Regional Policy Framework on

the Use of Reasonable Force /

Safe Handling

 May 2004

Good Shepherd PRIMARY & NURSERY SCHOOL



Learn, Believe, Respect, Achieve!

Use of Reasonable Force /

Safe Handling Policy



|  |  |
| --- | --- |
| **NAME:** | **ROLE:** |
|  | **Principal** |
|  | **Chair of Board of Governors** |
| **Reviewed:** | **January 2022** |
| **Date Ratified** |  |
| **Date of Next Review:** | **January 2025** |

**CONTENTS**

Rationale 1

Principles 2

Purposes 2

Legislative Framework 3

Links with Other Policies 3

Definition of Reasonable Force 4

Practices – Preventative Strategies 4

* Risk Assessment 5

Procedures - Support Structures 5

* Roles and Responsibilities 5
* Insurance 6
* Procedures 6

Forms of Reasonable Force 8

Forms of Safe Handling 9

Health and Safety 10

Record Keeping 11

Post-Incident Management 12

Contacting Parents 12

Complaints 12

Designated Teacher 13

Training and Development 13

Policy Development and Guidance – Consultation 14

**Appendices**

1. Risk Assessment 15
2. Risk Assessment Proforma 17
3. Incident Record Form 23

**Rationale**

# Context

* our dual responsibility

* + providing safe and secure environment for the entire school community (pupils and staff)

* + promoting and sustaining appropriate behaviour;

* taking account of the United Nations Convention on the Rights of the Child (Article 12); International 1989 (UK 1991)

* taking account of the Education (NI) Order 1998 (Article 3) which requires Boards of Governors to ensure that policies are designed to promote good behaviour and discipline on the part of the pupils;

* taking account of the Education (NI) Order 1998 (Article 4) which clarifies the powers of members of staff of a grant-aided school regarding the use of reasonable force;

* taking account of the Education and Libraries (NI) Order 2003 (Articles 17 + 19) which imposes a duty on Boards of Governors to safeguard and promote the welfare of pupils; and

* taking account of the Human Rights Act 1998 which provides for the right to education.

This policy and our procedures have been developed in line with guidance from:

* The Department of Education NI circular 1999/9;

* DE document “Towards a Model Policy in Schools on the Use of Reasonable Force” August 2002;

* Pastoral Care in Schools: Promoting Positive Behaviour (2001);

* Pastoral Care in Schools – Child Protection: Code of Conduct for Staff (1999/10) paragraphs 69 to 72; and

* DE Circular 2003/13 Welfare and Protection of Pupils.

**Principles**

Good Shepherd Primary & Nursery School believes that:

* Each child has the right to be educated in a safe and secure environment where each child’s moral, intellectual, personal, social and emotional development is promoted.

* Parents and carers are informed and reassured that their children are being educated in a safe, caring and respectful atmosphere.

* All staff have the right to work in a safe and secure environment.

These principles underpin our school ethos and culture.

**Purposes**

The following purposes underpin Good Shepherd Primary & Nursery School policy and practices to:

* create a learning environment in which young people and adults feel safe;

* protect every person in the school community from harm;

* protect all pupils against any form of physical intervention, which is unnecessary, inappropriate, excessive or harmful; and

* develop and implement guidance for staff (teaching and non-teaching) so that they are clear about the circumstances in which they might use reasonable force to restrain pupils and how such force might be applied.

**Mission Statement** – Learn, Believe, Respect, Achieve!

**Legislative Framework**

This policy has been formulated with due consideration to the following legislation:

* Children (NI) Order 1995 – duty to protect and child protection responsibilities/ fulfilling responsibility;

* UN Convention On The Rights Of The Child 1989 – (Articles 12, 16 and 19); UK 1991;

* Education (NI) Order 1998 (Part II Article 4(1));

* Human Rights Act 1998 – Articles 3 and 5 of the European Convention on Human Rights;

* Health and Safety at Work Act (NI) Order 1978;

* Education and Libraries (NI) Order 2003 – Articles 17, 18, 19.

**Links with Other Policies**

* This policy is one of the overall pastoral policies and dovetails into the school’s existing behaviour policy, anti-bullying policy, child protection policy, special needs policy, health and safety policy and complaints policy.

