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BOWER GROVE SCHOOL
POSITIVE HANDLING POLICY - 'USE OF FORCE TO CONTROL OR RESTRAIN A PUPIL'

Introduction

Bower Grove School is a school for pupils who have learning difficulties and associated social, emotional and mental health needs, autism spectrum conditions and social communication difficulties. Consequently, there are a number of pupils with severe behavioural difficulties who at times present behaviours that would pose a risk of harm to themselves and/or others necessitating the use of positive handling techniques. Techniques used will reflect the principles and guidelines as recommended by the Team Teach framework.

This document outlines the school's policy on the use of positive handling strategies and takes advice from the following circulars and guidelines:

- The DfE publication, 'Behaviour in schools advice for Headteachers and school staff' written September 2022.
- KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. The school behaviour policy should be designed to bear this in mind. As part of taking a whole-school approach to behaviour and safeguarding, it will be important that the respective policies complement one another.
- Where circumstances arise that endanger the safety of a pupil or staff member, the school should act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

Developing a School Behaviour Policy

- A School's culture and values are manifested through the behaviour of all its members. High standards and clear rules should reflect the values of the school and outline the expectations and consequences of behaviour for everyone. The school's behaviour policy should provide details on how staff will support pupils to meet these expectations.
- The Headteacher of a maintained school must determine measures which aim to:
 - Encourage good behaviour and respect for others
 - Secure an acceptable standard of behaviour of pupils
 - Promote, among pupils, self-discipline and proper regard for authority
 - Prevents all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - Ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
 - Otherwise regulate the conduct of pupils
- The DfE publication, 'Use of Reasonable Force' July 2013 (Reviewed July 2015) which gives advice and guidance on situations where reasonable force might be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Situations where reasonable force can be used include:
 - To remove disruptive pupils from the classroom where they have refused to follow an instruction to do so

- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
 - To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
 - To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
 - To restrain a pupil at risk of harming themselves through physical outbursts
- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Draft Guidance – Reducing the Need for Restraint and Restrictive Intervention Children and Young People with Learning Difficulties, Autistic Spectrum Disorder and Mental Health Difficulties (2017) (updated June 2019):
 - Eliminating inappropriate use of restraint and minimising its use
 - Deployment of approaches and techniques to de-escalate or calm situations that are appropriate to the child or young person and take account of their views
 - Behaviour is a means of communication and all behaviour has a purpose
- Guidance, 'Use of Reasonable Force' issued in 2013 by the DfE which gives practical support for schools in understanding the legal framework contained within the 2006 Education and Inspections Act and provides advice on good practice in schools.
- Team Teach Code of Practice <https://www.teamteach.co.uk/> (2022) and Team Teach national accreditation by the Institute of Conflict Management (ICM)
- The inspection of provision for disabled pupils and those who have special educational needs (Ofsted presentation to NAHT March 2014)
- British Institute of Learning Disabilities (BILD) The Restraint Reduction Network Training Standards (2019)
- Bower Grove School Behaviour Policy November 2022 and Anti-Bullying Policy March 2022
- Reducing the need for restraint and restrictive intervention (<https://www.teamteach.co.uk> January 2018) – Bernard Allen

School Expectations

The use of positive handling should always be considered within the wider context of the school's behaviour management systems and these systems are outlined in detail in Bower Grove School's Behaviour and Anti-Bullying Policy.

The school uses a number of strategies in the management of pupil behaviour and recognises that there are a number of preventative measures that can be taken to reduce the likelihood of situations arising where positive handling may be necessary. These include:

- Creating a calm, orderly and supportive school environment that minimises the risk and threat of aggressive behaviours of any kind.
- Developing positive and supportive relationships between staff and between staff and the pupils.

- Using a whole school behaviour management system where everyone involved has a clear understanding of what is expected of them.
- Adopting a whole school approach to developing the pupils' social and emotional skills through Personal Development, SMCS and The Wellbeing Toolkit.
- Providing staff development opportunities that enable all staff to develop skills of positive behaviour management.
- Using de-escalation and diversion techniques to defuse challenging behaviours for example take up time or transfer adult.
- Managing individual incidents by communicating calmly with pupils using non-threatening verbal and body language and wherever possible ensuring that pupils can see a way out of a situation through the use of positive choices.

