The Olympus Academy Trust
Physical Intervention Policy

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Statutory or Optional policy	Statutory
Appendices:	A – Incident recording statement B – Six stages of crisis C – Individual Risk Reduction Plan D – Incident Checklist E – Behaviour Tracker
On Trust website?	Yes
On School website?	Yes

Amendment History

Version	Amendment Date	Author	Amendment Summary
0.1	February 2026	SBW	• Fully rewritten policy
			•

Statement of intent

Stoke Lodge Primary School believes that it is important to establish a safe, secure and stable environment to enable learners to grow, develop and learn. To achieve this, the school recognises that, in certain circumstances, physical intervention, including safe touch and the use of reasonable force, is necessary.

The school understands that behaviour is often a means of communication which may signal that a learner is in need of support but does not know how to express this; therefore, the school takes a proactive approach to anticipating, managing and minimising potential triggers of distressed behaviour that may cause harm.

This policy acknowledges that situations may arise in which staff members will be required to use physical intervention, and in some cases reasonable force, in order to handle learners' emotions or aggressive behaviour when other measures have failed to do so.

The aim of this policy is to ensure that physical intervention is used in a correct and safe manner, which is in accordance with the relevant legislation and national guidance.

1 Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2011
- Children Act 1989
- Equality Act 2010
- DfE 'Restrictive interventions, including use of reasonable force, in schools' 2026
- DfE 'Working Together to Safeguard Children'
- DfE 'Keeping children safe in education 2025'
- HM Government 'Reducing the Need for Restraint and Restrictive Intervention'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Allegations of Abuse Against Staff Policy
- Special Educational Needs and Disabilities (SEND) Policy

- Staff Disciplinary Policy and Procedures
- Complaints Policy
- Staff Code of Conduct
- Child Protection and Safeguarding Policy

2 Roles and responsibilities

The School Improvement Committee is responsible for:

- Monitoring the overall implementation of this policy.
- Notifying the Headteacher that the Behaviour Policy should include the power to use reasonable force.
- Evaluating, on an annual basis, instances of physical intervention to analyse how and when reasonable force is used and identify any trends, including monitoring data against learners with protected characteristics
- Reviewing this policy on an annual basis.
- Responding to any complaints, in liaison with the Headteacher, from learners or parents regarding the use of reasonable force.

The Headteacher is responsible for:

- Deciding whether members of staff require additional training to enable them to carry out their responsibilities, considering the needs of learners. Staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies.
- Ensuring that parents and carers are made aware of any incidents of reasonable force and restrictive intervention on the day the incident occurred and that parents are also notified in writing
- Ensuring all members of staff understand the correct conduct in terms of positive handling.
- Handling any allegations of abuse in line with the Allegations of Abuse Against Staff Policy.
- Maintaining the records of the use of reasonable force and evaluating on a termly basis how reasonable force and physical intervention is used.
- Ensuring that any member of staff who uses reasonable force completes the Incident Recording Sheet
- Responding to any complaints, in liaison with the governing board, from learners or parents regarding the use of reasonable force.

- Carrying out risk assessments to ensure that staff who regularly work alongside learners can use reasonable force and other restrictive interventions as safely as possible, if and when required.

The SENDCo is responsible for:

- Providing training to members of staff on how to handle the needs of learners with SEND.
- Ensuring staff understand how learners with SEND may react differently to reasonable force.
- Ensuring that staff understand the additional vulnerability of learners with SEND or medical conditions.
- Developing individual risk assessments and risk reduction plans for learners with SEND or medical conditions that are agreed with the learner's parents and ensuring teaching staff are aware of these.
- Ensuring that staff understand how reasonable force principles may need to be adapted for learners with medical conditions.
- Evaluating on a termly basis how reasonable force and physical intervention is used regarding learners with SEND, in collaboration with the Headteacher.

The DSL is responsible for:

- Providing staff with annual reasonable force training where the Headteacher deems it necessary.
- Ensuring all members of staff use reasonable force in accordance with this policy.
- Ensuring records of reasonable force and restrictive interventions are made
- Reviewing this policy in liaison with the Headteacher and governing board.