* It also takes account of the staff development and welfare policy.

* Teaching, learning and assessment policy and curricular policies.

**Definition of Reasonable Force**

The Education (NI) Order 1998 (part II Article 4 (1)) states:

“A member of the staff of a grant-aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

* committing any offence;

* causing personal injury to, or damage to the property of, any person (including the pupil himself); or

* engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.”

Based on this legal framework, the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

All schools need to consider:

* planned intervention in which staff employ, where necessary, pre-arranged strategies based upon a risk assessment and recorded within the pupil’s education plan; ref risk assessment; and

* emergency or unplanned use of force/intervention, which occurs in response to unforeseen events, eg pupil fights.

# Practices

## Preventative Strategies

The school actively promotes positive behaviour management strategies thus reducing the need for the use of any form of physical intervention, except in emergency situations.

Preventative strategies for inappropriate behaviour(s) are detailed in our school’s behaviour management policy especially – defusing and de-escalating conflict/confrontation or aggression.

## Risk Assessment

Risk assessment is one of our preventative strategies to minimise the risk of an incident escalating unnecessarily and will be a normal practice for our school where a pupil or a small number of pupils are known to exhibit disturbing or distressing behaviour (EBD). **Risk assessment will be considered only for those pupils where there is a foreseeable risk and enables the school to plan and train accordingly.** Risk assessment will be considered from two perspectives (a) environmental risk assessment or (b) individual risk assessment. This should form part of the pupil’s education plan. (Appendix 1 and Appendix 2)

In relation to risk assessment, due consideration will be given to training and development for teachers and ancillary staff, to include temporary staff.

# Procedures - Support Structures

The following procedures have been agreed by the staff and adopted by the board of Governors. Parents and pupils will be informed of the school’s procedures and support structures within the overall Pastoral Care Policy.

## Roles and Responsibilities

Reasonable force/safe handling can be used by any member of staff who is authorised by the principal to have lawful control or charge of pupils, eg teachers, classroom assistants, supervisory assistants. The principal will confirm with all staff those who are authorised to be in charge of pupils at any given time.

### Insurance

Clarification will be sought from the employing authority that all staff and any other adult authorised by the principal to supervise pupils are adequately covered by insurance and have followed the school’s policy and practice.

### Procedures

There may be circumstances when a member of staff may have to decide between making an intervention/using reasonable force by placing him/herself in a dangerous situation or standing back and thereby allowing colleagues or pupils to face a potential danger. There will always be an element of personal judgment in these decisions and there is the possibility of someone being injured. However, it is reasonable to expect a member of staff to engage in some risk where there is evidence of danger to others and intervention has a good chance of being effective.

Staff should not, however, put themselves in personal danger merely to safeguard property.

Reasonable force/safe handling can be used by a teacher or other authorised person(s) on the school premises or when authorised elsewhere e.g., supervision of pupils in bus queues, a field trip, on other authorised out of school activities such as a sporting event or educational trip. Reasonable force should be limited to emergency situations and used only as a last resort when all other behaviour management strategies have been exhausted and where:

* action is necessary in self-defence or because there is imminent risk of injury to another pupil or person;

* there is a developing risk of injury to another pupil or person, or significant damage to property;

* a pupil is behaving in a way that is compromising good order and discipline.

Examples that fall into the above categories are:

* a pupil attacks a member of staff, or another pupil;

* pupils are fighting;

* a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects;

* a pupil is running in a corridor or on a stairway in which s/he might cause an accident likely to injure her/himself or others;

* a pupil absconds from a class or tries to leave school (Note: this will only apply if a pupil could be at risk if not kept in the classroom or at school);
* a pupil persistently refuses to obey an order to leave a classroom;

* a pupil is behaving in a way that is seriously disrupting a lesson.

Year group colleagues and classroom assistants will provide additional support, if and when required. If an individual pupil is identified as likely to behave in a disruptive/inappropriate way (in line with an individual pupil risk assessment and individual behaviour plan) that may require reasonable force/safe handling, the Principal/SENCO/Class Teacher will need to draw up an individual plan for action and inform relevant staff.

