



King David Primary School

Behaviour and Restraint Policy

PURPOSE

To encourage high standards of courtesy, conduct and self-discipline amongst all stakeholders so that all pupils can reach their full potential, without disruption, within a healthy, safe and caring environment.

RIGHTS

Pupils have the right to work, play and learn in a friendly, safe and helpful school.

All members of staff have the right to teach and work in a friendly, safe and satisfying school which is supported by the whole community. Parents have the right to feel welcome and to know that the pupils work, play and learn in a friendly, safe and supportive school.

The following principles underpin all of our strategies in relation to achieving the above and managing behaviour:

- rewards and the celebration of good behaviour, independence, effort, success and achievement;
- 5 Outcomes of Every Child Matters: Be Healthy, Stay Safe, Enjoy and Achieve, Make a positive contribution, Economic well-being;
- prevention of poor / negative / behaviour;
- **consistent** implementation of appropriate sanctions where necessary.

GENERAL GUIDELINES

All staff, whatever their status, have a responsibility for the organisation and management of pupils they are teaching and / or supporting, and the environment in which this interaction occurs. All staff should challenge examples of poor behaviour and deal with it in the appropriate manner.

PUPIL RESPONSIBILITIES TOWARDS BEHAVIOUR

All pupils at King David are expected to:

1. be caring and considerate to all individuals, regardless of gender, sexual identity, family background, ability, race, religion or culture;
2. speak and behave in a courteous manner;
3. be reliable, trustworthy and honest;
4. listen carefully to and respect all staff and co-operate with instructions given;
5. work hard;
6. work co-operatively with each other, and respect other students' opinions, work and property;
7. be careful with books and equipment, and not damage or deface them;
8. be punctual, and to be properly equipped for lessons;
9. complete homework to the expected standard and meet the given deadline;
10. keep commitments;
11. move around the school in a sensible manner at any time in school (e.g. between lessons, at break time and lunch time), taking care of the school environment;
12. wear full school uniform, including PE kit, and comply with the school's dress code, including caps;
13. complete all sanctions and understand why they were given;
14. comply with all school rules.

These responsibilities also apply when journeying to and from school, on all school visits and whenever representing the school.

STAFF RESPONSIBILITIES TOWARDS BEHAVIOUR

Consistent use of the following will ensure firm but fair guidelines for all pupils and will encourage consistently good behaviour from them and whenever representing the school.

Staff should:

1. ensure lessons are well-prepared and delivered and that work set is differentiated appropriately to meet the needs and ability of individual pupils;
2. expect and insist that pupils maintain high standards of behaviour in the classroom, walking around school, in the dinner hall and at play times;
3. treat all pupils with equal value, and give each pupil a fair quota of teacher time without favouritism or cynicism;
4. write and speak to other adults about pupils in a professional manner at all times;
5. set an example to children by being courteous, punctual, well-prepared, well-organised, well dressed, according to the dress code;
6. be scrupulously fair when handling problems and disputes; communicating issues to parents/ carers where the need arises (see Appendix 1);
7. give pupils opportunities to express their views, discuss and review their behaviour and work regularly;
8. plan for procedures such as giving out books, practical work and moving activities so as to minimise any chance for poor behaviour. The majority of in-class incidents should be dealt with by the class teacher using the most suitable method and sanction;
9. consistently praise and reward good behaviour and hard work whenever possible, using the school's system and personal methods of encouragement;
10. ensure that the school planner is used, that time is allowed to enter details and that work is marked regularly and constructively. Class teachers should check the planners each week and make sure that they are being used correctly;
11. ensure parents are fully aware of their pupils' current level of attainment, individual and special needs;
12. use sanctions consistently, fairly and appropriately for children's needs;
13. follow guidelines in strategies and procedures from the 'Ensuring Consistent Behaviour Management' flowchart (see Appendix 1).