At Bower Grove School positive handling is generally used to control or restrain pupils in order to prevent them from harming themselves or others, or from them causing unacceptable disruption to others' learning, and is defined as follows:

- Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, ushering a pupil away by placing a hand in the centre of the back).
- When members of staff use active physical contact, for example, a guided walk or 'restraint' they physically prevent a pupil from continuing what they were doing after they have been told to stop. This will involve using a recognised Team Teach technique for all staff have been trained.

Staff will always try to take preventative measures to reduce the need for positive handling. However, there are a number of situations where positive handling may be necessary. These are:

- When a pupil's behaviour is putting other pupils, staff or others in danger of physical harm, for example, if a pupil is attacking another pupil or a member of staff;
- When a pupil is at risk of harming or putting themselves in danger, for example, leaving the school site, or when two pupils are fighting causing risk of injury;
- When a pupil's behaviour is causing disruption to the extent that good order and discipline is being seriously affected, for example, if a pupil is causing or is at risk of causing injury or damage, by accident, by rough play, or by the misuse of dangerous materials or objects;
- When a pupil is causing or is on the verge of causing deliberate damage to property;
- When it is beneficial for staff to establish firm and consistent boundaries with younger pupils in order to reinforce pupil safety and the necessary behaviours and attitudes to sustain the pupils' school placement;
- When it is necessary to prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts others;
- When a pupil persistently refuses to follow an instruction to leave a classroom. (It is recognised that in this instance the refusal of a pupil to remain in a particular place is not enough on its own to justify the use of force). However, it may be justifiable where a pupil remaining in a classroom or leaving would:

- Entail serious risks to the pupil's safety, (taking into account the pupil's age and level of understanding), to the safety of other pupils and staff, or of damage to property; or
- Lead to behaviour that prejudices good order and discipline, such as disrupting other classes;
- When a pupil is behaving in a way that seriously disrupts a school sporting event or school visit. (As part of the preparation for off-site activities risk assessments are undertaken. It may be deemed unsafe or inappropriate to take a child on an activity where there is a significant likelihood of a need for physical intervention).

At Bower Grove School if positive handling is necessary the well-being of the pupil is of paramount concern and the techniques used will be reasonable and proportionate to the consequences that they are intended to prevent. This means that the degree of physical contact used will be the minimum to achieve the desired result. Pupils throughout any incident will be encouraged to communicate that they have regained control of their own behaviour and will be positively encouraged to discuss the problem when they are ready. In some situations staff will use positive handling techniques to escort pupils to a safe space.

In some circumstances it may be assessed that a prompt, guided escort away from a situation may prevent the need for a more restrictive intervention.

The use of physical force that is unwarranted, excessive or punitive is not accepted nor are actions that are intended to cause humiliation, pain or injury to the pupil.

Although schools do not need parental consent to use physical restraint, Bower Grove works closely with parents to ensure that they are kept informed of serious incidents involving their child. The school works in partnership with parents and with outside agencies to offer advice and support on behaviour management strategies.

Staff Responsibilities

The Headteacher will monitor the consistent implementation of this policy throughout the school and will report to the Governors on its effectiveness. The Headteacher is also responsible for keeping records of all serious incidents when positive handling has been necessary. Day to day management of the behaviour and recording systems is jointly managed by the Assistant Headteachers and Team Teach Lead.

Section 93 of the Education and Inspection Act 2006 allows any adult whom the Headteacher has authorised to have control or charge of pupils to use reasonable force to control or restrain a pupil to prevent them committing a crime, causing injury, damaging property, causing significant disruption or prejudicing the maintenance of school discipline. At Bower Grove School authorisation has been given to all teachers, support staff and therapists for all on and off site activities that have been approved by the Headteacher. Volunteer helpers may also be given authorisation by the Headteacher for a specific event, for example, a school trip / residential.

In addition the school recognises that reasonable force may also be used in exercising the statutory power to search pupils without their consent for weapons and other prohibited items such as cigarettes and vapes. This search power may be exercised by staff authorised by the Headteacher, where they have reasonable grounds for suspecting that a pupil has a weapon, alcohol, drugs or stolen property. Reasonable force may be used by the searcher although if resistance is expected, the Police should be called. To try and prevent the increase in cyber bullying; schools will be allowed

to delete offensive texts and pornographic images, and if necessary confiscate mobile devices where they are used inappropriately.

