



ST. DUNSTAN'S

**Touch and the Use of Restrictive**

**Physical Intervention Policy**

Responsible committee: Welfare and Inclusion

Approved by Governing Body: March 2022

Name changes made Sept 2024

Review Date: On Surrey County Council advice

### **Our Mission Statement**

Our mission is to be a happy, caring and compassionate Catholic community where each child's gifts are developed to the full and the foundations for lifelong learning are laid down.

Everyone will be supported, nurtured and inspired to be the very best they can be and to persevere to overcome life's challenges.

With God's help, we will educate our children to live safely and responsibly, to care for His wonderful creation and to live their lives through the example of Jesus and the values of the Gospel.

**Jesus said, "Love one another as I have loved you."**

At St. Dunstan's Catholic Primary School every effort is made to create a Christian, caring family based on our Mission Statement, where everyone is valued. We believe children should respect themselves, each other and all adults within our community and God's world in which we live.

### **Introduction**

This policy should be read in conjunction with the schools Behaviour and Anti Bullying policy. Reference should also be made to the, SEN, Health & Safety and the Child Protection policies. This policy notes the Surrey County Council "Touch and the use of restrictive physical intervention when working with children and young people." (January 2010)

### **Aim of this Policy**

- To ensure the safeguarding of children at all times.
- Maintain a physically and emotionally secure school environment for both children and adults.

- Give all members of the school community clear guidance so that any Positive Handling complements our Behaviour and Anti Bullying policy

### **Acceptable forms of touch/physical intervention at St Dunstan's Catholic Primary School**

There are many occasions when staff will have cause to have physical contact with children for a variety of reasons, for example:

- Communication
- First Aid
- To comfort a child in distress (so long as this is appropriate to their age)
- To direct a child (holding hands, hand on shoulder etc.)
- For educational skills (PE, Drama etc.)
- For life skills (changing for PE, toileting, using cutlery etc.)
- In an emergency to increase safety to the child and staff

In an emergency incident staff may take into account the use of reasonable force and their responsibilities under duty of care.

In all situations where physical contact between staff and children takes place, staff must consider the following:

- the child age and level of understanding
- the child individual characteristics and history
- the location where the contact takes place (it should not take place in private without others present)

If a child requires physical support on a regular basis this information will be documented on an individual plan such as a handling plan, intimate care plan or behaviour support plan and risk assessment.

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the child neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular child.

### **Restrictive Physical Intervention**

#### **Definition of 'restrictive physical intervention'**

The Law allows for teachers and other persons authorised by the Head teacher to use Restrictive Physical Intervention to prevent a pupil from doing any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school

“Restrictive Physical Intervention” is the term used by the DFE (Department for Education) to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Head teacher has to, in specific circumstances, use “reasonable force”.

However, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

The definition of physical force also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

### **When the use of restrictive physical interventions may be appropriate at St Dunstan’s School**

Restrictive Physical Intervention will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well-being of all staff and pupils are an important consideration. Under certain conditions this duty must be an over-riding factor.

All staff are authorised by the Head teacher to have control of pupils, and must be aware of this policy and its implication.

We take the view that staff should not be expected to put themselves in danger, and that removing pupils and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for pupils.

## **Authorised staff**

Head teacher

Teachers

Teaching Assistants

Mid-day supervisors

Authorisation is not given to volunteers, students on placement, visitors or parents as they will not have control of children who may present with challenging behaviour, but will be supervised at all times.

## **Planning for the use of restrictive physical interventions in St Dunstan's School**

Staff will use the minimum force needed to restore safety and appropriate behaviour.

