to note that as all of our students have their own individual complex needs, a "one size fits all" approach cannot be taken. General holistic good practice will be used throughout the school in conjunction with individual interventions based on assessment of needs. This policy will be applied to all members of the school

community regardless of race, religion, sexuality or disability. We are committed to tolerance and inclusion.

We have a duty to make reasonable adjustments to environments, policies and procedures so that a behavioural difficulty does not unnecessarily restrict opportunities. The Disability Discrimination Act 2001 still applies when behaviour is the disability. Our policy follows the Department for Education's guidance on what to include in a school's behaviour policy in light of the recent changes introduced by the Education Act 2011 and acknowledges the school's legal duties under the Equality Act 2010 in respect of pupils with Special Educational needs and the SEND code of practice.

Supporting Positive Behaviour:

Rationale:

Our focus is on promoting appropriate behaviour and motivating students. By achieving this students are then in a state of readiness to learn. We seek to build strong and trusting relationships with our students to enable them to develop into confident communicators.

Staff are committed to:

- Creating a positive environment by considering:
 - Physical setting i.e. class management and organisation, sensory environment/stimuli
 - Social setting i.e. people involved, unstructured times and interactions
 - Communication and access to visual support (Makaton, symbols, objects of reference)
 - Scheduling and predictability-using visual schedules, supporting transitions
- Keeping communication and language simple, using key words and the students name first, allowing processing time
- Clear boundaries and expectations, challenging unacceptable behaviour
- Recognising and reinforcing appropriate and positive behaviour as much as possible
- Using praise in different forms i.e. verbal, gestures
- Listening to the wishes and feelings of the student
- Use of rewards and motivators appropriate to the individual
- Using de-escalation techniques in the first instance
- Use of techniques such as social stories and comic strip conversations to help students to understand interactions and consequences, interventions such as social skills/social communication groups
- Restorative approaches to help students make reparations when things have gone wrong

Staff understand that behaviour is a form of communication and will seek to understand and address what is being communicated. Staff will be aware of their own body language and model appropriate behaviours at all times. Staff are aware that students may infer meaning from a variety of verbal and non-verbal communication (e.g. tone of voice, body language, gestures, facial expressions) and also from their own contextual memories. Staff will always model the respect and kindness we expect from the students.

Training and development for Staff:

All staff are provided with training at induction and as continuing professional development. This builds a school-wide set of skills and knowledge together with a range of strategies to support behaviour. Staff have access to a wide variety of training opportunities on areas such as Autism, SLCN, attachment and

early trauma, sensory processing, emotional wellbeing and mental health. Staff also receive regular refresher training in positive behavioural strategies to equip them better to keep students and themselves safe. All staff currently receive a 12 hour induction in Team Teach approaches and a 6 hour refresher session every two years. We have two members of staff currently trained as Team Teach tutors who deliver this training in school.

Responding to behaviour:

Positive behaviour management:

All staff are committed to the safety and wellbeing of our students and will promote positive behaviour through role modelling. Staff use a variety of strategies and techniques to support students such as:

- Assessing the situation before acting
- Clear concise language that avoids argument or conflict, using visual cues as required
- Being calm, controlled, relaxed and confident
- Awareness of personal space of themselves and others – turning sideways and stepping backwards may help de-escalate
- Consistent boundaries and expectations – firm but fair approach
- Avoiding overcrowding with staff
- Changing face
- Using ‘one voice’ to avoid confusion and allow processing time
- Offer options as a ‘way out’ of a situation to avoid fight or flight responses
- Building positive relationships
- Using restorative or reparation approaches

Behaviour Support Plans:

If a student displays behaviour that poses a risk to themselves or others, a behaviour support plan will be created. The behaviour support plan is formed alongside parents/carers and the student to identify triggers, risk and responses required. Any risk of physical intervention and the agreed responses will be clearly outlined in this plan. The plans are reviewed at least termly with parents/carers and student (or sooner if required) and form the first line risk assessment for identified behaviours. If required, an additional risk assessment can be undertaken to inform timetable and curriculum adjustments. The aim of the plan is to reduce incidents over time and support the student to eventually self-manage their behaviours.

Personal Emergency Evacuation Plans (PEEP):

If a student finds it difficult to evacuate a building in case of an emergency (such as a fire), a PEEP will be created to instruct staff on the approach necessary. This plan will be agreed with parents/carers and the student.