All staff members will be responsible for:

- Avoiding restrictive interventions wherever possible and only using reasonable force as a last resort.
- Only using reasonable force in certain circumstances, including to prevent or stop a learner from:
    - Causing injury to themselves or others.
    - Committing a criminal offence.
    - Damaging property.

    - Causing disorder among pupils, whether during a teaching session or otherwise.

- Understanding the unacceptable uses of force and the legal implications of using force in this way.

The Trust Executive Team is responsible for:

- Monitoring incidents of reasonable force, other restrictive interventions, use of seclusion and significant incidents

3 Definitions

Restrictive intervention: An action or measure used to prevent, limit, or control the movement of a pupil's body, or part of their body. Within this policy, restrictive intervention is used as an umbrella term encompassing both physical and non-physical interventions intended to restrict a pupil's movement or behaviour.

Reasonable force: A legal term used in legislation which includes physical restrictive interventions. All members of school staff have the statutory power to use reasonable force in limited circumstances. Reasonable force refers to the minimum level of force necessary, applied for the shortest possible duration, and proportionate to the specific circumstances of the incident.

Significant incident: Any incident in which the use of force exceeds appropriate physical contact between pupils and staff. This includes situations where physical force is used to carry out or support a non-physical restrictive intervention.

Seclusion: A non-disciplinary intervention involving the confinement of a pupil to a space away from others, with their freedom to leave restricted. This may be achieved through physical obstruction, blocking exits, or actions that lead the pupil to believe they will face negative consequences if they attempt to leave.

Restraint: A term used in legislation to describe a non-disciplinary intervention that immobilises a pupil or restricts their movement. Restraint may involve direct physical contact or indirect actions. Examples include holding a pupil's arms to their sides or removing an item that enables mobility, such as crutches.

Other physical contact with learners

Schools should not have a 'no contact' policy and we will not grant any requests by parents or staff members not to use reasonable force and/or other restrictive interventions. The adoption of a 'no contact' policy at a school can leave staff unable to intervene where reasonable in the circumstances to fully protect learners.

There are circumstances when it is appropriate for staff to have some physical contact with learners which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstance, but examples of occasions when physical contact is generally appropriate include:

• to give first aid

• to guide or escort learners, such as holding the hand of a learner at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping learners to a space they have chosen to access to self-regulate

• to comfort a distressed learner

• to congratulate or praise a learner, for example a pat on the back or a handshake

• to demonstrate how to use a musical instrument

• to demonstrate exercises or techniques during PE lessons or sports coaching In assessing whether physical contact is appropriate in a given situation, the member of staff should use their judgement and have regard to:

• the school's Safeguarding and Child Protection Policy, or any other relevant policy

• the applicable circumstances, such as whether there are other adults present

• the individual learner's age

It is best practice to let a learner know if you intend to have physical contact in circumstances defined above to ensure that they are comfortable with you doing so.

4 Avoiding physical intervention and reducing risk

The school will expect staff to assess whether the incident requiring a response can be resolved without physical intervention.

The school will use a proactive and preventative approach, using the 6 stages of crisis model (Appendix B) in their planning with parents and learners and writing risk reduction plans (Appendix C)

Where possible, the school implements an approach of prevention, where staff will be trained in recognising warning signs of severe pain or distress and/or aggressive behaviour, communicating empathetically with learners displaying such signs to aid them in regulating their emotions, and altering their environment to minimise distressing stimuli.

Teaching staff will be aware of the behavioural patterns, medical conditions and levels of need of learners in their class and will ensure that incidents of disruptive or aggressive behaviour in the classroom are handled in line with individual learners' needs.

Staff will not generally resort to physical contact or reasonable force immediately without first questioning whether there is a need to use physical intervention. Staff will question whether:

- **It is necessary:**

- Staff will consider whether there are other more effective, less restrictive ways to manage a situation.

- Staff will assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.

- Where possible, staff will communicate with other staff members to understand any broader risks in the environment.