The principles relating to the intervention are as follows:

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- Staff will only use it when there are good grounds for believing that immediate action is necessary and in the pupil's and/or other pupil's best interests
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion and at the level of understanding of the child
- Only the minimum force necessary will be used to prevent severe distress, injury, or damage
- Staff will be able to show that the intervention was used in keeping with the incident
- We could consider anything that: has a negative impact on the process of breathing; causes pain as a direct result of the technique or a sense of violation to be unwarranted and excessive. We do not allow:
  - The use of clothing or belts to restrict movement
  - Holding a person lying on their chest or back
  - Pushing on the neck, chest or abdomen
  - Basket type holds (holding a person's arms across their chest)
  - Extending or flexing of joints (pulling and dragging)
  - Forcing a child up or down stairs
  - Dragging a child from a confined space
  - Lifting and carrying

- It is acceptable for an adult to use their hands to hold the child just above their elbow joints and walk behind but to the side of the child to guide them away from an immediate issue and to a quiet area. Where necessary 2 adults may use this technique to guide the child with one adult either side of the child.
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- As soon as it is safe, Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- The age, understanding, and competence of the individual pupil will always be taken into account
- In developing Pupil profiles and targets/Behaviour plans, consideration will be given to approaches appropriate to each pupil's circumstance. Parents and staff will work together to agree the plans. Advice will also be sought from the STIP (Specialist Teacher for Inclusive Practice) Behaviour Support team. It will also be necessary to complete a risk assessment for any child for whom restrictive physical intervention is used and this will need to be shared with all staff to ensure they know the action and steps that need to be taken before the use of restrictive physical intervention
- Member of staff working will be offered positive touch training to ensure suitable techniques and methods are used.
- In an emergency situation we use a yellow cross system (this is sent to the office by a child or another adult) so that any member of staff can call for help from a member of the Senior Leadership Team.
- Procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times. A member of the Senior Leadership team would support a staff member after the incident and either the Inclusion Leader, SENCO or person the child has a good relationship with would support the child – this would not be a person directly involved in the incident wherever possible
- Any injuries would be dealt with by a first aid trained member of staff and would be recorded in the usual manner

- Staff failing who fail to comply with this policy will be dealt with in accordance with staff code of conduct. It is intended that by adopting this policy and keeping parents and governors informed we could avoid the need for complaints. All disputes that arise about the use of force by a member of staff will be dealt with according to Surrey's Child Protection and Safeguarding policies.
- The use of RPI should be recorded using appendix C

St Dunstan's Catholic Primary School is familiar with the Surrey Policy on Touch and the use of Restrictive Physical Intervention and associated guidance.

### **Developing a positive handling plan at St Dunstan's School**

If a pupil is identified for whom it is felt that Restrictive Physical Intervention (RPI) is likely, then risk assessment and plan for the use of restrictive physical intervention would be made. This plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing and ensure parents are aware.

The plan will include:

- Involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- A risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- A record needs to be kept in school of risk reduction options that have been examined and discounted, as well as those used
- Managing the pupil, strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention is to be used
- Identifying the key staff who know exactly what is expected. It is best that these staff are well known to the pupil
- Ensuring a system to summon additional support
- Identifying training needs

### **Guidance and training for staff**

Guidance and training is essential in this area. We need to adopt the best possible practice. In St Dunstan's school this is arranged at a number of levels including:

- Awareness for governors and parents

- Behaviour management for all staff
- Managing conflict in challenging situations - all staff
- Specific training on Restrictive Physical Intervention – for those staff working with children where this is required.

### **The use of force by staff to control or restrain a child**

This school endeavours to ensure that all children are safe and that all aspects of Every Child Matters agenda are addressed. The main objective of this policy is to ensure all staff, parents and children are aware of the procedures and practice that will be carried out to ensure that this is the case at the school. This policy links with the school's behaviour policy, anti-bullying policy and special educational needs policy. It is intended to ensure that it will prevent serious breaches of school discipline and prevent injury to individuals or serious damage to property.

In order to minimise the need to use force or restrain child all staff will strive to:-

- create a calm environment that minimises the risk of incidents that might require using force and apply school rules consistently and fairly.
- develop an effective relationship between staff and a child that is central to good order.
- ensure all supervision of children is carried out in a consistent manner so children and staff are comfortable within the setting.
- use relevant materials for approaches to teach children how to manage conflict and strong feelings.
- ensure all staff have appropriate instructions and training to enable them to be effective in their various roles in and out of the classroom.
- ensure that handling plans will be put in place and training given to ensure staff are equipped to deal with individual children who have been identified.
- Whenever possible, warn a child that force may have to be used before using it.