PARENTS'/CARERS' RESPONSIBILITIES TOWARDS BEHAVIOUR

Parents/carers play a vital role in encouraging good behaviour and hard work in school. It is paramount that parents/carers and the staff work closely together and share the same ideals. If the school and the parents/carers cannot work together for whatever reason, this will be detrimental to the pupil's progress. Every effort must be made on both sides to resolve any differences and to come to some mutually acceptable plan of action to solve a difficulty if this should arise.

We ask parents/carers to:

1. encourage and support their children at school by showing an interest in their work and life at school;
2. praise their efforts;
3. try to provide a quiet time and space for them to do homework and to study with the correct equipment;
4. support the uniform and presentation code of the school (including capuls for boys);
5. ensure your child is suitably equipped for the school day e.g. P.E. / swimming kit and any other equipment;
6. ensure that their child attends school on time, as well as collecting children promptly;
7. ensure that their child takes school work and homework seriously;
8. on a weekly basis, check, sign the planner and contact the school if concerned about any aspect of school life;
9. ensure that their child has breakfast or inform the school (through the correct channels) if they have not eaten, for any reason;
10. attend meetings organised by the school at which their child's progress, attitude or behaviour will be discussed;

11. support their child by attending concerts or special event days, etc. in which their child is participating;
12. listen to both the school and their child, when a problem occurs, before making any assumptions and assist the school in its efforts to find solutions;
13. alert the school of any change of circumstances, e.g. change of address, family bereavement, illness, etc.;
14. redress any damage or loss of school library books;
15. support school sanctions;
16. ensure their child does not bring toys or technology, e.g. mobile phones in to school (unless agreed to by the school and handed in to the office);
17. contact the school office to make an appointment to meet your child's class teacher rather than trying to get the class teacher's attention in the morning or after school when they have the welfare and management of the whole class to consider. If it is an emergency, class teachers should be able to meet you during assembly at 8:55a.m.

REWARDS AND PRAISE

Pupils should be praised for good behaviour verbally, either privately or publicly, to serve as a good example and reinforce good practice to other students. Good behaviour, especially where a pupil has gone out of their way to be particularly helpful towards staff or others, can be rewarded in line with the school's rewards system, e.g. Golden Awards and Middot.

DEALING WITH INCIDENTS OF POOR BEHAVIOUR

All incidents of poor behaviour should be dealt with by the member of staff witnessing the incident. If the incident is of a serious nature (usually at Stage 3 in Appendix 1) it is the responsibility of the member of staff witnessing the incident to record the incident using an "Incident Slip" and passing it on to the relevant member (s) of staff. Incidents of a very serious nature, especially where other pupils may be in danger, should be reported immediately to a senior member of staff. The incident, however, should still be written up by the witnessing member of staff.

USE OF THE INCIDENT FORM

Incidents are reported and recorded using the Incident Form (Appendix 2). The Incident Form contains all relevant information that should be recorded when an incident happens. This includes the pupil's name, class, and member of staff dealing with the incident, time, date and location. A tick box is provided to highlight particularly unacceptable incidents namely incidents involving racism, bullying, violence and disability discrimination.

A detailed and professional outline of the incident should be provided with all the salient facts mentioned. Staff should refrain from using terms from the vernacular and including spurious information.

The lower half of the incident slip should be completed by members of staff in the relevant space next to their position in relation to the incident. If the sanction applied is not completed or does not lead to the desired pupil behaviour outcome, the Incident Forms should be passed on to the next member of staff, usually the Phase Leader. When an incident warrants more serious action the slip should be passed to a Phase leader or member of SLT immediately. When the incident has been dealt with to a satisfactory conclusion the 'Action Completed' box should be ticked and the incident slip passed on to the Senior Leader Team (HT or DHT) who will scan and add to the child's personal file (now kept online). Incident forms should not be photocopied in class.

OUT OF CLASSROOM INCIDENTS

If a member of staff witnesses an incident of poor behaviour outside of the classroom, they should deal with it using an appropriate sanction and record this on an Incident slip. Children should be given time to reflect on what they have done at home and think of possible ways to improve.