The school recognises that there is no legal definition for when it is reasonable to use positive handling techniques and that it will always depend on the precise circumstances of individual cases. In the implementation of this policy, staff recognise that physical intervention will be used as the last option when other interventions have been tried and / or where a risk assessment, either pre-planned or dynamic, deemed it to be necessary. The degree of intervention will be reasonable, proportionate and necessary to the behaviour displayed and the minimum required to achieve the desired result.

Staff at Bower Grove will always try to avoid acting in a way that might cause injury but in extreme cases, it may not always be possible to avoid an injury to either pupils or staff. In the case of an injury a school first aider will be consulted and the normal first aid procedures followed.

Positive Behaviour Management

The school operates a positive approach to behaviour management systems. Pupils are encouraged to make the 'right choice' and to take responsibility for their own actions. Personal Development, pastoral times and structured programmes provide opportunities for pupils to talk about and investigate ways they can resolve or find alternative ways to avoid conflict.

The school has clear guidelines detailing expected behaviours and each Key Stage has a specific plan for managing pupil behaviour in the classroom, playground and at lunchtime. Plans are regularly discussed in class and through assemblies in order that everyone understands what is expected of them.

A whole school Rewards System operates for all pupils with rewards being earned for consistently good behaviour. In all four Key Stages positive behaviour is recognised, celebrated and continually reinforced. Incidents of inappropriate behaviour are responded to by staff using a clear and consistent system of sanctions.

Further details of the school's behaviour management systems can be found in the Bower Grove School Behaviour and Anti-Bullying Policies.

Use of the Time Away Room

There are occasions when a pupil's behaviour puts themselves at risk and necessitates the use of withdrawal. Time Away rooms are available, with minimal stimulation and no audience, where pupils can calm down and regain control of their behaviour and emotions. The Time Away rooms are operated on an 'open door' policy where practical.

The Time Away room may be offered to a pupil by a member of staff or a pupil may be directed to go there. In either case the aim is to allow the opportunities for the young person to regain control. On occasions a pupil may request some time in a Time Away room and may request a closed door or may take themselves there seeing it as a safe space. Time Away may also be used to reduce the time of, and need for physical intervention or restraint.

Pupils are always accompanied to the Time Away room. If a pupil is displaying aggressive or threatening behaviour or is putting themselves and others at risk it may be necessary to provide a guided escort using one of the approved Team Teach techniques.

Use of Time Away rooms will be recorded on the sheets provided at the time of the incident and these records transferred to Sleuth on a regular basis.

When in the Time Away room, pupils will be monitored by staff and CCTV. Depending on individual circumstances, staff will undertake an observational risk assessment to determine when the pupil is calm and able to take responsibility for their own emotions. On some occasions it may be necessary for staff to use physical intervention strategies in the Time Away room, for example, when a pupil's challenging and violent behaviour is putting themselves or staff at risk or there is a risk of damage to property.

Once a pupil is felt to be calm, the pupil may be moved to another quiet place to work or more generally taken back to class. Pupils are offered opportunities to reflect on their behaviour and repair relationships with staff and peers following use of time away rooms.

A 'payback' will follow time spent in the Time Away room if a Red Card has been issued to a pupil in years 6-11.

In Key Stage 1 a Time Away room is integral to the classroom and is used as a calm space.

All escorts to Time Away rooms and usage are recorded and will be monitored weekly by the Leadership Team and Behaviour Lead so support strategies can be implemented.

Risk Assessment and the planned use of Positive Handling

Some pupils with particular behaviour patterns do not, or, cannot respond to the school's behaviour management system. For those pupils, Individual Behaviour Plans will be devised in consultation with parents, staff, outside agencies and where appropriate, the pupils themselves. These plans will be reviewed with parents at agreed time intervals. Individual Behaviour Plans are shared with other staff via the Class Teachers. Arbor and all BIPs are kept in Assistant Headteacher offices.

For pupils whose challenging behaviour puts either themselves or others at risk, 'Positive Handling' strategies will be identified as part of their Individual Behaviour Plans. Plans will identify the behaviours where the planned use of physical intervention may be necessary as well as the intervention strategies that could be used. Positive handling techniques will be identified and approved by the Team Teach trainers. Staff involved in the implementation of any behaviour plan involving 'Positive Handling' will have received the appropriate training and will have access to relevant support and update training.