- **It is proportionate:**

  - Staff will use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce relevant risks.

  - If the intervention itself is escalating the situation, staff will reconsider their approach and attempt an alternative strategy.

  - Staff will consider the personal circumstances of the pupil, e.g. medical conditions, SEND or other vulnerabilities, their characteristics, e.g. age and size, and relevant equality implications under the Equality Act 2010.

- **The learner's welfare:**

  - Staff will consider the impact on the learner's overall welfare, balanced against any actions taken.

  - Staff will maintain respect for a learner's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.

  - Where possible, staff should clearly and calmly communicate to the learner what is happening, why, and explain what the learner needs to do.

  - For learners with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the learner understands what is happening and has adequate time to process information and respond.

  - Staff will seek to understand the learner's feelings and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.

Reasonable force will only be used in situations where it is needed to stop a learner from causing harm to themselves or others, committing a criminal offence, damaging property, or causing disorder among learners. Any reasonable force used in situations that are non-urgent will only be

used once all alternative options have been exhausted and where the staff member in charge deems that the situation is escalating.

The school understands that, in some cases, action may be required very quickly, e.g. in the event that a learner attempts to run out into a busy road, or where learners begin a violent fight with one another and staff are forced to pull them apart. Staff will not be penalised for resorting to the use of physical intervention or reasonable force in such situations where it is justified and perceived necessary to prevent harm to others or property in the circumstances.

Positive handling will be applied with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the learner to regain self-control. Reasonable force is not used as a method of behaviour management or discipline – only as a last resort in situations that require de-escalation to prevent harm.

5 Seclusion

The school will recognise seclusion as a non-disciplinary measure that may be used, in exceptional circumstances, to reduce risk and avoid the need for physical intervention when a learner is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent.

The school will ensure that seclusion is used only as a safety measure to protect the learner or others from harm and will not use seclusion as a consequence or through the threat of punishment.

Where seclusion is used, the school will ensure that:

- The space used will be safe, suitable, and not intimidating or threatening to the learner.
- The learner will be appropriately supervised at all times.
- The restriction will last only for as long as the immediate risk of harm remains.
- The learner will be allowed to leave as soon as it is safe to do so.

The school will record and report any incident involving seclusion in accordance with the procedures set out in the recording and reporting section of this policy.

Seclusion will not be used as a disciplinary response to deliberate or wilful misbehaviour. The school will use appropriate disciplinary measures, such as removal from the classroom, in line with the Behaviour Policy.

6 Learners with SEND

The school will have due consideration to how learners with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Staff members will be trained on understanding triggers and how learners that find communication challenging may express their needs, discomfort or confusion through actions.

The school will seek to minimise the potential disproportionate use of restrictive interventions used on learners with SEND by understanding underlying triggers of challenging behaviour and providing proactive support.

The SENDCo will ensure that the stipulations of the Equality Act 2010 are adhered to in relation to reasonable adjustments, non-discrimination and the Public Sector Equality Duty, and will ensure that staff that come into regular contact with learners with SEND are aware of the ways in which their needs can be met without reasonable force.

The school will utilise staff who know individual learners well to help identify and manage risk such as trigger points when challenging behaviour is more likely to occur and develop proactive strategies to reduce the likelihood of restrictive interventions being used. *Appendix C risk reduction plans will be used as required.*

The school will also work with the learner, parents and other professionals to develop prevention and de-escalation strategies.

De-escalation strategies may include:

- Removing stimuli that may be causing distress.
- Changing body language, facial expression, or tone of voice.
- Supporting the learner to express their emotions before they become overwhelmed.
- Engaging the learner in an activity which can help them manage their feelings of anxiety.
- Distracting the learner in something that interests them or by introducing familiar objects and activities to redirect their attention.

Staff members will not assume that a technique employed for one learner with SEND will be applicable to other learners with SEND.

Where appropriate, staff will work with learners with SEND and their parents in the co-production of behaviour support plans. These plans will outline any adjustments and methods to communicate their needs effectively. Behaviour support plans will also detail circumstances where it may be appropriate for staff to have increased physical contact with a learner. Any behaviour support plan will be reviewed with the learner and their parent periodically and following any significant incident.