POSSIBLE SANCTIONS

There follows a list of possible sanctions with which to address a pupil's poor behaviour. In general the severity of the crime should warrant the scale of the sanction. However, what is most important is that poor behaviour always receives a sanction not how severe that sanction is. The list is by no means exhaustive. However, it is important to bear in mind that sanctions should never demean or humiliate a pupil and should serve as a means to reinforce good behaviour.

1. Pupil counselled by staff;
2. Notes in planner;
3. Reflection Room;
4. 'Three is the Magic Number' positive behaviour chart, at least three weeks, communication with parents / carers dependent on initial conversation about chart;
5. Letters of apology;
6. Catching up on work;
7. Parent interview;
8. Loss of privileges (golden time, break time);
9. Letter home;
10. Behaviour plans
11. Give parents feedback on a daily basis to make sure they are aware of all developments (where necessary).

Pupils may be placed on a '3 is the Magic Number' behaviour plan by their class teacher, in conjunction with discussion with their phase leader and parents. Specific targets are given related to the reason the pupil is on report. The report is to be carried with them at certain times and given to playtime supervisors during play and lunchtime, where appropriate.

LONG TERM STRATEGIES

Pupils continually presenting poor behaviour issues or those that commit a particularly serious incident may require longer term strategies if the short term ones are not making an impact. These could involve:

1. Parent Interviews with classroom teacher Phase leader or SLT;
2. Behaviour Contract;
3. CAMHS / Forward Birmingham / Pause referral;
4. Education Psychologist (EP);
5. Family Support Worker;
6. Governors' Intervention;
7. Attendance and Punctuality meetings;
8. Home Visits;
9. Individual Education Plan (IEP);
10. Malachi Trust;
11. Multi-Agency Meeting;
12. Parenting Contract;
13. Police Support (PCSO interview);
14. Family asked to take the child to get a paediatrician to assess their child.

SERIOUS INCIDENTS

Drugs and Other Illegal Substances

Possession of illegal substances is strictly forbidden. Pupils caught violating this rule on school property, to and from school, or when representing the school will face serious consequences and sanctions. These could include:

1. police being notified;
2. fixed term exclusion;
3. permanent exclusion.

Fighting, Violence, Assault and Offensive Weapons

Physical abuse and assault towards any member of the school will not be tolerated. Pupils committing such acts may be placed in the Reflection Room, excluded for a fixed term, or if the incident is serious enough, permanently excluded. Pupils caught carrying offensive weapons including items of sporting equipment for no good reason may be placed in the Reflection Room, excluded for a fixed term or, if the offensive weapon is serious enough and for repeat offenders, permanently excluded.

Bullying

Bullying is the repeated and wilful intent to harm or injure another person either physically, mentally or both. Bullying can take many different forms. However any form of bullying will not be tolerated. As bullying can often be an emotive subject and to simplify matters, all students have the right to be happy, safe and comfortable. Consequently no pupil has the right to make anyone else feel unhappy, unsafe or uncomfortable. Children doing so by whatever means including mental, verbal, written, electronic or physical abuse may be sanctioned up to and including exclusion and will be dealt with using the normal methods as outlined in this policy. If necessary the police may be informed of very serious cases. Children should share their concerns with any staff member, their parents and also through the Worry Box (which should be checked at least on a weekly basis).

Racism

Racism is the discrimination of another person because of their race, perceived race, or colour of skin, their religion or culture. Racism will not be tolerated. Pupils caught being racist to other children or members of staff will be dealt with using the normal methods as outlined in this policy. Children should share their concerns if subjected to or witnessing racism, with any staff member.

Verbal Abuse and Swearing

Verbal abuse directed at a member of staff or a member of the public will not be tolerated. Incidents will be dealt with using the normal sanctions outlined in this policy. Children swearing will be dealt with depending on the severity of the swear word and the usage. Children swearing at a member of staff will normally be placed in the Reflection Room. However there are occasions when fixed term exclusions may also result.