In order to produce a Behaviour Plan a risk assessment will be undertaken which will include the following practices:

- Using what is known about the pupil to make sound judgements about the risk issues.
- Weighing up the options but also including strategies that encourage the pupils to take responsibility for their own behaviour.
- Identification of a range of strategies to support and safeguard the pupil.
- Consulting all stakeholders (pupil, parents, teaching staff, support staff, carers and outside agencies) to maximise potential to offer support.

Challenging behaviours are sometimes foreseeable, though it should be recognised that it may be difficult to predict exactly when they will occur or the degree of challenge that they will pose. The following ideas will be considered when drawing up a behaviour plan for a pupil where positive handling may be necessary:

- **Examine why the pupil behaves in ways that pose a risk**
(medical condition / diagnosis of a specific difficulty, lack of understanding, communication problems).
- **Try to understand the factors that influence the pupil's behaviour**
(classroom environment, particular pupils, external influences, unstructured situations / specific activities, relationship with a particular member of staff).
- **Recognise the early warning signs that indicate that the pupil's behaviour is starting to change**
(changes in a pupil's appearance, changes in their tone of voice, increased agitation when asked to do something).
- **Develop the skills to manage difficult situations competently and sensitively**
(avoid embarrassing or humiliating a pupil in front of others, speak quietly and remain in control, use staff whom the pupil knows and trusts to speak to them, give 'take up time' to enable the pupil to follow the instructions, allow the pupil 'time out' to regain their composure).

Use of Positive Handling in unforeseen or emergency situations

At Bower Grove School, it is acknowledged that on occasions staff may find themselves in unforeseen or emergency situations when they have no option but to use reasonable force to manage a situation.

It is recommended that:

- Before using any 'Positive Handling' techniques, staff should carry out a dynamic risk assessment to include the use of diversion or de-escalation strategies where appropriate and consider the following:
 - Are the potential consequences of not intervening sufficiently serious to justify considering the use of force;
 - Are the chances of achieving the desired result by other means low
 - Do the risks associated with not using force outweigh those of using force?

If Staff feel that they need to proceed and use 'Positive Handling' techniques they should:

- Give a clear verbal warning to the pupil that 'Positive Handling' techniques may need to be used;
- Use Team Teach techniques with which they are familiar, confident and are recognised as appropriate by the school;
- As far as possible not use physical interventions unless or until another adult is present; the 'Blue Light' emergency procedure should be used to request additional help;
- Keep the Leadership Team informed of all serious incidents as additional intervention may be needed, for example, from the police or the pupil's parents;
- Complete a serious incident form on Sleuth as soon as is practicable after the incident;
- In exceptional circumstances where it has been recognised that permitted techniques are ineffective, staff actions should be informed by a risk assessment of the situation (to include the request for additional help) and any decisions taken should remain in compliance with guidance from the DfE within the document 'Use of Reasonable Force' July 2015.

Post-Incident Support

Serious incidents that require the use of 'Positive Handling' are upsetting for all concerned and may result in injuries. Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe. If this occurs, immediate action will be taken to provide first aid for any injuries from a School First Aider as well as access to any further medical help if needed.

If an injury occurs to a pupil, the pupil's parents will be informed as soon as possible by telephone and /or message in the Home/School Book. Whilst every attempt is made to ensure that any injuries are recognised and treated immediately, in some cases there may be a delay in the development of visual marking. All parties should be encouraged to report any concerns following a serious incident.

If an injury occurs to staff, appropriate family members will be informed as necessary.

All injuries will be recorded in the Medical Book and Staff Accident Book in accordance with school procedures.

Post-incident support will also be offered to all staff and pupils who were involved in the incident. In discussing the incident with parents, strategies for future action and support will be considered and an agreed support plan implemented. (See Recording Incidents) It is important that everyone is clear about the strategies that are to be implemented following an incident and works co-operatively with pupils and parents to achieve this.

Should there be a serious Incident involving aggressive behaviour towards a member of staff then the protocol identified in Appendix 3 should be followed to ensure proportionate action is carried out and all parties are given the opportunity to have a voice and where necessary involved in the restoration process.