### **Responsibilities**

It is the head teacher's duty to ensure all staff are aware of their statutory powers to use force and or restrain a child. As part of the induction process into school the head teacher will inform staff if they have the powers to restrain, and who they can turn to if they are in a situation with a child that may be causing concern.

The head teacher will inform the governors through the heads report those people that have been authorised to use force or restrain a child in school. All staff at school may have the statutory powers to use force to restrain a child or remove them from a classroom. A record of trained staff will be kept with the staff training records.

## **When and where to use restraint**

The judgement on whether to use force and what force to use should always depend on the circumstances that staff find themselves in. Time in these circumstances is often short with little time for reflection. Nevertheless, staff needs to make the clearest possible judgements. Staff will need to decide the seriousness of the incident and the injury, disorder or damage that could occur if force is not used. The chances of achieving a desired outcome by other means and the risks associated with physical intervention compared with using other strategies. Staff will have been made aware of any significant children i.e. those on SEND/Child Protection Registers and in any extreme cases where there is a need to engage the police to avoid danger to themselves and others.

If a member of staff decides that the use of force is appropriate and an action of last resort then they should always:-

- advise giving a warning to the child that a physical intervention may have to be used.
- suggest how the child is to be handled ensuring that no form of restraint is used that could constrict breathing. Appropriate means are passive physical contact such as standing between children or blocking a child's path, leading a child by the hand or arm, ushering a child away by placing a hand in the centre of the back or in more extreme circumstances using appropriate restrictive methods that a member of staff has been trained to perform.
- try to ensure that they do not use force unless or until another responsible adult is present to support, observe or call for assistance.

### **Examples of situations that particularly call for judgements of this kind include:**

- a child attacks a member of staff or other child
- children are fighting, causing risk or injury to themselves or others
- a child is causing or on the verge of committing deliberate damage to property.
- a child is causing or is at risk of causing injury or damage by rough play or use of an object.
- a child absconds from a class or leaves school at an unauthorised time.
- a child persistently refuses to follow an instruction to leave a classroom.
- a child is behaving in a way that seriously disrupts a lesson, a school event or school visit.

In these examples use of force would be reasonable (and therefore lawful) if it is clear the behaviour is dangerous and the situation could not be resolved in any other way. Account must be taken of the individual needs of the child their understanding of the situation.



## **Recording of incidents**

A record sheet (will be completed by all staff engaged in any incident where handling has taken place even if they did not handle the child. The record sheets will be kept centrally in the school office. Once completed they must be passed to the Head teacher. They must be completed once the situation has been dealt with to ensure accuracy and that it is a true and honest report. The head teacher will inform the parents of the child by phone followed by a letter and if necessary arrange to meet them. The report will then be filed in the child's records in the school office.

All accidents, incidents or near miss reports must be recorded. Surrey schools can access the SCC on line health and safety event reporting portal [surreycc.oshens.com](http://surreycc.oshens.com)

Following any incidents where force has been appropriate the Head teacher will make arrangements to support the staff and children as these can be upsetting times.

First aid will be administered by a trained first aider and emotional support will be provided as required.

Staff will discuss the situation within 2 days with the Head teacher to see if all procedures were followed and how we could try to avoid further repercussions, learning from the experience.

## **Complaints procedures**

The school has a clear complaints procedure and any complaints would be received in the first instance by the Head teacher. If matters were not resolved, then the complainant would take the matter to the Governing Body. Parents wishing to make a complaint will be issued with the guidance booklet detailing the procedures.

## **Caring touch**

There may be circumstances when physical contact is appropriate and recovery other than that covered by Section 93 of the Education Inspection Act of 2006 i.e.:-

- contact in PE demonstrating technique or exercises.
- administering first aid.
- congratulating a child or where a child is in distress and needs comforting
- young children and those with SEN may need staff to provide physical prompts or help.