Disruption to Lessons

All children have a right to receive an education which is not disrupted by others. Teachers are required to provide this education and expect good manners and respectful behaviour in accordance to school and classroom rules. Where violations occur appropriate sanctions will be applied.

In line with DfE guidance published in July 2013 members of staff are expected to use reasonable force to maintain the school's duty of care towards all students. Examples of the circumstances in which force might be used could be physically separating children found fighting or physically removing a student who refuses to leave a room. Staff have been trained in Team Teach in order to de-escalate situations, however, staff do not need to be Team Teach trained to use reasonable force (de-escalation techniques should always be planned for). Violence towards fellow pupils or members of staff will not be tolerated.

With any use of reasonable force staff will always need to be mindful of the school's legal duty to make reasonable adjustments for disabled students and children with SEN.

Homophobic bullying (or use of homophobic slurs) is bullying based on a person's sexuality or their perceived sexuality and it is unacceptable at King David Primary School. Discrimination based on sexuality will be treated as seriously as racial discrimination and is contrary to the Orthodox Jewish ethos of the school, which promotes respect to all people. Homophobic bullying consists of verbal, emotional or physical abuse targeted at a child as a result of their sexuality,

perceived sexuality, or the sexuality of their parents and other family members; homophobia also includes the use of homophobic language.

BEHAVIOUR ON TRIPS AND VISITS

Pupils should display good and mature (according to age) behaviour at all times however never is this more true than during off site trips and visits. A pupil's parents and carers will sign a document that they understand that:

1. pupils will be on their best behaviour at all times maintaining high standards of appearance;
2. pupils will follow all instructions given to them by members of staff;
3. pupils must do nothing to endanger their own or anyone else's safety;
4. pupils are to report to a member of staff any accidents or breaches of safety they notice;
5. pupils are to be aware of all arrangements (teachers to go through Risk Assessment with pupils prior to the trip);
6. pupils students must represent the school in a positive manner at all times;
7. the HT or trip leaders' decision is final.

THE REFLECTION ROOM

The Reflection Room is a sanction the school can give. The Reflection Room is equipped with desks and resources that allow students to reflect on their behaviour or work in silence under the direction of a member of staff.

Entry into the Reflection Room

Entry into the Reflection Room is via ABC or the incident slip procedure. The Reflection Room is used as a result of a breach of the school code of conduct (see Appendix 1). When a serious incident happens, an Incident Form (Appendix 2) should be filled out and dealt with in the usual way. If the sanctions prove unsuccessful, the Form is passed onto the next level eventually reaching a member of SLT who will decide on the next appropriate step.

On occasions an incident may be so serious that a member of SLT may receive the Incident Form directly. A decision will be made whether the Reflection Room is suitable or another sanction necessary.

Expectations of the Reflection Room

Pupils are to remain silent in the Reflection Room. Communication between pupils is strictly forbidden. They should remain seated unless the member of staff on duty allows them to stand up to collect something. Pupils should spend their time completing the reflection room slip and/or work set. If a pupil does not attend the Reflection Room on the same day, they should attend the following day.

Informing parents/carers

It is the responsibility of the class teacher to hand over the completed reflection room slip at the end of the school day to the adult collecting. When possible, this should be done inside to allow privacy.

EXCLUSIONS AND REINTEGRATION MEETINGS

The school complies with the statutory requirements as stated in the DfE document 10/99, Social Inclusion/Student Support, and subsequent amendments.

Off Site Exclusion

During exclusions, children will usually be required to stay at home with their parent/carer. Arrangements can be made by the Headteacher for a pupil to complete an off-site exclusion at another local school. The length of the exclusion will be dependent on the nature and the severity of the incident and history of behaviour. All pupils returning from fixed term exclusion will have a reintegration meeting with one of the SLT or other member of senior staff and their parents or carers. Pupils returning from exclusion will be placed on report to the Headteacher / Senior Leader for a fixed, agreed period. Pupils not meeting the high standards may be placed in the Reflection Room, new Behaviour Contract or re-excluded.