Recording Incidents

Any incident involving restriction of movement that prevents a child from freely walking away should be recorded. This recording can include: escorts to safe room and subsequent logging; negative incidents recorded on Sleuth or where necessary recording on Sleuth as a Serious Incident.

Following any incident where Positive Handling has been used, the pupil's parents will be informed.

In determining whether an incident should be recorded on a Serious Incident form the following points should be considered:

- The pupil's behaviour and the level of risk presented at the time.
- The degree of force used and whether it was proportionate in relation to the behaviour displayed.
- The impact of the pupil's behaviour on themselves and on the staff managing the incident and other pupils.

The Serious Incident should be completed on Sleuth, this will notify the Behaviour Lead allowing the incident to be recorded in the Bound Book and subsequently all post-incident protocols can be followed and the Serious Incident Form can then be filed by the Head Teacher.

Following an evaluation of the incident by staff and pupils, a follow up meeting with parents and /or outside agencies may be convened to discuss strategies to manage any further incidents and, if not already in place, an Individual Behaviour Plan will be written, updated or amended.

For any Serious Incidents that necessitate an suspension from the school, the Headteacher will inform the Local Authority in accordance with school policy.

Monitoring the Use of 'Positive Handling' Interventions

Serious Incidents and incidents recorded on Sleuth will be monitored by the Behaviour Lead who will compile termly reports for the Head Teacher and staff. Pupils whose behaviour requires repeated Positive Handling interventions will be monitored by Class Teachers' in consultation with the Leadership Team and the Team Teach trainers. Amendments to any intervention strategies and Individual Behaviour Plans will take place in consultation with the pupil's parents, staff and any appropriate outside agencies, if relevant.

The Head Teacher will monitor serious incidents and liaise with Governors who will also ensure the bound book is monitored regularly. The governor's behaviour team will meet termly to discuss behaviour and positive handling interventions.

The bound book will also be monitored regularly by the school's Team Teach trainers to ensure any use of physical intervention is reasonable, necessary and proportionate.

Staff Training

Teaching and support staff will receive Team Teach training from externally accredited Team Teach trainers in accordance with the Team Teach Guidelines.

It is the aim of the school that teaching and support staff will have completed the Level One Team Teach training course in positive handling strategies within their first term of joining the school and age or class specific training be delivered where appropriate to ensure a level of competency across the school.

The school is committed to provide training to ensure that staff accreditation in Team Teach behaviour management strategies remains current and that opportunities exist to update or improve their skills via staff or team meetings.

The school has 3 Team Teach trainers who are full-time members of staff. They provide on-going and daily support to staff on positive handling strategies and behaviour management techniques. Additional training can be actioned at any time if deemed necessary or appropriate to meet the needs of either staff or an individual pupil's Behaviour Plan.

Responding to Complaints

The school recognises that the use of 'Positive Handling' strategies and techniques can lead to allegations of inappropriate or excessive use of force, by pupils, parents or other members of staff. In the event of a complaint being received in relation to an incident where 'Positive Handling' strategies have been used, the Behaviour Lead will initially investigate the incident. Staff and pupils involved in the incident would also be asked to give their viewpoint. Parents will be kept informed of any discussions. At all times an amicable resolution would be sought for all parties.

Where resolution has not been achieved, parents and pupils can request that the Head Teacher investigate the complaint further on their behalf. The Head Teacher will then re-examine the details

of the incident and respond to parents. If a parent chooses to appeal against the Head Teacher's findings and decisions, the school's complaints procedure will be followed.

In the event that a serious allegation is made against a member of staff, the incident will be dealt with in accordance with agreed school policy for handling allegations against staff.

(Guidance set out in, DfE 'Keeping Children Safe in Education' September 2021)

Additional Guidance

It is recognised that because of the nature of the specific needs of the pupils at Bower Grove School, many pupils respond positively to, and need physical contact to give them support or encouragement or to guide them safely away from danger or conflict. As a policy, physical contact with pupils should always be accompanied with dialogue explaining what and why any physical contact is being made.

This policy will be reviewed on an annual basis. Key elements will be brought to the attention of staff at the beginning of the Autumn Term and through appropriate staff support and inset as well as through a rolling programme of Team Teach training opportunities.