In all these cases teachers must use their own professional judgement when they feel a child needs this kind of support, which should always respect the wishes of the individual

This policy will be monitored by the school and governors and will be reviewed on a regular basis. The Head teacher and staff will review the schools use of force strategy following any incidents and make any relevant changes to the policy.

### **School procedures for the use of restrictive physical interventions by staff**

This procedure supports the application of the Surrey County Council policy and guidance on the use of Touch and Restrictive Physical Intervention

- 1 The person responsible for authorising staff to use restrictive physical intervention as part of a structured and planned intervention within this school is Mrs G. Morganti.
- 2 The persons responsible for ensuring that all planned use of restrictive physical intervention is risk assessed are Miss H. Hughes.
- 3 Copies of all risk assessments are held in the pupils' file in the Inclusion Room and are reviewed after every use of force and termly.
- 4 As of March 2018 the people who are authorised to use reasonable force in planned restrictive physical interventions are listed here. No other person should engage in a planned intervention.

#### **SLT**

#### **Teachers**

#### **TAs**

- 5 Only those trained in appropriate techniques within the last 2 years may be authorised. The person responsible for ensuring that appropriate training is provided, including regular updates, is Miss H. Hughes.
- 6 Training records are held in the school office.
- 7 Those not involved in risk assessment but whose roles include the supervision of children may use reasonable force in an emergency unplanned intervention where it is necessary to prevent a serious injury from occurring.
- 8 Every use of restrictive physical intervention is to be reported the same day to the Head teacher or the deputy in charge if the Head teacher is off-site. The Head teacher, their deputy or an appropriate senior manager with responsibility

for safeguarding, will ensure that a parent of the child who has had force used against them is notified that day.

- 9 In addition, the details of each use of physical intervention must be recorded on the Child Incident Report Form that is held electronically on the staff shared drive under behaviour. This form can also be found in Appendix C of this document. The person leading the planned or unplanned intervention must complete this form. The head teacher will review every use of physical intervention.

## Appendix A

### Risk assessment

When the use of a restrictive physical intervention is appropriate, it is important that steps are taken to minimise the risk to both staff and children.

Among the main risks to children and young people are that a restrictive physical intervention could:

- be used unnecessarily, that is when other less intrusive methods could achieve the desired outcome
- cause injury, pain, distress or psychological trauma
- become routine, rather than an exceptional method of risk and behaviour management
- increase the risk of abuse
- undermine the dignity of the staff or children or otherwise humiliate or degrade those involved
- create distrust and undermine personal relationships.

The main risks to staff include the following:

- they suffer an injury whilst carrying out a restrictive physical intervention
- as a result of applying a restrictive physical intervention they experience distress or psychological trauma
- the legal justification for the use of a restrictive physical intervention is challenged in the courts (even if it was clear that the member of staff acted recklessly, unreasonably or against the policy of the school or authority, the employer would usually be required to justify its actions)
- disciplinary action or a child protection enquiry that does not reach the Courts, but nevertheless contains similar inherent stresses.

The main risks of not intervening appropriately may include:

- children, staff or other people being injured or abused
- staff leaving the profession
- serious damage to property occurring
- the employer being in breach of the duty of care to staff and/or others
- the possibility of litigation arising out of not intervening.

There are three main pieces of health and safety legislation which are relevant to violence at work. These are:

- The Health and Safety at Work etc Act 1974 (HSW Act)
- The Management of Health and Safety at Work Regulations 1999 and successor legislation
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)

**Regulation 3 requires employers to carry out a risk assessment of the work**

- Employers have a legal duty under this Act to ensure, so far as is reasonably practicable, the health, safety and welfare at work of their employees.
- Employers must notify their enforcing authority in the event of an accident at work to any employee resulting in death, major injury or incapacity for normal work for seven - or more consecutive days. This includes any act of non-consensual physical violence done to a person at work.

Whenever it is foreseeable that a child might require a restrictive physical intervention, a risk assessment should be carried out which identifies the benefits and risks associated with the application of different intervention techniques with the person concerned.