Where there is an identified risk, e.g. an increased likelihood in the need to use reasonable force and other physical interventions, the school will put risk assessments in place and mitigate these risks through training and prevention strategies.

The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy at all times.

7 Post-incident support

The school will evaluate all incidents involving the use of restrictive intervention as soon as practicable after the event to understand why it was used, the impact on learners and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in the future.

If appropriate, the learner and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible

Follow-up conversations will be used to facilitate reflection, learning and to support learner and staff wellbeing. Such conversations will be framed as part of the overall debriefing process and seek to understand what happened during the incident and why, based on separate reflections from both the staff and learners involved. This process will be facilitated by a staff member who was not involved in the incident, with input from an additional person to ensure impartiality and support.

The school will continue to monitor learner and staff wellbeing and provide additional support if needed. Additionally, any learner who witnesses an incident of restrictive intervention will also be provided with appropriate support where necessary.

8 Recording and reporting incidents

The School Improvement Committee will ensure that all incidents of reasonable force and other restrictive interventions are recorded in the bound and numbered book with incidents also recorded in CPOMS, including the log number from the bound and numbered book

Incidents will be recorded as soon as practicable after the event. It will be recorded by the staff members involved and they will aim to do this no later than the same day. The requirement to record will apply even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a learner's behaviour support plan.

The school reporting form includes:

- Names of learners and staff directly involved.
- Any relevant needs or circumstances of the learner, including whether the learner involved has SEND, and their SEN status code.
- The time, date, location, and approximate duration of the intervention.
- A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.
- A brief account of why the use of force was assessed as necessary in that instance.

- Any post-incident support, e.g. details of any medical treatment for injuries or other adverse impacts.

The school will also record details such as witness accounts, how and when parents/carers were notified, and what follow-up action has taken place.

Records will be retained and analysed by the Headteacher, and SENDCo where physical intervention was used on a learner with SEND, on a termly basis to ensure that such interventions are being used appropriately, and to identify patterns of behaviour and responses to that behaviour that may require changes to school practice, e.g. increased staff training or further behavioural or emotional support. Records should also be shared and reviewed by the School Improvement Committee regularly, and least 3 times a year or evaluation.

Where reasonable force or physical restraint has been used, the learner's parents or carers will be informed unless it appears that doing so would be likely to result in serious harm to the learner. If the decision is made that the parents cannot be informed as this would place the child at greater risk, the incident will be reported to the LA Social Care team (ART).

A report of the incident made to parents will include the following details as a minimum:

- Names of learner and staff directly involved
- Any relevant needs or circumstances of the learner, including whether the learner involved has an identified special educational need or disability and their SEN status code
- Time, date, location and approximate duration of the intervention
- A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- A brief account of why the use of force was assessed as necessary in that instance
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

Parents will also be invited to have a follow-up discussion about the incident where appropriate or requested. This may include a discussion about:

- Behavioural triggers or warning signs of an impending incident.
- Whether any agreed behaviour support plans were followed.
- What de-escalation strategies were used and how effective they were.
- What might be done differently in the future.

The Headteacher will be responsible for conducting a thorough review to find out the correct details of what occurred; this may include talking to other learners about the incident, for instance those who witnessed the event.

Recording and reporting the use of seclusion and non-force related restraint

The Trust Improvement Committee will ensure that a procedure is also in place for recording and reporting any incident involving seclusion or non-physical restrictive intervention, whether or not physical force has been used. This duty applies even where such interventions are agreed with parents and carers as part of a learner's behaviour support plan.

Incidents involving seclusion or non-physical restrictive intervention will be recorded as soon as practicable after the event by the staff members involved and, wherever possible, no later than the same day.

For the purposes of this policy, non-physical restrictive interventions include actions that restrict a learner's movement without direct physical contact, such as preventing them from leaving a space or removing an item that enables mobility.