Further Sources of Information

- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- Screening, searching and confiscation – advice for headteachers, staff and governing bodies (February 2014 – updated January 2018)

Appendices:

1. Individual Behaviour Plan
2. Protocols for all Staff following a Serious Incident involving aggressive behaviour towards Staff
3. Checklist following a Serious Incident involving aggressive behaviour towards Staff

Appendix 1**BOWER GROVE SCHOOL
BEHAVIOUR INTERVENTION PLAN**

Pupil Name:	Date of Plan:	Review Date:
Personnel Involved in designing plan:		
Additional advice gained from:		
Behaviour description:		
Frequency of behaviour:		
Identified risk:		
Identified settings or conditions		
Action to be taken:		
Personnel to be involved in implementing plan:		
Recording / reporting arrangements:		
Staff training plan or needs:		
Approval of Plan given by:		
Parents:	Date:	
Class Teacher:	Date:	

Appendix 2**Protocols for all Staff following a Serious Incident involving aggressive behaviour towards Staff**

In the event of a Serious Incident involving an injury to a member of staff:

- Remove pupil from the incident
- Reassure the other pupils and ensure all other pupils are safe. Get back to normal lessons as quickly as possible
- Offer support to the member of staff and take them away from the scene of the incident
- Inform a member of the Senior Leadership Team (SLT) who will assess the situation and take the following steps, as necessary,
 - Offer the member of staff medical assistance and make a First Aider available to see them. Ensure any injuries are recorded in the Accident Book.
 - Provide the member of staff with a quiet space to go and offer colleague support. Arrange cover as required.
 - Following the First Aider assessment and in consultation with the member of staff ascertain whether further medical assistance or support is required. If this is required, arrange for appropriate transport to hospital.
 - Organise for a Serious Incident Form to be completed and take witness statements from other staff and if required, other pupils
 - Take a statement from the pupil, when calm. This may not be possible immediately and may need to be done at a later time.
 - In consultation with DHT / Headteacher decide whether the pupil should go home. This will be based on the information gathered and individual circumstances.
 - Inform the pupil's Parents / Carers of the incident and any decisions that have been made. If it is required, arrange for the pupil to go home
 - Senior Leadership Team (SLT) to collate witness statements and staff account before making a decision about further sanctions.
 - SLT to inform relevant staff of any decisions that have been made and this to be cascaded.
 - SLT to inform parents / carers of these decisions

Follow Up

- Individual Behaviour Plan for the pupil to be written or amended in consultation with the Class / Form Teacher and Behaviour Team and shared. A Risk Assessment to be completed if required.
- Restorative Justice to be offered and facilitated where appropriate and helpful, how can the behaviours change?
- Review CCTV footage of incident if available and relevant
- In the light of long term absence a staff buddy will maintain regular contact
- Staff member to be offered contact details of the confidential staff counselling service and guided to the support services for staff booklet.

Appendix 3**Checklist to assist in the management of a Serious Incident involving aggressive behaviour towards Staff**

Date of Incident:

Pupil's Name:

Staff Involved:

Action	Completed ✓	Comments
Remove pupil from incident		
Ensure other pupils are safe and return to lessons		
Support member of staff and remove them from the incident		
Inform SLT		
Offer member of staff medical assistance from 1 st Aider		
Record any injuries in Accident Book		
Provide member of staff with quiet space and offer colleague support. Arrange cover if required.		
Ascertain whether further medical support is required – arrange transport to hospital, if required.		
Complete Serious Incident form		
Take witness statements from Staff and if required, other pupils		
Take statement from Pupil when calm		
Consult with DHT / HT as to whether Pupil should go home		
Inform the Pupil's Parents / Carers of the incident and any decisions that have been made		
Arrange for Pupil to go home if required		
Collate witness statements and liaise with SMT before making any decisions about further sanctions		
SLT to inform relevant staff of any decisions		
SLT to inform Parents / Carers of these decisions		

Follow Up:

- Individual Behaviour Plan for the pupil to be written or amended in consultation with the Class / Form Teacher and Behaviour Team and shared. A Risk Assessment to be completed if required.
- Restorative Justice to be offered and facilitated where appropriate and helpful.
- Review CCTV footage of incident if available and relevant
- In the light of long term absence a staff buddy will maintain regular contact
- Staff member to be offered contact details of the confidential staff counselling service and guided to the support services for staff booklet.