PERMANENT EXCLUSION

This will occur if:

- a pupil has incurred a number of fixed term exclusions and is clearly persistently and deliberately refusing to accept or comply with school rules and staff authority, especially that of the Headteacher;
- a pupil seriously and deliberately injures another person or endangers life or seriously harms school staff or property e.g. theft, arson, major vandalism;
- a pupil commits a criminal act.

Before a pupil is permanently excluded, as many possible interventions and sanctions will have been tried. However, the most important thing for the school is the non-interrupted education and safety of the pupil and staff body and consequently there will be times when permanent exclusion is the only solution.

When a pupil is permanently excluded the school will follow the statutory requirements as stated in the DFE document 10/99, Social Inclusion/Student Support, and subsequent amendments.

In implementing this policy, staff will have regard to the school's Safeguarding and Child Protection Policy and procedures and the E-Safety Policy, and the over-riding principle at all times will be the safety, security, enjoyment and achievement of the pupils.

RESTRAINT POLICY

1. Objectives

The safety and well-being of pupils and staff is of paramount importance and consequently, there may be occasions when there is a need to use force to control or restrain pupils. As well as this key objective, others are:

- to prevent serious breaches of school discipline which goes against the maintenance of good order;
- to prevent serious damage to property;
- to ensure the pupil does not injure themselves or others around them.

Either using force, or indeed deciding not to, can entail significant risk for pupils and staff. Following the guidance in this policy will reduce the possibility of staff actions being challenged in court. However, there is clearly a need to be aware of the sensitivities surrounding any physical contact between staff and pupils.

2. Prevention

Minimising the likelihood of the need to use force is essential. It follows, therefore, that good professional practice is consistently necessary. Such practice includes:

1. creating a calm environment;
2. developing good relationships with pupils and between pupils;
3. developing an understanding of possible triggers;
4. de-escalating incidents if they do arise;
5. developing specific behaviour management skills for individuals;
6. carrying out appropriate risk assessments;
7. keeping a written record of incidents, possible triggers and strategies used and include a debrief;

All teachers and all support staff who have control or charge of pupils automatically have the statutory power to use force and this is a permanent authorisation.

3. School Visits

A risk assessment should be completed prior to off-site visits which outlines possible safeguarding issues. The decision made should take into account the safety and well-being of all pupils and staff. Depending on the outcome of the risk assessment, adjustments might be made to the ratio of adults to pupils. This power to restrain may also be exercised when staff are in charge of pupils on school visits.

4. When to use force

There is an important underlying principle. This is that:

Force should be used only when the risks involved in doing so are outweighed by the risks involved in not using force.

Other factors to take into account are:

- the potential consequences of not intervening are sufficiently serious to justify considering the use of force; the greater the potential for injury or damage, or serious disorder, the more likely it is that force may be justified;
- there is little chance of achieving desired ends by other means; again, the lower the probability, the more likely it is that force may be justified;

- the relative risks associated with physical intervention compared with using other strategies;
- whether there is a need to summon rapid assistance before dealing with a situation if the staff member believes they may be at risk of injury;
- the need to take steps to remove other pupils who might be at risk;

Appendix 3 lists examples of situations that would call for such judgements.

Appendix 4 provides advice that is particularly relevant to students with SEND.

5. Using Team Teach

Before using Team Teach techniques, staff should, wherever practicable, tell the pupil to make the right choice and communicate this in a calm and measured manner. The types of restraint used could include:

a) Passive physical contact resulting from standing between pupils or blocking a pupil's path

b) Active physical contact such as:

- leading a pupil by the hand or arm;
- ushering a student away by placing a hand in the centre of the back;
- in more extreme circumstances, using appropriate restrictive holds (which require specific expertise, such as Team Teach).

Notes:

1. Where there is a high and immediate risk of death or serious injury any member of staff would be justified in taking any necessary action. Such situations could involve a pupil hitting someone with their hand or a dangerous object. Staff should make every effort to avoid injuring pupils or themselves when restraining. However, in extreme circumstances, this may not always be possible.