Use of Physical Interventions:

Underlying Principles

Taken from Devon Safeguarding Children Board – Positive Behavioural Support Guidance June 2016

Staff and management within all settings should seek to minimise the need for restrictive interventions by:

- *Maintaining a positive culture*
- *Promoting ethical practice*
- *Maintaining a child-centred approach*
- *Understanding and recognising the possibility of challenging behaviour*
- *Promoting an awareness in staff of their own reactions to aggressive or violent behaviour and the effect of their own emotions on others*
- *Using authority appropriately*
- *Maintaining and implementing a policy to manage behaviour positively*
- *Promoting positive relationships.*

Restrictive interventions:

- *Will only be used when all other strategies have been considered/exhausted or the situation demands immediate intervention e.g. to prevent a young person from harm.*
- *Will never be used to impose will upon a child or young person.*
- *Will never be used as a punishment.*

Physical interventions may be defined as:

- Touch as part of the learning programme
- Touch for care and management of physical/medical need
- Touch or restrictive physical intervention as responses to extreme challenging behaviour

Touch as part of the learning programme

This can include hand over hand use of scissors, writing implements and touch to aid manipulation of equipment in lessons such as science or technology. This can also include activities such as hand massage as part of a therapeutic relaxation programme.

Touch as part of care and management of physical/medical need

This can include personal care, administration of medicine, supporting students at meal/snack times where they may have physical difficulties. If personal care is required, a Personal Care Plan will be created outlining the nature of the care required. This could be personal hygiene support for continence, menstruation or assistance with self-care skills such as dressing.

If medical care is required, a Health Care Plan will be created alongside health professionals which outlines the care required. This could be administering oral Midazolam, epi-pens, inhalers for example. Personal Care Plans are reviewed every 6 months or sooner if the care required changes. Health Care plans are reviewed annually or sooner if the care require changes.

Touch as part of physical intervention

When considering the use of physical intervention two fundamental principles of care for children and young people need to be taken into account:

- The duty of a member of staff to care for and protect the child/young person
- The rights and liberties of that child/young person

It is the intention of this policy to create a framework in which both these principles can co-exist and be safeguarded whilst recognising that any policy cannot give specific guidance for every situation where physical intervention may be necessary. The professional judgement of staff remains critical at all times. Staff need to adhere to the principles outlined in this policy at all times.

Physical Interventions:

Lampard Community School has adopted the Team Teach approach to supporting children and young people's behaviour. Team Teach is a whole setting holistic training approach to behaviour support and strategies. There is a strong emphasis on de-escalation and behaviour management techniques, with the use of physical interventions forming a small part of the approach. All staff are trained in Team Teach and receive regular refresher updates. The physical techniques are based on providing the maximum amount of care, control and therapeutic support. At least 95% of crisis situations can be resolved through calm, controlled and skilled de-escalation techniques which are part of the Team Teach training. Team Teach is accredited by the Institute of Conflict Management.

“Restrictive Physical Intervention” is the term used by the DFE to include interventions where bodily contact using force is used. Under the Department of Education's Use of Reasonable Force guidance (2016), members of school staff have a legal power to use reasonable force in certain situations. The use of physical intervention is a last resort and are only used in an emergency where a student is placing themselves or others at risk. There is no legal definition of “reasonable force” but use of force is regarded as reasonable to prevent:

- Injury to themselves or others
- Committing a criminal offence
- Causing serious damage to property
- Engaging in extreme behaviour which is prejudicial to maintaining good order and discipline in school.

When using any physical intervention only the minimum force necessary to prevent injury or damage should be applied when danger is immediate. It must be shown that any use of physical intervention was **reasonable, necessary and proportionate** to the circumstances of the incident and that every possible step was taken to de-escalate the situation.

At Lampard Community school, all incidents using physical intervention are recorded in a bound and numbered book and monitored and evaluated by Senior Leaders. All incidents are also reported to parents/carers as soon as possible. The use of restrictive physical interventions will only be used by staff who have completed the Team Teach training.

All staff should be aware of the distinction between physical contact and touch used appropriately in everyday situations to support, encourage, guide or comfort a student, and the use of physical intervention to restrict movement or to disengage from students whose behaviour is presenting a clear risk of injury.

Use of Seclusion and safe spaces:

Legal Considerations

The DFE 2016 guidance on Behaviour and Discipline in schools states that:

Schools can adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, in what are often referred to as seclusion or isolation rooms. If a school uses seclusion or isolation rooms as a disciplinary penalty this should be made clear in their behaviour policy. As with all other disciplinary penalties, schools must act reasonably in all the circumstances when using such rooms. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

It is for individual schools to decide how long a pupil should be kept in seclusion or isolation, and for the staff member in charge to determine what pupils may and may not do during the time they are there. Schools should ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet.

