



Discovery Schools
Academy Trust



Redlands Community
Primary School

Working Together and Aiming for Excellence

Annex: Supplemental Physical Intervention Policy during the reopening of schools

May 2020

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1. Context

From 1st June 2020 EYFS, Year 1, Year 6, vulnerable children and children of critical workers are reintegrated back to school following the following Government Guidance:

<https://www.gov.uk/government/news/details-on-phased-wider-opening-of-schools-colleges-and-nurseries>

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers>

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

This annex to the school Physical Intervention policy reflects new protective measures and arrangements implemented in response to COVID-19. All other provisions in the Physical Intervention policy remain in force.

2. Protective Measures

School staff can use reasonable force to either control or restrain pupils. A number of staff members have MAPA training (Management of Actual or Potential aggression). For those pupils that have a Positive Handling Plan (PHP), a risk assessment for returning to school will be completed. This risk assessment will directly address the risks associated with the pupils behaviours and coronavirus, so that sensible measures can be put in place to control the risks for pupils and staff. Following completing the risk assessments, schools will need to update the pupils PHP and share both the risk assessment and PHP with parents/carers.

Due to COVID-19 and following guidance from CPI parents/carers will have a responsibility to come the school to help de-escalate a situation if handling becomes a probable action. If parents do not arrive before the risk of harm to self/others becomes great, pupils will be handled as detailed in their PHP.

If physical intervention is necessary due to challenging behaviour, ideally staff should wear personal protective equipment (PPE), including aprons, gloves and masks. However, staff may not have time to put PPE on if the pupil is hurting themselves and/or others, absconding and/or putting themselves and/or others at risk. Therefore, staff will take extra hygiene precautions in light of COVID-19, this includes adults MAPA trained and pupils with a PHP having a change of clothes within school and washing of exposed area (including pupil's arms, where they've been held), after de-escalation.

Staff MAPA trained will be trained in the correct use of PPE. PPE will be stored in each classroom, the pastoral/SLT office, Headteacher's office and the main office so staff MAPA trained can access PPE easily if necessary.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. Our Physical Intervention Policy contains further details.

3. Training of staff

The school has adopted the techniques of Pivotal MAPA (Management of Actual or Potential Aggression). Key staff members have received MAPA training which is refreshed annually – see Appendix 2. If a member of staffs training has lapsed, they have a 3-month period where they are still trained. Pivotal MAPA instructors can offer advice to schools with regards to physical intervention.

4. Safe Spaces

At Sibley Redlands there are two safe areas. These are a space where children can safely calm from crisis behaviours and/or are feeling anxious and need a space to calm down. These spaces are viewed as a safe environment for children to calm from crisis. If a child needs to use the safe space this will be cleaned after use following the schools deep cleaning schedule. This will include, cleaning door handles with disinfectant wipes/solution, damp cleaning the soft play equipment and following with disinfectant wipe/solution.

5. Recording and monitoring

Incidents of restraints or disengagements must be recorded by staff, using the agreed Hold Till Calm (HTC) form kept on the school server.

Parents/Carers will be contacted prior to physical intervention taking place to inform them that their child's behaviour is escalating. When Parents/Carers arrive at school the following information must be provided:

- When and where the incident took place
- Why physical intervention was used
- What physical intervention was used
- Whether there were any injuries
- What follow up action (support and /or disciplinary) was being taken in relation to their child

6. Positive Handling Plans

Where specified in a risk assessment or after any incidence of restraint a Positive Handling Plan (PHP) must be drawn up by the SENDCo and other relevant staff, using the agreed school proforma updated for COVID-19 – Appendix 3.

PHP's are working documents and must be reviewed by the SENDCo and other relevant staff regularly to ensure that they are still effective and take into account relevant needs of individuals.

7. Roles and responsibilities

The Advisory Board:

The Advisory Board helps set down general guidelines on standards of discipline and behaviour, and, are kept informed of any restraints.