2. Staff should always avoid touching or restraining a student in a way that could be interpreted as sexually inappropriate.

6. Recording and Reporting incidents, inc. Appendix 5

A member of the Senior Leadership Team should be informed immediately by any member of staff using physical force to restrain a pupil.

The "Incident Record Sheet" (Appendix 5) must be completed and this can be obtained from this policy. The member of the SLT informed may also request the completion of further statements and this process, along with post-incident support, will be managed by the SLT. This will be in line with paragraphs 56 – 65 of DCFS non-statutory guidance "The Use of Force to Restrain Pupils" 2007.

Informing parents/guardians will occur as soon after the incident as possible and will be the responsibility of the SLT.

The Discipline Committee of the Governing Body will be informed of any incidents of restraint being used. Along with the SLT, this committee will assess the frequency and severity of incidents requiring the use of force. Such assessments will help inform decisions about staff training needs.

Appendix 1 –consequences flowchart

The expectation is that behaviour is managed by the member of staff addressing it. There will always be occasions where this is not possible and so a three stage system operates to ensure the consistent and appropriate follow up of poor pupil behaviour.

Stage 1 - Classroom Teacher; Teaching Assistant; Break / Lunch Duty Staff

Stage 2 - Phase Leader

Stage 3 - Senior Leadership Team

Pre stage 1 behaviours are those which are managed by staff in their day to day work and for which a quiet word, look, reminder or e.g., change of seat, addresses the problem.

Stage 1 Issue	Consequence	Contact - Home	Person - Responsibilities
Failure to follow instructions	Verbal warning Move zones on Reward Zone Board - if in red zone- go to Reflection Room or EYFS, miss part of play-time	Reflection Room slip to go home, parents to read, sign and return to school on the next school day. EYFS- verbal contact during handover	Class Teacher, including RE teachers or Teaching Assistant (if covering)

Stage 2	Consequence	Contact- Home	Person - Responsibilities
Removal to another class for repeated poor behaviour; for failure to attend to Stage 1 sanctions	Speak to Phase Leader Reflection Room Zone Board	As above	SMT
Stage 3	Consequences	Contact - Home	Person - Responsibilities
Refusal to attend to and learn from Stage 2 sanctions	Behaviour Chart Reflection Room	SMT -meeting with parents/ carers with class teacher	SMT
Fighting Swearing at staff Racist/ sexist/homophobic behaviour Bullying Injuring staff Vandalism Theft (not an exclusive list)	Behaviour Chart or Behaviour Contract Exclusion from class or school Serious Incident Form completed	SLT, SMT and class teacher	SMT or SLT

Appendix 2 –Incident form

Pupil name:	Year:
Date:	Subject/ Location:
Member of staff:	If applicable, circle: Racist Bullying Violence Disability
Incident Report:	Lunchtime: Break time: One-off incident: Ongoing behaviour problem:
Name other pupils / staff involved:	
Initial Member of Staff witnessing behaviour Name:	Action:
Members of staff informed: Office staff lunchtime staff Class Teacher Phase Leader SLT	Action:
Parents to be informed by Do not pass on incident slip until action has been completed or proved unsuccessful. Make notes on the pupil's ABC records. When action is completed, pass Incident Slip to SLT for scanning and filing in pupil's online records. If there are three Reflection Room actions in one half term, arrange to meet parents as this would class as Stage 3 consequence (see Appendix 1 flowchart).	

APPENDIX 3 - EXAMPLES OF SITUATIONS

In these examples, use of force would be reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not realistically be dealt with by any other means.

- a) A pupil attacks a member of staff or another pupil (or is threatening such an attack).
- b) Pupils are fighting, causing risk of injury to themselves or others.
- c) A pupil is committing, or is on the verge of committing, deliberate damage to property.
- d) A pupil is causing, or is at risk of causing, injury or damage by accident, rough play or misuse of dangerous materials or objects.
- e) A pupil absconds from class or tries to leave school other than at an authorised time. Refusal of a pupil to remain in a particular place is not enough on its own to justify use of force. It would be justifiable where allowing a pupil to leave would:
 - entail serious risks to the pupil's safety (taking into account age and understanding), to the safety of other students or staff, or of damage to property;
 - lead to behaviour that prejudices good order and discipline, such as disrupting other classes.
- f) A pupil persistently refuses to follow an instruction to leave a classroom.
- g) A pupil is behaving in a way that seriously disrupts a lesson.
- h) A pupil is behaving in a way that seriously disrupts a school extra-curricular event or visit.