The inappropriate use of seclusion may be unlawful, therefore, seclusion must only be used when:

- It is in the best interests of the person being secluded and never for the ease of management
- It is normally an emergency rather than a planned response
- It is the least restrictive response and its use is proportional to the level of risk presented
- It is used for the minimum period of time to restore safety
- Other strategies such as de-escalation have been used or are considered to be inappropriate in the circumstances. Seclusion must not be used with any intent to punish or teach the person any new behaviours, it must be used as a responsive strategy aimed at managing the presenting behaviour at that time.

Lampard Community school does not allow disruptive students to be placed in a room away from others for a limited time in what are often referred to as seclusion or isolation rooms. We also recognise that there may be times when a student needs to be separate from others, this may be a planned response to support an individual outlined on their Behaviour Support Plan or offered as part of a dynamic risk assessment. The specific areas of the school that are supportive and calming for the student will be outlined in their plan (e.g. sensory room, outdoor space, therapy room).

Students may also choose to self refer to an identified space when they are feeling anxious or dysregulated. They may choose to spend time taking part in sensory or calming activities. If this is in a classroom or other indoor space, the door may be closed but not locked. The student is not prevented from leaving. We encourage our students to use outdoor spaces as much as possible.

Where a student is behaving in such an extreme way as to potentially or actually endanger themselves or others; or cause serious damage to property it may be appropriate to separate them from others. In this rare and extreme circumstance the student may need to be isolated from others in a safe, supervised place. This may be an empty classroom, corridor, hall or any number of suitable places on the school site. Staff who are managing the incident will carry out a dynamic risk assessment and apply the principles of Team Teach as outlined previously. Should seclusion ever be used in an extreme emergency situation (where all plans, protocols and strategies have failed), staff must report their actions to SLT immediately and follow the protocols for reporting a Restrictive Physical Intervention.

Fixed Term exclusions:

We follow all Local Authority and DfE guidance and procedures when considering whether to exclude a student.

It is our aim to never exclude a student from school as we understand that behaviour is usually part of their complex profile of SEND needs. However on rare occasions if there is extreme unacceptable behaviour it may be necessary. This will only ever be used when there are no longer any alternatives to the student staying in school and in discussion with parents/carers.

Examples of extreme unacceptable behaviour may include, but are not limited to:

- Incidents where the health and safety of the student, other students or staff is seriously compromised, including intimidation, threatening behaviour, physical and verbal aggression.
- Incidents of knife crime or the deliberate use of weapons in school.
- Incidents of sexual violence.
- Persistent bullying (including online) and prejudice related abuse (e.g. racism, homophobia)
- Incidents of significant deliberate damage to property or theft.
- Persistent deliberate violence or physical aggression to others.
- Incidents of illegal substances on site.

Decisions to exclude a student are made on an individual basis and will always be a reasonable and measured response following consideration of all the evidence. Governors are always informed and follow up work will be carried out with the young person, their parent/carer and, if appropriate, other agencies.

Permanent exclusions:

It is extremely rare to permanently exclude from Lampard Community School. We will seek to work in creative and holistic ways to meet the needs of a student in collaboration with parents/carers and other professionals. Where a decision is made by the Headteacher and Chair of Governors to permanently exclude a student following consideration of all the evidence, all Local Education Authority guidance will be adhered to.

Damage to school property by students:

Occasionally property is damaged by a student, either deliberately or during a time of crisis. Each incident will be assessed, taking into account the context, the student's complex needs, deliberate intent and their understanding of the situation. Based on this assessment, parents/carers and students may be asked to pay (in full or part) in order to repair/replace the damaged goods.

In summary:

Positive behaviour management

- Staff will use rewards, motivators and sanctions to promote positive behaviour.
- Staff will use de-escalation techniques as an initial response.
- Staff will model respectful and kind behaviours.
- All students will be encouraged to behave in an appropriate and respectful way.

Physical intervention

- Physical intervention will only be used where a student is placing themselves or others at risk.
- Parents/carers will always be informed when an incident of physical intervention has taken place.

- Students who have had physical intervention or are at risk of physical intervention will have a behaviour support plan in place.
- These plans must be reviewed at least once a term with the student, parents/carers and other relevant agencies involved.
- All incidents of physical intervention will be recorded and monitored by Senior Leaders.
- Senior Leaders and the Governing Body will continue to review the incidents of physical intervention and challenge if they are felt to be inappropriate.