Planning should also be undertaken to see if trigger situations can be avoided and other positive strategies employed to minimise the likelihood of such incidents occurring.

Management teams are advised to assess the frequency and severity of incidents requiring use of force that are likely to occur in their school/establishment. Historical patterns usually provide a good starting point. These assessments will help to inform decisions about staff training.

An individual risk assessment is essential for children or whose special educational needs and/or disabilities (SEND) 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; or
- dependence on equipment such as wheelchairs, breathing or feeding tubes.

It is important that all school and service settings develop appropriate documentation and approaches to assessing risk. The assessment tool must be appropriate for use in that setting (Appendix B).

There are rare occasions when it may be appropriate to act with only minimal assessment of risks – for example, in exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of “reasonable force”. Whilst not an exhaustive list, examples include:

- to prevent a child running off a pavement onto a busy road, or falling into water
- where a child uses tools dangerously or inappropriately
- to prevent a child hitting someone else
- throwing stones (etc...) at a window where there is an immediate risk of injury from broken glass
- misuse of substances (e.g. cleaning fluids, etc...) where there is a likelihood of immediate harm

Whenever possible assistance must be sought;

- when the member of staff believes that he or she may be at risk of injury
- when managing an older or physically larger child
- where there is more than one child
- where a child appears to be under the influence of drugs or alcohol, or who is ill
- where a child appears to have a weapon

Elevated levels of risk are associated with:

- the use of clothing or belts to restrict movement
- holding someone who is lying on the floor or forcing them onto the floor
- any procedure which restricts breathing or impedes the airways
- seclusion, where a child is forced to spend time alone in a room against their will
- extending or flexing the joints or putting pressure on the joints
- pressure on the neck chest abdomen or groin areas.

**Appendix B**

**Individual child risk assessment**

Surrey County Council – child risk assessment

A plan for assessing and managing foreseeable risks for children or young people who are likely to need Restrictive Physical Intervention

**School/Setting:**

**Name of Child:**

**DOB:**

**Class group/setting:**

**Name of teacher/support worker:**

**Name of parents/Carers:**

**Name of Support Service**

**Member/s:**

Identification of Risk

<p>Describe the foreseeable risk (i.e. what specific behaviours have occurred)</p>	
<p>Is the risk potential or actual (i.e. has this happened before?)</p>	
<p>List who is affected by the risk</p>	



Assessment of risk

<p>In which situations does the risk occur?</p>	
<p>How likely is it that the risk will arise (i.e. has it happened before?)</p>	
<p>If the risk arises, who is likely to be hurt or injured?</p>	
<p>What kinds of injuries are likely to occur?</p>	
<p>How serious are the adverse outcomes?</p>	

**Assessment completed by:**

**Date of review:**

**Signature:**

**Date:**

Agreed plan and risk management strategy

Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early intervention to manage risks		
Reactive interventions to respond to adverse		

outcomes		
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**Agreed by:**

**Date:**

**Parent/Carer**

**Child (if appropriate)**

**(Class teacher)**

**(Support Service Member/s)**

Communication of plan and risk management strategy

Plans and strategies shared with	Communication method	Date actioned
Proactive interventions to prevent risks		
Early intervention to manage risks		
Reactive interventions to respond to adverse outcomes		

Staff training issues

Identified training needs	Training provided to meet needs	Date training complete

Evaluation of plan and risk management strategy

Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

**ACTIONS FOR THE FUTURE**

Plans and strategies evaluated by:

Title:

Date:

**Appendix C**

**Restrictive Physical Intervention Recording Form**

Name of .....

Date of incident.....

**WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS:**

(tick the appropriate box below)

<b>Defusing</b>	<input type="checkbox"/>	<b>Time out offer</b>	<input type="checkbox"/>
<b>Deflection</b>	<input type="checkbox"/>	<b>Time out directed</b>	<input type="checkbox"/>
<b>Distraction</b>	<input type="checkbox"/>	<b>Changes of task</b>	<input type="checkbox"/>
<b>Appropriate Humour</b>	<input type="checkbox"/>	<b>Choices</b>	<input type="checkbox"/>
<b>Proximity control</b>	<input type="checkbox"/>	<b>Limits</b>	<input type="checkbox"/>
<b>Verbal advice/support</b>	<input type="checkbox"/>	<b>Consequences</b>	<input type="checkbox"/>
<b>Rule reminder</b>	<input type="checkbox"/>	<b>Another member of staff</b>	<input type="checkbox"/>
<b>Hurdle help</b>	<input type="checkbox"/>	<b>Take up time</b>	<input type="checkbox"/>
<b>Planned ignoring</b>	<input type="checkbox"/>	<b>Other (please state):</b>	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>

**JUSTIFICATION FOR USE OF RESTRICTIVE PHYSICAL INTERVENTION:**

(tick the appropriate box below)

<b>To prevent/interrupt;</b>	<b>A criminal offence</b>	<input type="checkbox"/>
	<b>Injury to pupil/staff/others</b>	<input type="checkbox"/>
	<b>Serious damage to property</b>	<input type="checkbox"/>
	<b>Significant Disruptive behaviour</b>	<input type="checkbox"/>

**Pupil absconding**

**Other (please state)**


**NATURE OF RESTRICTIVE PHYSICAL INTERVENTION USED:**

(Identify level of hold used, estimate of duration and factual staff accounts from each individual involved)



**RESPONSE AND VIEW OF THE:** (this field **must** be completed if possible)

**Name of staff:**

**Date:**

**DETAILS OF ANY RESULTING INJURY:**

(injury to whom and any action taken)

<b>First Aid Book completed</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>	<b>Date:</b>
<b>OSHENS</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>	<b>Date:</b>

**ANY OTHER RELEVANT FACTUAL INFORMATION:**

<b>NAME OF SENIOR PERSON NOTIFIED:</b>		<b>TIME/DATE</b>	
<b>HEADTEACHER'S COMMENTS:</b>			
<b>SIGNATURE OF HEADTEACHER:</b>		<b>DATE:</b>	
<b>PARENTS INFORMED</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>	<b>METHOD:</b>	<b>DATE:</b>
<b>EXCLUSION OF</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>	<b>DETAILS:</b>	

**Appendix D**

**Pupil Significant Incident Form**

For all incidents involving unsafe/risk or unacceptable behaviour where a physical intervention using force was not used.

<b>Pupil name:</b>	
<b>Staff name/s:</b>	
<b>Incident date/time/place:</b>	

<b>Nature of incident</b>  (tick boxes as appropriate)	<b>Vandalism</b>	<input type="checkbox"/>		<b>Physical control</b>	<input type="checkbox"/>
	<b>Bullying</b>	<input type="checkbox"/>		<b>Absconding</b>	<input type="checkbox"/>
	<b>Assault</b>	<input type="checkbox"/>		<b>Substance abuse</b>	<input type="checkbox"/>
	<b>Diversion</b>	<input type="checkbox"/>		<b>Non-compliance</b>	<input type="checkbox"/>
	<b>Isolation</b>	<input type="checkbox"/>		<b>Serious disruption</b>	<input type="checkbox"/>
	<b>Time out</b>	<input type="checkbox"/>			<input type="checkbox"/>
		<input type="checkbox"/>			<input type="checkbox"/>

**ANTECEDENTS:** (events leading up to incident)

**BEHAVIOUR:** (how did the pupil respond, describe what actually happened)

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

<b>NAMES OF ALL INVOLVED:</b> (observers/support staff)	
<b>HEADTEACHERS COMMENTS:</b>	
<b>DATE:</b>	
<b>NAME OF REPORT COMPILER:</b>	<b>DATE:</b>
<b>NAME OF SMT INFORMED:</b>	<b>DATE:</b>
<b>FIRST AID REQUIRED:</b>	<b>PAGE NO:</b>
<b>OSHENS RECORDED:</b>	<b>DATE:</b>
<b>PARENTS INFORMED:</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>METHOD:</b>
<b>DATE:</b>	
<b>EXCLUSION OF</b>	<b>Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/> <b>DETAILS:</b>