Headteacher:

The Headteacher has the responsibility for informing the Advisory Board of the rate of incidents of restraint on a termly basis. The Head Teacher will read and enforce the school's Physical Intervention Policy to ensure pupils and staff are kept safe.

SENCO and Behaviour Mentor:

SENCO and Behaviour Mentor will monitor PHP and risk assessments on a regular basis and review these in line with the latest government advice and guidance and update parents/carers to these changes.

All staff:

All staff members will be trained in using PPE. MAPA trained staff will be required to bring in spare clothes in case PPE can't be accessed before physical intervention is necessary.

Where PPE has been used, staff will inform the office manager so PPE equipment can be replenished.

Ideally, staff should wear personal protective equipment (PPE), including aprons, gloves and masks.

If a safe space has been used, staff involved in the physical intervention need to ensure the cleaning team are informed and no one enters the safe space until it has been cleaned thoroughly.

Where physical intervention has occurred, staff members are required to ensure washing of exposed areas, including pupil's arms, where they've been held has taken place.

Record incidents of restraint using the agreed method on the school's incident HTC forms and inform incidents of restraints with parents/carers.

8. Review

This annex will be reviewed by DSAT Behaviour Lead and shared with headteachers and the advisory board in line with the latest government advice.

Appendix 1: Example Risk Assessment



Individual Pupil Risk Assessment

Pupil: XXX Class: XXX

Hazard Identified	Person/s at risk	Hazard rating	Control measures	Review																									
XXX may become disinterested and unwilling to participate in lessons/activities.	<ul style="list-style-type: none"> ▪ 1:1 LSA ▪ 2:1 staff ▪ Other pupils ▪ Staff 	<table border="1"> <thead> <tr> <th colspan="5">Likely severity of consequence:</th> </tr> <tr> <th>Likelihood of occurrence</th> <th>1seldom</th> <th>2serious</th> <th>3major</th> <th></th> </tr> </thead> <tbody> <tr> <td>1 seldom</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 sometimes</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3 Frequently</td> <td>3</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likely severity of consequence:					Likelihood of occurrence	1seldom	2serious	3major		1 seldom					2 sometimes					3 Frequently	3				<p>Adults to discuss with XXX why he does not want to participate and encourage to join in. Use the now/then strategy to break down instructions and choice. Go with the interest of XXX, positive praise to bring his attention back.</p> <p>XXX is now supervised at school although during break and lunch times staff members are aware of him as the 1:1 will stand back to allow XXX to gain the positive interactions that are required with other children.</p>	Constantly reviewed
Likely severity of consequence:																													
Likelihood of occurrence	1seldom	2serious	3major																										
1 seldom																													
2 sometimes																													
3 Frequently	3																												
Risk of absconding XXX running and trying to get away from adult/ leaving school	<ul style="list-style-type: none"> ▪ Pupil ▪ General Public ▪ Road Traffic ▪ 2:1 staff 	<table border="1"> <thead> <tr> <th colspan="5">Likely severity of consequence:</th> </tr> <tr> <th>Likelihood of occurrence</th> <th>1seldom</th> <th>2serious</th> <th>3major</th> <th></th> </tr> </thead> <tbody> <tr> <td>1 seldom</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 sometimes</td> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3 Frequently</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likely severity of consequence:					Likelihood of occurrence	1seldom	2serious	3major		1 seldom					2 sometimes	2				3 Frequently					<p>XXX often verbalises that he is going to leave school and walk home alone so when XXX is expressing this staff acknowledge that he can't walk home and keep a close eye on him. Use of distraction if necessary. Ensure that XXX is not near any exits. 2:1 staff in place if necessary at this point.</p>	Constantly reviewed