The school will use the reporting form, which includes information on:

- Name of the learner and staff directly involved.
- The time, date, location, and approximate duration of the intervention.
- Any relevant needs or circumstances of the learner, including SEND where applicable.
- A brief account of why the intervention was assessed as necessary in that instance.
- Any post-incident support provided, including medical or emotional support where relevant.

Parents will be informed of incidents involving seclusion or non-physical restrictive intervention as soon as practicable, and no later than the same day, unless it appears that doing so would be likely to result in serious harm to the learner. Where parents cannot be informed for this reason, the incident will be reported to the local authority.

Where an incident involving seclusion or non-physical restrictive intervention also constitutes a significant use of force, the school will follow the reporting procedure for significant use of force only, and information will not be duplicated.

Records of seclusion and non-physical restrictive interventions will be retained, monitored, and reviewed alongside records of physical intervention to support oversight, identify patterns or trends, and inform any necessary changes to school practice or learner support.

9 Complaints

Any complaints regarding the use of restrictive interventions and seclusion will be dealt with in accordance with the Trust's Complaints Policy.

If an allegation regarding inappropriate use of force or other restrictive interventions is made against a staff member, the procedures in Keeping Children Safe in Education (2025) will be followed, including the provisions regarding suspension of staff.

10 Monitoring and review

This policy will be reviewed on an annual basis by the Trust Director of Safeguarding, SEND and Inclusion, in consultation with Headteachers, DSLs, SENCDCos and School Improvement Committees, who will consider any necessary changes and communicate the findings of the review to all members of staff.

Incidents of restrictive interventions will be reported to the Trust Director of Safeguarding, SEND and Inclusion on a termly basis through the termly vulnerable learner return.

The Board of Trustees will receive information regarding incidents of restrictive intervention and seclusion across schools in the Trust Director of Safeguarding, SEND and Inclusion's termly safeguarding report to the Safeguarding Trustee.

Incident Recording and Reporting

Reporting the Use of Force, Seclusion, Significant Incidents and Non-force Related Restraint

Schools should also complete the checklist after any incident and hold this within the CPOMS document section with a copy of this form.

Log NO:

Name of learner:		Age:	
SEND status (EHCP or SEN K)			
Name of person(s) using reasonable force/restrictive intervention or non-force related restraint during this incident: ***Restrictive intervention****: An action or measure used to prevent, limit, or control the movement of a learner's body, or part of their body. Within our policy, restrictive intervention is used as an umbrella term encompassing both physical and non-physical interventions intended to restrict a learner's movement or behaviour.* ***Reasonable force****: A legal term used in legislation which includes physical restrictive interventions. Reasonable force refers to the minimum level of force necessary, applied for the shortest possible duration, and proportionate to the specific circumstances of the incident.* ***Restraint****: A term used in legislation to describe a non-disciplinary intervention that immobilises a learner or restricts their movement. Restraint may involve direct physical contact or indirect actions. Examples include holding a learner's arms to their sides or removing an item that enables mobility, such as crutches.*			
Name of person (s) who directed the use of seclusion **Seclusion**: A non-disciplinary intervention involving the confinement of a learner to a space away from others, with their freedom to leave restricted. This may be achieved through physical obstruction, blocking exits, or actions that lead the learner to believe they will face negative consequences if they attempt to leave			
Name of other person(s) present during the incident:			
Name of person completing this report:			
Date of incident:		Time of incident:	
Location of incident:			

A brief account of the incident, including what led up to the incident itself (RI/RFor seclusion)

Prevention and de-escalation strategies used to avoid restrictive physical, non-physical intervention or seclusion:					
Humour		Verbal advice & support		Clear directions	
Negotiation		Limited choices		Distraction	
Diversion		Reassurance		Planned ignoring	
Contingent touch		Calm talking		Calm stance	
Patience		Withdrawal offered		Withdrawal directed	
Swap adult		Reminders of consequences		Success reminders	

Why was the restrictive intervention /reasonable force and/or seclusion necessary? (Describe the dynamic risk assessment and why you honestly believed that the measure you chose was in the best interests of the learner)					
To prevent or stop them causing injury to themselves		To prevent or stop them from damaging property		To prevent or stop them committing a criminal offence	
To prevent or stop them from causing disorder among learners at the school, whether during a teaching session or otherwise		Seclusion only Used as a safety measure to protect others from harm as the learner was experiencing high levels of emotional or behavioural dysregulation			

Was this a planned physical intervention e.g. in line with specific behaviours and written plans for a learner? Yes/No
Provide a description of the restrictive intervention used (including what was said and done) And/or provide a description of the seclusion used if ticked above.