Wherever possible, these judgements should take account of the characteristics of the pupils including his or her age, his or her understanding and any SEN disability that he or she may have.

APPENDIX 4 - PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

As far as is practically reasonable and appropriate, all staff should be aware of the relevant characteristics of pupils with SEND.

Such information should include:

- situations that may provoke difficult behaviour, preventive strategies and what de-escalation techniques are most likely to work;
- what is most likely to trigger a violent reaction, including relevant information relating to any previous incident requiring use of force;
- if physical intervention is likely to be needed, any specific strategies and techniques that have been agreed by staff, parents and the student concerned;
- pupils who are regarded as having mental health problems or who have physical disabilities;
- children with SEND who use physical violence against staff, children and against school property will have a rigorous behaviour plan clearly planned for with advice from professionals with definite consequences for actions.

Such information should be disseminated to staff at the instigation of the SENCO, who will also inform staff who will be called in the event of an incident, anticipated or actual.

There may be a need to produce individual risk assessments for students whose SEN and/or disabilities are associated with:

- communication impairments that make them less responsive to verbal communication;
- physical disabilities and/or sensory impairments;
- conditions that make them fragile such as haemophilia, brittle bone syndrome or epilepsy;
- dependence on equipment such as wheelchairs.

APPENDIX 5 - Physical Intervention Record Form

School ...*King David School*..... DfE No*3303352*..... Year Group

Name:.....

Is this pupil a looked after child/SEN/vulnerable?

When did the incident occur?

Date:Day of week:

Time:Where?.....

Staff involved	Role	Team Teach trained?: yes/no	Physically? (P) or as observer? (O)

Signature of staff member completing this form:

Please describe the incident and include:

1. What was happening before?
2. What do you think triggered this behaviour?
3. What de-escalating techniques were used prior to physical intervention?
4. Why was a Physical Intervention deemed necessary?
5. Any other information relevant to include.

Team Teach technique(s) used (tick as appropriate)

<input type="checkbox"/>	Standing/escort	<input type="checkbox"/>	Ground	<input type="checkbox"/>	One person
<input type="checkbox"/>	Sitting/chairs	<input type="checkbox"/>	Breakaway/defensive	<input type="checkbox"/>	Two person
<input type="checkbox"/>	Kneeling				

Please give details below of hold e.g. single elbow, double elbow, wrap etc

.....

How long was the pupil held?.....

If the pupil was held on the ground: Did they go to ground independently? Y / N

Were they taken to ground by staff? Y / N

Good practice dictates that school should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.

Has the child/young person been held before? Y / N

A child/young person should have an Individual Care Plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.

Does this pupil now need to have an Individual Care Plan? Y /N

Does the individual support plan need to be reviewed as a result of this incident? Y / N

Does the risk assessment need to be reviewed as a result of this incident? Y / N

If yes, who will action and when?

Who:.....

When:.....

Who was the incident reported to and when?

.....

Was there any medical intervention needed? Y / N

Include names of any injured person and brief details of injuries:

.....

Please specify any related record forms:

Accident Book

Anti-bullying and Racist Incident record Form

Skin Map

Violent Incident Record

Complaints recorded

Other (please specify)

.....

Was the pupil de-briefed ? Y / N Were staff offered a de-brief? Y / N Was it taken up? Y / N

Parents/Carers were informed: Y/ N

Date:.....Time:.....

By whom:.....

By direct contact, telephone, letter:.....

Form completed by:

Name:.....Designation:.....

Date:.....Time:.....

Headteacher's signature

.....