Likely severity of consequence:																													
Likelihood of occurrence	1seldom	2serious	3major																										
1 seldom																													
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XXX can become agitated towards others and may show signs of anger that could result in physically hurting others.	<ul style="list-style-type: none"> • 1:1 LSA • 2:1 LSA • Pupils • Staff • Visitors 	<table border="1"> <thead> <tr> <th colspan="5">Likely severity of consequence:</th> </tr> <tr> <th>Likelihood of occurrence</th> <th>1seldom</th> <th>2serious</th> <th>3major</th> <th></th> </tr> </thead> <tbody> <tr> <td>1 seldom</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 sometimes</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3 Frequently</td> <td></td> <td></td> <td>9</td> <td></td> </tr> </tbody> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likely severity of consequence:					Likelihood of occurrence	1seldom	2serious	3major		1 seldom					2 sometimes					3 Frequently			9		<p>Early interventions - staff members to spot when XXX will reach crisis e.g., has he left the classroom? Is he pacing up and down? Is he saying to staff 'shut up' and 'leave me alone,?' XXX may put his middle finger up, begin to kick/hit out and he will start to swear. Distraction techniques to be used by staff to help de-escalate the situation; staff to be aware that he may trigger again. Staff to use various different techniques to distract XXX: techniques such as de-escalation, boundaries, removal of other children if necessary. Seek advice from Autism Outreach and Oakfield for further strategies.</p>	Constantly reviewed
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1 seldom																													
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<p>XXX can physically damage property when in an agitated state.</p>	<ul style="list-style-type: none"> • 1:1 LSA • 2:1 LSA • Pupils • Staff 	<table border="1"> <thead> <tr> <th colspan="4">Likely severity of consequence:</th> </tr> <tr> <th>Likelihood of occurrence</th> <th></th> <th>1slight</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>1 seldom</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 sometimes</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3 Frequently</td> <td></td> <td></td> <td>6</td> <td></td> </tr> </tbody> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likely severity of consequence:				Likelihood of occurrence		1slight	2serious	3major	1 seldom					2 sometimes					3 Frequently			6		<p>Whilst staff are asking XXX to do something he doesn't want to do, he can rip down displays, snap pencils, pull things off walls, pick up drinks bottles and throw them; this can escalate to throwing chairs and climbing on the window sills. Staff members remove the items and try to engage XXX in his interest/work/ have a conversation with him about a topic he is interested in. If suitable, XXX to go outside where there is space and therefore less risk of harm to himself and others.</p>	<p>Constantly reviewed</p>
Likely severity of consequence:																												
Likelihood of occurrence		1slight	2serious	3major																								
1 seldom																												
2 sometimes																												
3 Frequently			6																									
<p>XXX can Self Harm</p>	<ul style="list-style-type: none"> • 1:1 LSA • 2:1 staff • XXX • Pupils • Staff 	<table border="1"> <thead> <tr> <th colspan="4">Likely severity of consequence:</th> </tr> <tr> <th>Likelihood of occurrence</th> <th></th> <th>1slight</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>1 seldom</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 sometimes</td> <td></td> <td></td> <td></td> <td>6</td> </tr> <tr> <td>3 Frequently</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likely severity of consequence:				Likelihood of occurrence		1slight	2serious	3major	1 seldom					2 sometimes				6	3 Frequently					<p>Whenever XXX is pacing up and down the corridor, he pulls the staples from displays, staff to get these off of him before he puts himself or others in danger. Staff constantly remove potential self-harm items from XXX before he has the opportunity to use them for self-harm. If he has hurt himself, to ring parents immediately.</p>	<p>Constantly reviewed</p>