Log NO cont:

The effectiveness of the measure:
Duration of any physical restriction/reasonable focrce used or seclusion restriction in minutes: Please include separate entries if there were any breaks in PI being used.

Any consequences of the use of the measure:						
A description of any injury to the learner or any others present:						
A description of any medical treatment			Offered:		Administered	
Other agencies or people informed:			**Date:**		**Log no:**	
Medical referral	YES		NO			
Social Worker	YES		NO			
Health & Safety Report (RIDDOR)	YES		NO			
LADO	YES		NO			
Executive Team	YES		NO			
Responsible Parent/Carer	YES		NO			

Post-Incident Support
Confirmation that the person authorised to make the official record has spoken to the learner concerned and the person using the restrictive intervention about the use of the measure and the feelings of both.

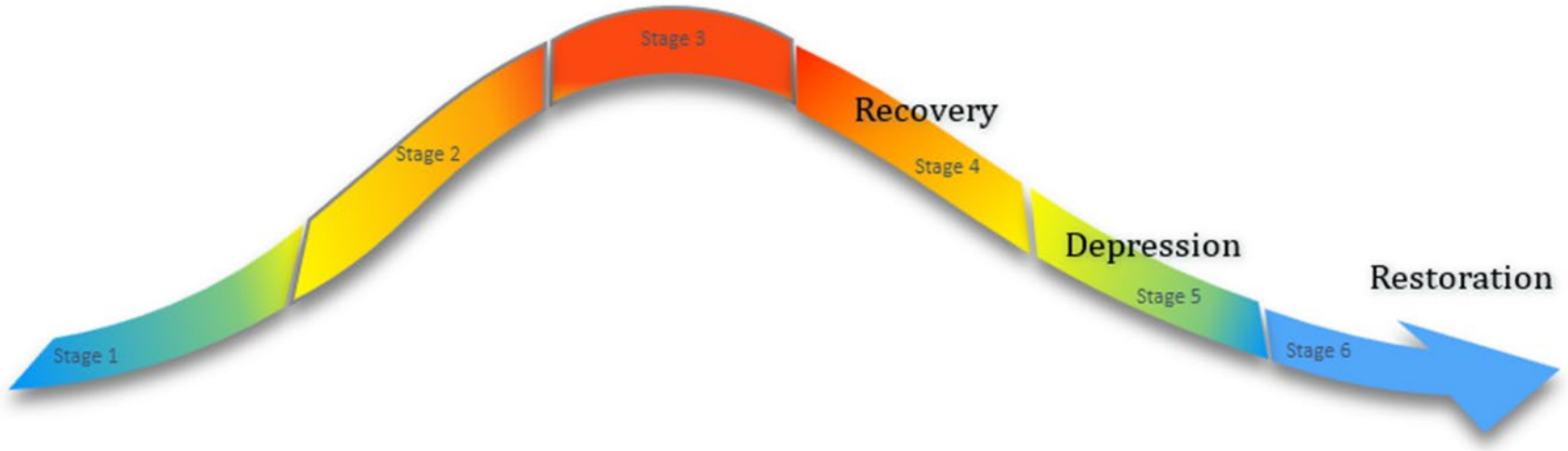
Learner voice: Views of the learner about the incident:	
Parental Contact In the first instance, a personal call should be attempted. However, details must still be put in writing using email or online messaging services. Records of communication should be uploaded to CPOMS	Each significant use of force and/or seclusion must be reported to the parents of the learner involved as soon as practicable after the incident, and schools should endeavour to do this no later than the same day. How were parents notified and by whom? What time and date were they notified?
	Is there a follow-up meeting required with parents to review the 6 stages of crisis and risk reduction plan?
	Have parents also been notified in writing as required? What date was this notification sent?
Review	The headteacher is responsible for conducting a thorough review of physical intervention incidents to find out the correct details of what occurred; this may include talking to other learners about the incident, for instance those who witnessed the event. Has this taken place?