**Forms of Reasonable Force**

**When other behaviour management strategies have failed -** it should be the minimum intervention or force that should reasonably be employed depending on the **age, sex, physical strength, size, understanding, medical condition and any special needs of the pupil** and used in a way that **preserves the dignity and respect of all concerned**. The use of reasonable force/ safe handling should involve a calm and measured approach at all times appropriate to the particular pupil and be in accordance with the schools agreed strategies and the following procedures:

* tell the pupil to stop the inappropriate behaviour;

* ask the pupil to behave appropriately, clearly stating the desired behaviour;

* tell the pupil that physical intervention will take place if inappropriate behaviour continues;

* during the incident repeatedly reassure the pupil and tell him/her that physical contact will stop as soon as he/she is ready to behave appropriately;

* if the teacher, classroom assistant or supervisory assistant feels at risk, eg from a large or older group of pupils, send for the nearest staff support.

The forms of reasonable force / forms of intervention the school will use will depend on the individual circumstances and are:

* separating pupils who are fighting, or who are about to fight;

* blocking a pupil’s path;

* holding;

* breakaway techniques (e.g. when a member of staff is grabbed by a pupil);

* leading a pupil by the arm;

* shepherding a pupil away by placing hands on the backs of elbows; or

* using more restrictive holds (in extreme circumstances).

**Forms of Safe Handling (Appropriate for Nursery)**

Nursery staff will be involved in activities that require safe handling on a regular basis for educational, therapeutic, health and safety purposes:

* teaching a child to hold an adults arm appropriately whilst walking down a corridor or a staircase; or on a visit outside school;

* reacting instinctively to a situation by holding or restraining a child who is running onto a busy road;

* physically prompting a young child as part of an educational or behaviour programme; or

* assisting a child with toileting.

**Health and Safety**

When using reasonable force/physical intervention/restraint/safe handling, the pupil’s health and safety must always be considered and monitored.

Physical interventions should involve the minimum amount of force necessary to resolve the situation and calm the pupil.

The law strictly prohibits the use of force, which constitutes the giving of corporal punishment. The use of force as a punishment or to intentionally cause pain, injury or humiliation would contravene our Child Protection Policy. Staff should never act in a way that might reasonably be expected to cause injury, for example by:

* holding around the neck;

* any hold that might restrict breathing;

* kicking, slapping or punching or using any implement;

* forcing limbs against joints;

* tripping;

* holding or pulling by the hair;

* holding the pupil face down on the ground;

* staff should also avoid touching or holding a pupil in any way that might be considered indecent.

The use of reasonable force is only to be employed in exceptional circumstances or an emergency where a pupil appears to be unable to exercise self-control of emotions and whose behaviour is presenting a threat to himself/herself or others. A member of staff should not intervene in an incident without help if there is a risk that he/she may be injured or may endanger his/her life.

The Code of Conduct for Staff provides guidance for staff and volunteers in relation to physical contact, and advises not to make unnecessary physical contact with a pupil.

In the event of an incident, the Principal will ensure there is provision of post-incidentsupport for staff.

**Record Keeping**

All incidents involving the use of reasonable force must be recorded in the schools agreed pro-forma “Record/Report of The Use of Reasonable Force”.The school (Principal) will keep an accurate up-to-date record of all such incidents. Immediately following any incident, the member of staff concerned must inform the Principal or a senior member of staff and provide the contemporaneous written record/report. (Appendix 3 Incident Record Form)

The Chairperson of the Board of Governors and the Principal will review annually the entries in the incident book. Records of incidents will be kept until the date of the child’s twenty-first birthday. In the event of the young person being over 18 when they leave school, records should be kept for 3 years after their date of leaving. Confidentiality and the young person’s right to privacy will need to be ensured.

The pupil’s views, should also be recorded as appropriate to age, and as soon as possible, preferably on the same day. Ref Appendix 3 Specimen Incident Record Form.

**Post-Incident Management**

The use of physical intervention can be upsetting to all concerned, therefore, it is important to ensure that staff and pupils are given emotional support and where required, basic first-aid treatment. Immediate action will be taken to ensure that medical help is accessed for any injuries that require more than basic first-aid. All injuries will be reported and recorded in accordance with the school’s procedures – parents/carers will be informed and allowed an opportunity to discuss.

Where it is clear that the teacher/member of staff concerned needs further support, advice or training, the Principal will take prompt action to ensure it is provided.

* Trained First Aiders will check for injuries or provide first-aid or arrange for medical aid;

* The Principal/Safeguarding Team member/relevant outside agencies will provide staff and children with support after incidents.

**Contacting Parents**

Parents/carers will be contacted as soon as possible and the incident explained to them. This will also be recorded in the “Record/Report of The Use of Reasonable Force” as defined in the school policy. Any complaint from a parent will be dealt with within the school’s complaints policy/procedures as detailed below.

**Complaints**

If an incident occurs in Good Shepherd Primary & Nursery School, involving the use of reasonable force/restraint by a member of staff, the procedures governing such incidents will be followed. This will include informing the parent(s)/guardian(s) of the child as outlined above.

In the event of a subsequent complaint made against a member of staff either by or on behalf of the child, this will be dealt with in accordance with the School’s Complaints Policy/Procedure and in accordance with the Circular 1999/10, Pastoral Care in Schools – Child Protection.

Staff who themselves are subject to physical violence or assault should be supported, as appropriate, in taking any necessary action against an assailant.

**Designated Staff**

In order to ensure a consistent approach, we have a designated team of staff (the Principal/Designated Teacher for Child Protection/Safeguarding Team/SENCO). These members of staff will have special responsibility for providing guidance to other staff on the use of reasonable force/safe handling and for implementing and supporting the school’s procedures.

**Training and Development**

All staff will have regular awareness raising of issues relating to the use of reasonable force/safe handling, procedures and practices relating to behaviour management and child protection policy and procedures. All staff will receive appropriate training and development, in line with the school’s staff development policy, in the use of preventative strategies and approaches for managing difficult situations when they may arise. Training will be provided by accredited trainers.

Designated Staff (Principal/Designated Teacher for Child Protection/Safeguarding Team/SENCO), and staff supporting children with specific needs will undertake accredited training in restraint/reasonable force/safe handling, which will be updated annually. Professional guidance and support will be sought from Education and Library Boards’ Behaviour Support Team on a range of behavioural support, including the use of reasonable force/safe handling – prevention and intervention strategies.

**Policy Development and Guidance**

#### Consultation

Key stakeholders have been consulted on this policy – (Education & Libraries Order (NI) 2003).

* children and young people;

* parents and carers;

* all staff; and

* Board of Governors.

***Appendix 1***

**Risk Assessment**

A small number of pupils may exhibit disturbed or distressing behaviour which may require some form of physical intervention by staff. To minimise the risk of incidents escalating unnecessarily due to lack of foresight, planning and training, schools should carry out a risk assessment from two perspectives:

* environmental risk assessment; and

* individual risk assessment.

# Environmental Risk Assessment

* Identify situations or locations where there is increased risks of incidents happening.

* Analysis of past incidents to identify medium to high risk locations.

* Staff and pupils consulted.

* Individual pupil consulted.

* Decide the appropriate type and level of supervision.

* Principal and SMT to make recommendations to Board of Governors on type and level of supervision to minimise risk.

* Implement plan.

* Review plan.

# Individual Risk Assessment

Where a school is aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force/safe handling, the school should plan its response by:

* consulting the pupil, as appropriate;

* consulting the parents – specific action the school may need to take;

* briefing staff – what action they should be taking (may require training or guidance);

* managing the pupil – eg reactive strategies to de-escalate a conflict;

* ensuring that additional support can be summoned wherever possible;

* implementing plan and review;

* reviewing Plan.

# Risk Reduction

Risk reduction should include:

* proactive measures to support the child effectively and prevent difficulties emerging;

* early interventions to help the child in difficult situations and avert problems; and

* planned measures to manage the child and others safely, when unavoidable difficulties arise.

***Appendix 2 Exemplar***

#  Risk Assessment Proforma

**NAME OF PUPIL: DOB. AGE:**

**SEN REGISTER CODE OF PRACTICE STAGE:**

**SUPPORT TO-DATE:**

**EDUCATION PLAN:**

**RISK ASSESSMENT COMPLETED BY MEMBER OF STAFF:**

**DATE:**

**SIGNED:**

 **(Principal) (Date)**

## Consultation has been carried out…

 Please tick ✔ as appropriate.

|  |  |
| --- | --- |
| **with the pupil**  |   |
| **with other pupils**  |   |
| **with the** **parent/carer**  |   |
| **with staff**  |   |

15

**Types of Behaviour Causing Concern: Level of Risk, Frequency, People to whom Behaviour Exhibited.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **BEHAVIOUR**  | VERY LIKELY  | LIKELY  | QUITE POSSIBLE  | **POSSIBLE**  | **UNLIKELY**  | **FREQUENCY** **H – Hourly D – Daily** **W – Weekly M – Month y l****T - Termly**  |
| **DISRUPTION:**  |   |   |   |   |   |   |
| **Vandalism**  |   |   |   |   |   |   |
| **Bullying**  |   |   |   |   |   |   |
| **Fighting**  |   |   |   |   |   |   |
| **Violent and Aggressive**  |   |   |   |   |   |   |
| **Angry Outbursts**  |   |   |   |   |   |   |
| **Impulsive Dangerous Behaviour** |   |   |   |   |   |   |
| **Self Harms**  |   |   |   |   |   |   |
| **Medically Related Behaviour**  |   |   |   |   |   |   |
| **Threatening and Abusive**  |   |   |   |   |   |   |
| **Other (*please specify)***  |   |   |   |   |   |   |
| **PEOPLE TO WHOM** **BEHAVIOUR** **IS MOST LIKELY EXHIBITED**  |   |   |   |   |   |   |
| **Classroom Teacher**  |   |   |   |   |   |   |
| **Subject Specific Teacher** ***(please specify)***  |   |   |   |   |   |   |
| **Classroom Assistant**  |   |   |   |   |   |   |
| **Technician**  |   |   |   |   |   |   |
| **Ancillary Staff (lunchtime supervisors, caretakers)**  |   |   |   |   |   |   |
| **Member of SMT**  |   |   |   |   |   |   |
| **Male Staff**  |   |   |   |   |   |   |
| **Female Staff**  |   |   |   |   |   |   |
| **Other Pupils in Class**  |   |   |   |   |   |   |
| **Other Pupils in School**  |   |   |   |   |   |   |
| **Male Pupils**  |   |   |   |   |   |   |
| **Female Pupils**  |   |   |   |   |   |   |
| **Younger/Older Pupils**  |   |   |   |   |   |   |
| **Ethnic Minority Pupils**  |   |   |   |   |   |   |

***ENVIRONMENTS AND TIMES OF GREATEST RISK - FLASH POINTS /HOT SPOTS***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   **LOCATION AND** **TIME OF** **BEHAVIOURS**  | **DISRUPTION**  | **V****ANDALISM**  | **BULLYING**  | **FIGHTING**  | **VIOLENT AND** **AGGRESSIVE**  |  | **ANGRY** **OUTBURSTS**  | **IMPULSIVE** **DANGEROUS** **BEHAVIOUR**  | **SELF HARMS**  | **MEDICALLY** **RELATED** **BEHAVIOUR**  | **THREATENING AND** **ABUSIVE**  |  | **OTHER** ***(******please*** ***specify)***  |
| **Behaviour During Lessons**  |   |   |   |   |   |   |   |   |   |   |   |
| **Behaviour in Practical** **Lessons** ***(please specify)***  |   |   |   |   |   |   |   |   |   |   |   |
| **Behaviour Going Between** **Lessons**  |   |   |   |   |   |   |   |   |   |   |   |
| **Behaviour in Library**  |   |   |   |   |   |   |   |   |   |   |   |
| **Behaviour in Canteen/** **Lunch**  |   |   |   |   |   |   |   |   |   |   |   |
| **Behaviour at Break Times**  |   |   |   |   |   |   |   |   |   |   |   |
| **Behaviour in Playground/** **Lunchtime**  |   |   |   |   |   |   |   |   |   |   |   |
| **Behaviour on Educational** **Trips**  |   |   |   |   |   |   |   |   |   |   |   |
| **Behaviour Off-Site** **Disapplied Programmes**  |   |   |   |   |   |   |   |   |   |   |   |
| **Behaviour in PE/Games** **Hall**  |   |   |   |   |   |   |   |   |   |   |   |
| **Behaviour on School/** **Public Transport Bus**  |   |   |   |   |   |   |   |   |   |   |   |
| **Behaviour in Taxi**  |   |   |   |   |   |   |   |   |   |   |   |
| **Behaviour if Medication** **Not Taken**  |   |   |   |   |   |   |   |   |   |   |   |
| **Other Behaviours – *(please specify)***  |   |   |   |   |   |   |   |   |   |   |   |
|  |  | Risk Evaluation  |  |
|  **Level of Likelihood**  | **x**  | **Frequency**  | **=**  | **Risk**  |
| **Very Likely 5**  | **x**  | **Hourly (5)**  | **=**  | **25 greatest**  |
| **Likely 4**  | **x**  | **Daily (4)**  | **=**  | **16**  |
| **Quite Possible 3**  | **x**  | **Weekly (3)**  | **=**  | **9**  |
| **Possible 2**  | **x**  | **Monthly (2)**  | **=**  | **4**  |
| **Unlikely 1**     | **x**  | **Termly (1)**  | **=**  | **1 lowest**  |
| **Likelihoods**  |  | **Frequency**  |  |  |
| **Very likely**  | **5**  | **Hourly 5**  |  |  |
| **Likely**  | **4**  | **Daily 4**  |  |  |
| **Quite Possible**  | **3**  | **Weekly 3**  |  |  |
| **Possible**  | **2**  | **Monthly 2**  |  |  |
| **Unlikely**  | **1**  | **Termly 1**  |  |  |

**This numerical evaluation of risk is not an absolute but simply affords a pupil’s predisposition and risk frequency to be compared.**

## RISK FACTORS

|  |  |
| --- | --- |
| **Score**  | **Risk**  |
| **25**  | **Very High**  |
| **15-20**  | **High**  |
| **8-12**  | **Medium**  |
| **6-10**  | **Low**  |
| **1-5**  | **V Low**  |

***Appendix 2***

## ACTION PLAN

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Drawn up by** **Name of Pupil** **Agreed by** **Presented to BOG** **To be reviewed**  |  | **(Principal)** **(Date)** **(Date)**  |  | **Date**  |
|  **Date**  |
|  |
|  |
| **Signed**  |  | **(Parent)**  |  | **Date**  |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Behaviour**  | **Risk** **Factor**  | **Existing Precautions/ Support/Supervision Linked to Education Plan**  | **Additional** **Precautions/ Support/** **Supervision/ Strategies**  | **Action By** **Whom**  | **Action By When**  |
|  |  |  |  |  |  |

19

***Appendix 3 Exemplar***

**Incident Record Form**

***Basic Data***

 Date of Incident

Name of School: Year Group:

Employing Authority:

ELB

CCMS

Voluntary Grammar

NICIE

Irish Medium

Staff Involved in restraint:

Designation:

*Events Leading up to the Incident*

Where did the incident start?

What was happening at the time?

*Describe the Event that Occurred*

When did the incident occur? Day: Time:

Where did the incident occur?

What action did you take to try to de-escalate the situation before using restraint?

What behaviour was the child presenting that warranted restraint/physical intervention *(Please tick appropriate box)*

At risk of injury to self or others At risk of significant damage to property

Compromising good order and at risk of committing a criminal offence discipline

What do you believe would have happened if there had been no physical intervention?

How was the pupil held?

How long did the pupil need to be held?

Was anybody injured? YES/NO If yes, please give details

Name of member of staff who verbally checked pupil for injury after the hold

Has the pupil been physically restrained before? **YES/NO**

*Implications for Future Planning*

Does this pupil have an individual behaviour programme/education plan? **YES/NO**

Do changes need to be made to any of the following? *(Please tick appropriate box)*

The environment eg organisation, curriculum

Targets for teaching new skills

Defusing and calming strategies

Reinforcement strategies

Other Please specify

Do other agencies need to be involved in the future **YES/NO**

If yes, please specify who and with what aim

*Follow Up Action*

|  |  |
| --- | --- |
| Medical intervention was needed   | **YES/NO**  |
| Has school nurse/doctor been informed  | **YES/NO**  |

Please specify other recording procedures:

Form completed by

Accident book

Accident form

Child Protection

Record

Parent/carer informed by

Telephone

Letter

Direct Contact

Post held

Principal’s signature Date

***A copy should be sent to the chairperson of the Board of Governors***

22