Use of data

- We will continue to work to reduce incidents of physical intervention through helping students to understand their emotions and feelings and to take more control of their own behaviour.
- We monitor physical interventions and behaviour data weekly via the senior leadership group and monthly the governing body. We analyse this data for patterns and trends, allowing timely responses and provision to be adapted.
- We report to governors on safeguarding issues monthly.
- We will seek external professional support if needed.

Staff support and wellbeing

We recognise that dealing with inappropriate student behaviour can be emotionally and physically demanding for staff. Staff involved in a behaviour incident have a right to debrief with a member of staff of their choice. We provide training and development opportunities on a regular basis to enable staff to have a greater understanding of students needs and we actively encourage staff to communicate with each other to promote an ethos of collective support towards colleagues.

We will continue to review this policy in line with any guidance received.

Guidance relating to this policy:

This policy was written with reference to the following:

- Devon Safeguarding Children Board-Positive Behavioural Support guidance June 2016
- Team Teach approach and training materials
- The Children's Act 1989
- The Vulnerable Children Act 2014
- The Education Act 1996
- Equalities Act 2010
- DfE-SEND Code of Practice 2015
- DfE-Keeping children safe in education 2018
- DfE-Behaviour and discipline in schools 2016
- DfE-Exclusion from maintained schools, Academies and pupil referral units in England statutory guidance 2017
- DfE-Use of reasonable force advice for head teachers, staff and governing bodies guidance 2013
- Department of Health-Guidance for Restrictive Physical Interventions: How to provide safe services for people with Learning Disabilities and Autistic Spectrum Disorders 2014
- Department of Health-Positive and proactive care-reducing the need for restrictive interventions
- Ofsted-Deprivation of liberty-guidance for providers of children's homes and residential special schools

- Ofsted-Positive environments where children can flourish guidance 2018
- The UN Convention on the Rights of the Child 1989

This policy should be read in conjunction with the Lampard Community schools’:

- Safeguarding Policy
- Health & Safety policy including risk assessments
- Anti-bullying policy
- Recording and assessment policy
- Personal care policy
- Supporting children with medical conditions in schools policy
- Staff Code of Conduct policy

Appendices to this policy:

1. Positive behaviour management and de-escalation strategies
2. Rewards and sanctions
3. Behaviour plan pro forma
4. Guidance for writing a Behaviour Plan
5. Risk Assessment pro forma
6. Team Teach log pro forma

Appendix 1:

De-escalation techniques

De-escalation techniques refer to the broad range of skills and approaches that may be employed in order to reduce incidents of challenging behaviour and conflict. This is not an exhaustive list but a good starting point for staff seeking to develop strategies.

- **Manner**
Always try to be friendly and treat everybody with respect. Take time to greet individuals and invest in quality interactions with students.
- **Communicate your appreciation of the value of what we do**
Make the school a nice place to be. Try to show students that you value them and communicate that you enjoy working with them. Students will be learning from your interactions.
- **Structure**
Many students at Lampard feel safe with the security of structured activities and approaches. For some students spontaneous change is very frightening. It is important to develop consistent routines, help them with transitions and be explicit in your expectations.
- **Know your students**
Be aware of known triggers and try to remove them from the learning environment if possible.
- **Awareness of personal space**
Moving into a student's personal space without consent may be intimidating for them. Some students cannot communicate that they want space and staff need to be aware of not physically prompting students without checking to see if they are comfortable with this.
- **Appropriate use of humour**
Some students may respond to the use of humour as a de-escalation strategy. However, staff should always know the student before attempting this. Humour should never be used to tease or reinforce negative self-images.
- **Distraction**
If a student is becoming distressed then it may be appropriate to draw their attention away from the source of their anxiety, by giving them a job or task to do, telling them what is happening next or offering a choice.
- **Talk about past successes and achievements**
Some students may respond to staff talking to them about what they have done successfully in the past to deal with anxieties or frustrations.
- **Communication**
Use clear, simple language and focus on communicating key words. Support communication by signing, using symbols and gestures.
- **Rewards**
Remind students of potential rewards and goals. This can help them to refocus and calm their anxieties. Rewards should not be used to punish students. Rewards have to be earned and it is not fair to take them away, this may cause the student to perceive the reward system in a negative way.
- **Teach students new skills to help them cope with difficulties**
If communication difficulties are identified as a contributing factor to challenging behaviour, teach the student a communication strategy (use an emotions card for example). If a student finds a particular stimulus or event stressful then teach them to ask for a break.
- **Provide opportunities to opt out**

It is far better that you give the student the option to change activity rather than forcing them into a crisis incident. If you provide an alternative activity then you can always state that you will return to the original task at a later stage.

- **Early intervention**

This allows staff to redirect a student before they have lost control. The longer a student is left in a state of anxiety or uncontrolled excitement, the more difficult it will be for them to regain control of their emotions.

- **Choices and consequences**

As a student becomes more anxious it may be appropriate to offer them choices, clearly communicating the consequences of that choice.

- **Plan for success**

Staff need to ensure that their interventions have a built in element of success. Without this success there is no opportunity for reward, positive reflection or building on success.

Appendix 2: Rewards and Sanctions

Rewards and motivators:

Rewards can be personalised to suit the individual students' needs. The list below is not exhaustive but outlines some of the rewards and motivators used within Lampard.

Verbal praise

Stickers

Certificates

Individual in class reward charts / systems

Merit/Credit systems – rewards such as drumming, bikes

Personalised individual systems – cup of tea and time with key adult

Reward time at the end of the day

Positive feedback to parents/carers via telephone, home/school book

'Star of the day'

Whole class rewards for achievements (e.g. best attendance)

Phase leader / SLG rewards

Recognition in whole school events i.e. assembly

Headteacher / Governors awards

Sanctions:

The list below is not exhaustive but outlines some of the sanctions that may be used within Lampard.

Verbal warnings with explanations supported by visuals / Makaton

Loss of reward time / break times

Supported reflection time away from peers

Behaviour contracts / reports

Phase lead / SLT involvement

Additional parent/carer liaison / meetings

Supported reflection time with key staff (SLT)

Withdrawal of privileges i.e. trips, social time, residentials

Fixed term exclusions

Permanent exclusion

Behaviour Support Plan



Student:	Date:
Class:	

Triggers / situations causing concern: Describe common behaviour/situations which are known to have led to concerning behaviour/positive handling being required. When is such behaviour is likely to occur? Sensory/people/places/activities etc.

Describe what the behaviour looks/sounds like: Why the behaviour occurs and signs of escalation.

Preferred Strategies: Please include strategies to be avoided and preventative strategies.

Medical/health concerns:

Verbal advice and support		Distraction (key words/objects/likes)	
Reassurance		Contingent touch	
C.A.L.M. talking & stance		Planned ignoring	
Time out directed		Time out offered	
Humour		Choices/limits/consequences	
Negotiation			
Change of face			

Preferred Team Teach Strategies:

Single Elbow		Double Elbow	
Friendly hold		Shield	

Figure of four		T-Wrap	
Inside double elbow		Help hug	

How should the student be debriefed and when?

Additional risk assessment carried out (in student's gold folder) – date:

Outcome:

How do we know the plan is making a difference?

Plan prepared by:	Date:
Parent/carer signature:	Date:
Student signature:	Date:
Shared with SLG:	Date:
Review date:	

Appendix 4: Guidance for writing Behaviour Support Plans

Guidance for writing Behaviour Support Plans

The Behaviour Support Plan template is saved in S:\Staff information\Behaviour\Templates

When to write one?

Following a 'significant incident' which could include (this is not an exhaustive list):

- Behaviour that has resulted in Team Teach strategies being used
- Behaviour that presents a significant risk to other students / adults / property even if Team Teach was not used
- Behaviour that causes distress to other students / adults
- An incident that represents a shift in the level of severity of behaviour
- Agreed following a 'student concern' meeting.
- Following repetitions of lower-level behaviour which causes distress / risk to other students or adults.

If in doubt, seek advice from a member of SLT.

What support is available?

SLT and XLT will support tutors in writing reports if required.

Writing the Plan:

1: Triggers / situations causing concern – identifying when behaviours are likely to occur and any triggers known (for example sensory stimuli, unstructured times, transitions, when tired or hungry)

2: Describe what the behaviour looks/sounds like – why the behaviour occurs and the signs of escalation, what is the student trying to communicate (for example avoiding a task, deflecting attention)

3: Preferred strategies – including strategies to be avoided and preventative strategies (for example change of face, distraction, planned ignoring)

4: Any medical or health concerns/information – is there a Healthcare plan in place?

5: How should the student be debriefed and when?

6: Is there an additional Risk Assessment – date of RA

7: Outcome of plan – how do we know it is making a difference, are there less incidents of the behaviours?