Recommendations	Are there any recommendations for the future from this incident and the incident review?		
Name & Signature of Headteacher		Date	
Name & Signature of the person authorised to make this record:		Date:	
Name, Signature & designation of person monitoring the records:		Date	
CPOMS log completed by:		Date	
Action points added to CPOMS*:		Date:	

Six Stages of Crisis

How does the learner show you how they are feeling/where they are on the chart below?

ELEMENTA
Educational Support Services



What is the adult response when we see the behaviours or signs detailed above?

Risk Restraint Reduction

Risk Reduction

Risk Restraint Reduction

Appendix C Individual Risk Reduction Plan Example

Learner name:	Contributing:	Date of plan:	Review date:

Known triggers:			
Stage	**Behaviours exhibited**	**Helpful strategies**	**Unhelpful strategies**
1 – Anxious	• Will start making spit bubbles. • Finds it difficult to manage regulation of emotions between happy/anxious – will become hyper; running up and down corridors, climbing on furniture. If in this heightened state, he may go straight to crisis if something triggers this (missing out stage 2). • Drawing on walls, books, writing offensive language. • Will wear certain items of clothing (currently, will put his face mask on). • Tip-toe walking. • Withdrawal from the environment, not engaging with learning, taking himself away from other children.	• Trusted, known adult. • Safe space available within the classroom (currently sofa or shelving unit) he will also use a teddy from home. • Low calm voice. • Using non-demanding language. • Getting him to be helpful, in a non-demanding, light-hearted, way – "I'm so silly, I've lost my whiteboard pen again". • Emotion coaching language; empathising, model self-regulation. • Offering 'yes' 'no' questions to try to unpick the problem – if he is becoming withdrawn and non-communicative, 'shall we try yes/no?' and he may nod his head. • Distraction –doing an activity alongside him (for example, doing a piece of artwork alongside him and allowing him time to join in when he is ready and without the demand to engage) knowing his interests and likes. • Reassuring voice – reminding him of something good he has done. • Neutral facial expression and body language.	• Putting any demands on child • Shouting or raised voice – or cross voice. • Showing disappointment or discontent through facial expression or body language • Unknown adults

2 – Defensive *Please indicate key adults and/or 'safe places' outside of class*	• Running and hiding – he will lock himself in toilet cubicle. • Swearing and offensive language • Spit bubbles, spitting on floor. • Licking windows. • Shrugging shoulders, non-responsive verbally, standing on the spot, looking down at the ground – verging on complete shutdown. • Self-harm – for example, banging his head against a door frame or chewing his fingers. • Discreet destructive behaviour – for example, slowly pulling a border from a display board, pulling up carpet tiles in a controlled way.	• All of above • Time with a key peer to complete an activity or work alongside.	• All of the above
3 – Crisis *Please include physical interventions that have proven helpful or unhelpful (if absolutely necessary)*	• Swearing and offensive language • Aggression – throwing objects; this is either randomly, if intentional throwing, it is most likely directed at peers. • Destructive behaviour - Pushing furniture over, ripping displays off walls, kicking walls/doors. • Self-harm – banging his head against the wall. • If outside – he can run and climb the high fence. • Babbling, incoherent noises.	• All of the above • Finding a way to offer sensory regulation (for example, repetitive movements - banging a drum, swinging, throwing and catching a ball) • Trusted adult only – reassuring physical touch	• All of the above • Only restrain if absolutely necessary as this can exacerbate the crisis.
4 & 5 – Recovery & depression	• He continues to remain heightened and fragile whilst in this stage. This will last the rest of the day and often the following day. • He will continue to exhibit many of the behaviours listed in phase 1 and 2 above.	• Many of the strategies in phase 1 and 2 listed above continue to be effective and appropriate at this stage. • Time out of classroom environment – for example, with a key peer to play with lego. • Working together, in a non-confrontational way, to tidy any areas where he has been destructive. • Continuing to use Emotion Coaching language.	• Putting any demands on child • Shouting or raised voice – or cross voice. • Showing disappointment or discontent through facial expression or body language • Unknown adults
6 – Debrief listen & learn	• He can try to avoid conversations – he might shut down and become non-communicative.	• Trusted adult can talk to him about incidents – take the discussion to him rather than remove him from the class to have the conversation. • Social story work with a trusted adult. • Restorative conversation with a trusted adult and peers where appropriate. • Communication and shared messages given to Ryan from parents and school.	• Making things too formal. • See phase 4 and 5 (above)