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<p>Being physically held escalates XXX's behaviour further.</p>	<ul style="list-style-type: none"> • 1:1 LSA • 2:1 staff • Pupils • Staff 	<table border="1"> <thead> <tr> <th colspan="4">Likely severity of consequence:</th> </tr> <tr> <th>Likelihood of occurrence</th> <th></th> <th>1slight</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>1 seldom</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 sometimes</td> <td></td> <td></td> <td></td> <td>6</td> </tr> <tr> <td>3 Frequently</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likely severity of consequence:				Likelihood of occurrence		1slight	2serious	3major	1 seldom					2 sometimes				6	3 Frequently					<p>If restrain is needed, to use MAPA holdings, he may try to stamp on staff's feet, put his leg across in an attempt to trip them up so if this is the case move to a standing high hold until it is safe for him to move again. He may try to shout, scream, swear and bite if this is the case, consistently use a seated hold as per training. Hold as a last resort if he is in immediate danger or danger to those around him. XXX's safe space is outside if no other children are out there.</p>	<p>Constantly reviewed</p>
Likely severity of consequence:																												
Likelihood of occurrence		1slight	2serious	3major																								
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<p>XXX will threaten to hurt staff repeatedly.</p>	<ul style="list-style-type: none"> • 1:1 LSA • 2:1 Staff • Staff 	<table border="1"> <thead> <tr> <th colspan="4">Likely severity of consequence:</th> </tr> <tr> <th>Likelihood of occurrence</th> <th></th> <th>1slight</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>1 seldom</td> <td></td> <td></td> <td></td> <td>3</td> </tr> <tr> <td>2 sometimes</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3 Frequently</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>1=insignificant risk 9=extremely high risk</p>	Likely severity of consequence:				Likelihood of occurrence		1slight	2serious	3major	1 seldom				3	2 sometimes					3 Frequently					<p>XXX can threaten verbally such as: saying he will bring a knife into school to stab staff, hurt them with scissors, throw his chair. He will say, "I will stab you with a pencil". Use de-escalation techniques, removal of offending items, use now/then language, change thoughts by going with his current interest.</p>	<p>Constantly reviewed</p>
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<p>XXX will often threaten and attack children both verbally and physically.</p>	<ul style="list-style-type: none"> • All pupils • 1:1 LSA • 2:1 staff 	<table border="1"> <thead> <tr> <th colspan="4">Likely severity of consequence:</th> </tr> <tr> <th>Likelihood of occurrence</th> <th></th> <th>1slight</th> <th>2serious</th> <th>3major</th> </tr> </thead> <tbody> <tr> <td>1 seldom</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2 sometimes</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Likely severity of consequence:				Likelihood of occurrence		1slight	2serious	3major	1 seldom					2 sometimes					<p>Where possible XXX is allowed to integrate with children, during break and lunch to do the same, when he has shown positive behaviours for the morning. XXX will remain supervised at all times during break and lunch. Sometimes a random child can bump into XXX or say something that he doesn't like and that can then trigger XXX to attack a child. Constant risk assessment</p>	<p>Constantly reviewed</p>					
Likely severity of consequence:																												
Likelihood of occurrence		1slight	2serious	3major																								
1 seldom																												
2 sometimes																												

			3 Frequently			9	to either keep XXX inside or have alternative break after others if necessary.	
		1=insignificant risk		9=extremely high risk				

I have read the above and fully understand the risks and mitigations in place. Please sign and date.

Prepared by:		Authorised by:		Parent:	
Date:		Date:		Date:	
Teacher:		Phase Leader:		Pastoral Team:	
Date:		Date:		Date:	

Appendix 2: Staff members MAPA trained

Staff Name	Role/Year Group	Expiry Date
Louise Saunders	SENDCo	October 2020
Deepti Patel Smith	LSA	October 2020
Dawn Foster	LSA Year 6	November 2020
Tracie Miles	LSA Year 3	November 2020
Debbie Barston	LSA Year 3	November 2020
Jane Bown	LSA Year 6	November 2020
Cath Drew-Hyman	Nursery Nurse EYFS	February 2020
Amanda Ferrin	LSA EYFS	February 2020
Nicky Ball	Deputy Headteacher	June/September 2020
Angie Fletcher	LSA Year 5	June/September 2020
Sarah-Jane Booth	Nursery Lead	June/September 2020
Julie Summers	Cover Supervisor	June/September 2020
Karyn Bartrop	LSA Year 1	June/September 2020

Appendix 3: Updated PHP – COVID-19

 <p>Redlands Community Primary School <small>Working Together and Aiming for Excellence</small></p>		<h3>MAPA – Positive Handling Plan</h3>	
Pupil Name: xxxxxxxxx		DOB: 00.0.0000	
Date of Plan: 22/08/2018 Updated: 08/03/2019, 05/07/19, 05/10/19, 08/01/2020, 23/03/20, 29/04/2020		Review Date of PHP: September 2020	
<p>COVID-19 UPDATE: 29/04/2020: Parents to be called if behaviour escalates and handling becomes a probable action. If parents do not arrive before the risk of harm to self/others becomes great, pupil to be handled as detailed below. Staff will take extra hygiene precautions in light of COVID-19, this includes adults handling children having a change of clothes within school and washing of exposed area (including pupil's arms, where they've been held) after de-escalation.</p>			
<p>What are common triggers, contexts or environmental factors which have led to a dangerous situation in the past?</p> <ul style="list-style-type: none"> • Writing Tasks • Being hurt by another child accidentally or deliberately • Feeling hungry • Following adult instructions when he feels he doesn't want to / can't do so • Unstructured activities – both social times and during transition in class and around school 			

- Assembly (****'s choice whether he attends).
- Constructive criticism or any form of challenge
- Something happening at home
- Incident during break/lunchtime
- Forgetting his PE kit

What does the behaviour look like?

Escalating Behaviours	Crisis Behaviours
<ul style="list-style-type: none"> • Switching off to adults and simply not responding to instructions • Distracting others from their learning by wandering around the classroom and interfering in their tasks. • Throwing equipment • Shouting out and over staff • Leaving the classroom • Drawing on himself • Trying to harm himself with a ruler • Putting his hood up and not engaging • Trying to climb in dangerous places 	<ul style="list-style-type: none"> • Tearful • Anger • Pushing chairs and tables • Running out of the classroom • Stopping children and adults entering or leaving the environment • Hitting out at those within his reach (both staff and peers) • Locking himself in the toilet. • Escaping through windows • Climbing on top of lockers, bookshelves and buildings outside

Key adults who may support:

De-escalation skills	Try	Avoid	Notes
Verbal advice and support			It is important that **** is encouraged to make the correct choices even when he is escalating his behaviours as **** will not process lots of language at this time. Use small step targets to support him.
Giving space			**** will have already been offered this as part of the trying to prevent crisis happening strategies - he will have already been offered options to have his own space outside the classroom.
Reassurance			When **** is becoming more agitated it is important to reassure him that it is not the end of the world and we are here to help him make the right choices, offering him an alternative.
Help scripts			It is important to be consistent in the messages that we use with ****, for example: "We are here to help you ****" etc...
Negotiation			Negotiation is sometimes required to get **** back on task. Break each lesson into small chunks, giving **** chance to have a positive time in class.
Choices			Give limited choices to **** as this makes it easier for him to make an informed choice.
Humour			Humour doesn't always work with **** but try. It is important you know what interests **** as this

			helps to calm him down in crisis. For example, pets and Xbox.
Consequences			Consequences work with ****, but make sure that he is calm and understands why the consequences have been put into place and follow his LES plan.
Planned ignoring			This can escalate his behaviour try to de-escalate the situation through using distraction or giving a choice and providing take-up time.
Take up time			Unless in a dangerous situation do not expect an immediate response to an instruction, request or question. Give **** take up time to respond and then check in in with him a short while later. It does not help **** if adults wait over him as it can raise his anxieties. If he doesn't respond remain calm and introduce choices and consequences etc...
Time-out/time away/out of class			This works well but it can take a long time for **** to return to class. Sometimes it its best just to leave **** and give him space.
Supportive touch			This can further escalate ****'s behaviour so ned to be avoid.
Transfer adult (fresh face)			**** responds to key staff as stated above so where possibly make sure one of these are there. **** responds well to a change of face immediately.
Success reminded			**** likes success, so it is important on re-entering the classroom **** is clear in what he is expected to do. Make it clear it is a fresh start and give **** a clear success reminder, for example, we have 15 minutes left I need you to complete 4 questions.
Simple listening			Keep language to a minimum to allow simple listening. Our listening needs to be non-judgemental, if you know the facts, listen to **** first and then support him in understanding his actions and the consequence given and how we can move on.
Acknowledgement			Always acknowledge how **** is feeling and explain that we can work together to sort this out, but we need to be calm first. Encourage **** to use words which explain his feelings. For example; '**** I can see you are angry, That is ok, but it is not ok to.....'
Apologising			We are supporting **** to 'fix and mend' the damage he has done. It is important that we use this strategy to demarcate the end of an incident.

		If **** is unable to apologise for whatever reason, try using a sorry letter in staff pigeon holes or for a child drawing a picture to give to them.
Agreeing		If ****'s perception is that someone triggered his behaviour, agree with his point of view but then go onto unpick it to show that his actions were not proportionate to the event. If others have done wrong explain to ****, their consequences as well as his.
Removing audience		**** will often remove himself from the classroom. If not, the key adults will need ask the other children to leave the area.
Others		Try giving **** something to fiddle with from his own fidget box if he is showing signs of escalations but make sure its soft e.g. soft toy/stress ball

Diversions and distractions (Describe interest, words, objects etc. which may divert attention away from an escalating crisis)

- Conversation of interests (Xbox, Pets etc.)
- Computer (will need be wiped down after use)
- Going outside with a ball
- Class motivators
- Reminders to use his safe space (amphitheatre)

Praise points/potential strengths(Areas that can be developed further and built upon)

- Helpful towards others
- Having a job to do (**** is very eager to please)
- Maths

Any medical conditions to be taken into account before using Physical interventions?

None known

Optional Physical Intervention to be used

	Low	Medium	High
Disengagements	<i>If ****'s behaviour is starting to escalate, we will use escort to move **** to a safe environment. We will ensure that we block and move if strikes occur. If **** takes hold of wrist or hair, we will use pull/ push or lever technique to disengage.</i>		
Young Person Standing Hold	<i>This can be used to support **** in escorting him to a safe place when he is at crisis. It is important to risk assess the situation and use the lowest level of hold suitable for the time.</i>		
Young Person Seated Hold	<i>Wherever possible **** is escorted to a safe place and held in a seated position this will enable **** to regain control quicker. This was he can fix and mend sooner and return back to class without one incident ruining the rest of the day for him.</i>		
Infant Hold Standing			
Infant Seated Hold (on a chair)			
Infant Seated Hold (kneeling)			

Other	<i>When calm **** may ask to be left alone in the safe space. It is imperative that adults present continually check on ****, by opening the door slightly asking are you ready and responding appropriately to his answer. For example, Are you ready ****– No go away – Ok I’m here when you are I’ll give you space.</i>
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Are there any factors to consider when debriefing? E.g. communication aids, staff etc.

It is important to debrief with ****, clearly talking with **** where his choices went wrong and what he could do next time. **** also needs to take ownership of his behaviours and time should be taken to explain how we can mend what we did wrong also that will try and think about our actions in future to prevent the same events occurring. It is important that he is set a learning task when returning to class which is small and achievable.

How should we record incidents- who, when and how?

If a hold was used then a HTC form needs to be completed. This can be found on the shared drive under Behaviour Folder in Holding Till Calm Form folder. When completing remember to state facts only, be non-judgemental and use initials to show which staff members involved. Remember to explain escalation and crisis.

Parents need to be contacted if any restraints are used, including escorts.

Role	Name	Signature
Headteacher		
SENCO		
Parent/carers		