It is important to consult parents/carers in creating the plan and for them to sign the document. It is also very important to go through the plan with the student (in a way they can understand) so they know why we need a plan to keep them safe and what they can do to prevent this behaviour.

Please save plans in: staff resources/staff information/behaviour/2018-19 behaviour plans/class name

All new Behaviour Plans need to be discussed by SLT so please email the final version to the SLT with responsibility for your phase or the Assistant Head (Care & Safeguarding).

How do we know which students have a Behaviour Support Plan?

When you have written a Behaviour Support Plan for a student, go to 'student details' on SIMS, all the way to the bottom and tick the 'behaviour plan' tick-box in section 13.

A report will be run every half termly by the admin team to show which students have a behaviour plan, which will be saved in the Behaviour folder in the shared area.

Reviewing the plan:

Behaviour Support Plans **MUST** be reviewed regularly – the minimum is at parents' evening or the annual review. If a behaviour changes or there are amendments to trigger/strategies used, the plan must be amended.

In the 'review date' box you must write when the review will be done (eg 'July parent's evening').

Please do not overwrite the saved plan when amending or changing details – save it with the date so we can see the responses/amendments.

If a behaviour reduces to the point where you feel a plan is not required and it is agreed with parents/carers, please ensure the box on SIM's is unticked to show they no longer have a plan in place.

Additional Risk Assessment template:

An additional risk assessment can be completed for the following:

- Following a serious incident / series of serious incidents where additional control measures are required
- To inform a specific event/intervention (such as a trip, residential or 1:1 working)

A Risk Assessment template is saved in S:\Staff information\Behaviour\Templates

Please save Risk Assessments in: staff resources/staff information/behaviour/2018-19 behaviour plans/class name

Any questions or issues, please ask a member of SLT.

Appendix 5:
Risk Assessment
Confidential



Name of student:
DOB:
Age:
Year group:
Class Teacher:

Name of person/s completing RA:

Date of RA:

Point of RA:

- Prior to admission
- On admission
- At Annual Review/transfer review
- Following an/series of incidents

Behaviour Plan in place:

Types of behaviours / risk

Who is at risk:

Trigger points:

Actions / control measures:

Additional information:

Discussed at Senior Leadership Group

Date to be reviewed:

Appendix 6: Physical Intervention log (Team Teach)

BOUND AND NUMBERED BOOK v6

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RISK ASSESSMENT AND SIGNIFICANT INCIDENT / RESTRAINT / RESTRICTION RECORD
For Additional Details Refer To Supporting Documentation

Name of the child or young person concerned: _____ Age: _____

Name of the person using the measure: _____

Names of any other people present: _____

Name of person completing this record: _____

Date: _____ Time: _____ Location: _____

Details of the behaviour leading to the use of the measure (what the child or young person was doing or saying):

Details of any methods used to avoid the need to use that measure (what you did - what you said - what you tried):
 Humour Verbal advice and support Firm clear directions Negotiation Limited Choices Distraction Diversion
 Reassurance Planned Ignoring Contingent Touch Calm talking Calm Stance Patience Withdrawal Offered Withdrawal Directed Swap Adult Reminders about Consequences Success Reminders

Why Was The Measure Necessary? - (describe your dynamic risk assessment and why you honestly believed that the measure you chose was in the best interests of the child or young person)
 Risk to Self Risk to Others Risk to Safe Physical Environment Risk to Safe Psychological Environment Prevention of Psychological Distress Prevention of Physical Harm Prevention of Criminal offence Temporary Loss of Competence or Capacity

A description of the measure used (what you did and what you said):

The effectiveness of the measure: _____

Duration of any measure of physical restraint or restriction in minutes and any time intervals between provision of active support: _____

Any consequences of the use of the measure: _____

A description of any injury to the child concerned or any other person: _____

A description of any medical treatment offered or administered: _____

External Agencies Informed and supporting records: _____

Medical Referral _____ (Date and/or log number)

Social Worker _____ (Date and/or log number)

Health & Safety Report (RIDDOR) _____ (Date and/or log number)

LADO _____ (Date and/or log number)

Safer Schools Partnership Support Officer _____ (Date and/or log number)

Placing Authority _____ (Date and/or log number)

Responsible Parent _____ (Date and/or log number)

Confirmation that the person authorised to make the official record has spoken to the child or young person concerned and the person using the measure about the use of the measure and the feelings of both of them.

Views of the young person and any additional comments:

Name and signature of the person authorised to make this record: _____

Name, signature and designation of person monitoring the records: _____ Date Checked: _____

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