Signed by parent/carer……

Date……

Incident checklist and Review:

Incident date:		Incident log no:	
Name:			
Notes: [Relevant reference no(s)]			

Staff statements		How many recorded:	
Learner voice		[Key Learner]	
Learner statements		How many recorded:	
Restoration completed		Learner/Staff	
		Learner/Learner	
		Internal staff	
		School Community	
		Local Community	
Wellbeing support offered:		YES	NO
HR involvement		YES	NO
Parent/Nominated adult informed:		YES	NO
1st Aid required		YES	NO
Hospital treatment required		YES	NO
Bound & No Book completed		YES	NO
Restrictive Physical Intervention/RF used		YES	NO
Communication		Wider pupil body	
		Staff body	
		School Community	
		Assembly required	
		Governors and Trustees	
		Executive Team	
		External Agency	
		Local Authority	
		Wider Community	
		Health and Safety Report (RIDDOR)	
CCTV		Coverage	YES / NO
		Stored for record	YES / NO
		Provided to Police/External Agency	YES / NO
Maintenance/repair required:			YES / NO
Details:			
Health & Safety notification completed:			YES / NO
Risk Assessments and risk reduction plans updated			YES / NO
Learner plans updated & distributed			YES / NO
SENDCO & Referral actions completed [If appropriate]			YES / NO
CPOMS entries completed			YES / NO
- CPOMS Actions created			YES / NO
Name:			
Position:			
Signature:			
Position:			
Date:			

Behaviour Tracker
The below example would be amended to show the achievements and behaviours of the specific learner being supported.

Pupil:

Each day actions and behaviours are to be monitored and recorded below. Completed forms are to be returned to the SENCO each day. Where a different adult is completing the form, please use a different colour/type which is the same as the initial entered at the top of the form to enable further conversation to occur where required.

Please use the notes section for additional information relevant to support the pupil to have behaviour success in school.

Arrival time:
Adult drop who dropped off:
Planned day: Y/N Ad-hoc day: i.e. Sports Day/Whole School activity/Non uniform

Date:		Staff:	1: 2: 3: 4:
Objectives for the day:			

Achieved:				
In class time [in slot of 10 mins please record in class time as a tick per 10 minutes]	10 mins		Being kind to others	
	15 mins			
	30 mins			
Completing daily check-ins	Morning		Achieving a successful & safe playtime	
	After AM break			
	After lunch			
Completing task set			Allowing an adult to take control	
Asking to leave or change activity/session			Helping another pupil	

Swearing – at a child		Shouting – at an adult	
Swearing – at an adult		Shouting – at a child	
Throwing an object – with intent		Entering prohibited spaces	
Throwing an object – without intent		Being unkind – to a child	
Climbing		Being unkind – to an adult	
Verbal aggression – to an adult		Damaging school property	
Verbal aggression – to a child		Destroying work	
Distracting peers/class		Destroying own property	

Swearing during dialogue		Destroying someone else's property	
Refusing to engage in instructions		Ignoring instructions	
Other		Walking away without dialogue in avoidance	
Other		Making himself unsafe	

Food & Wellbeing:

Food intake:	Sleep information:

Impact of morning snack: Did it happen Y/N	Impact of afternoon snack: Did it happen Y/N

Notes: