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# West End Primary School

## School Physical Intervention Policy

**Policy on Physical Intervention**

**West End Primary School**

**Approved and adopted:** *September 2020*

**This policy has been developed and implemented in consultation with the whole school community including students, parents/guardians, staff, Department of Education Services (DES) representatives and partner agencies.**

**Review Date:** *September 2021*

**SIGNATURES**

**Student** (via the Student Council): .....

**Parent** (via the PTA): .....

**DES Senior School Improvement Officer:** .....

**School Leader:** .....

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**1. Introduction**

- 1.1 At **West End Primary School**, we believe that students need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. The use of physical intervention should only be needed for a very small minority of students, and on such occasions acceptable forms of intervention are to be used.
- 1.2 The majority of students behave well and conform to the expectations of our school. We have a responsibility to maintain an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual students.

**2. Definitions of ‘physical intervention.’**

- 2.1 The term ‘physical intervention’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- 2.2 ‘Non-restrictive physical interventions’ generally refer to the use of force to control students through either passive physical contact, such as standing between students or blocking a student's path; or active physical contact such as leading/guiding a student by the arm out of a classroom or away from danger.
- 2.3 ‘Restrictive physical intervention (RPI)’ refers to circumstances where a member of staff uses force intentionally to restrict a child’s movement against his or her will. It is typically used in more extreme circumstances, for example when two students are fighting, or when a student is intent on assaulting another person or causing criminal damage.

**3 The Law**

- 3.1 Ministry of Education Guidance on ‘The Use of Physical Intervention In Schools’ highlights the following circumstances, which are in line with the Education Law (2016) 11,(30). A member of staff who has used appropriate safe handling will have a good legal defence to support their actions if their actions were necessary, reasonable and proportionate in the circumstances for the purpose of preventing a student from doing, or continuing to do, any of the following:
  - a. committing an offence, or, if the student is not capable of committing an offence by reason of age or diminished capacity, doing or continuing to do something which, had the student been old enough to commit an offence or had legal capacity to do so, would be an offence;
  - b. causing danger, personal injury or death to, or damage to the property of, any person, including the relevant student; or
  - c. prejudicing the maintenance of good order and discipline at the school or any educational activities or provision associated with the school.

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- 3.2 Staff should not hesitate to act in an emergency once they follow this guidance. Indeed, staff have a duty to safeguard the welfare of all students in their care.
- 3.4 There is no legal definition of '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.
- 3.5 School staff should understand the definition and implications of utilising other methods of intervention, such as: withdrawal; the use of 'time-out'; and in the case of seclusion, locking doors or holding door handles to ensure safety.
- **Withdrawal** involves removing the person from a situation which causes anxiety or distress, to a location where they can be continuously observed
  - **Time out** restricts the student's access to all positive reinforcements as part of a behavioural programme
  - **Seclusion** is where a person is forced to spend time alone. **This is defined as the locking of doors to restrict an individual to a room for safe-guarding. This method should only be considered in exceptional circumstances.** The right to liberty is protected by the Cayman Islands Bill of Rights and should always be proportionate to the risk presented by the student. For example it would be an offence to lock a person in a room, except in an emergency situation where locking a door may be a temporary measure while seeking assistance or protecting the individual from harm
- 3.6 All staff have signed a 'Physical Intervention Declaration Form' to highlight that they have been made aware of and have read National, Ministry and School Policies relation to Physical Intervention in Schools.
- 4. When the use of physical intervention may be appropriate**
- 4.1 At **West End Primary School** physical intervention will only be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain students may become distressed, agitated, and out of control, and need calming with a brief physical intervention such as guiding away. The safety and well-being of all staff and students are considered important. Under certain conditions this measure must be an over-riding factor.
- 5. Who may use physical intervention?**
- 5.1 Here at **West End Primary School** the School Leader has empowered the following members of staff to use physical intervention:
- Teachers and other persons, who form the school management team, have permanent authorisation.

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- Named members of staff such as support staff, administrative workers and security guards have been given authorisation to use reasonable force if a circumstance should arise in which immediate action should be taken.
- Everyone has the right to use reasonable force to prevent actual or potential injury to people or damage to property (Under Common Law). Injury to people can include situations where a child's behaviour is putting him or herself at risk.

5.2 We take the view that staff should not be expected to put themselves in danger, and the removal of other students and themselves from risky situations may be the advisable 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 the students.

**6. Planning for the use of physical intervention**

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

The principles relating to the intervention are as follows:

- Physical intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions.
- Physical intervention will only be used in circumstances when one or more of the legal criteria for its use are met.
- Staff will physically intervene only when there are good grounds for believing that immediate action is necessary and that it is in the student's and/or other students' best interests for staff to use physical intervention techniques.
- Staff will take steps in advance to avoid the need for physical intervention through de-escalation, dialogue and diversion. The student will be warned, at their level of understanding, that physical intervention will be used unless they cease the unacceptable behaviour
- Only the minimum force necessary will be used
- Staff will be able to show that the intervention used was a reasonable response
- 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, the physical intervention will be relaxed to allow the student 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 its use repeatedly as a regular feature of individual student's 'Risk Assessment and Management Plan'.
- 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 student will always be taken into account
- In developing a Risk Assessment and Management Plans (RAMP), consideration will be given to approaches appropriate to each student's circumstance
- Procedures are in place, through the pastoral system of the school, for supporting and debriefing students and staff after every incident of physical intervention incident, as it is essential to safeguard the emotional well-being of all involved at these incidents

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**7. Acceptable forms of intervention**

7.1 At **West End Primary School** there are occasions when staff will have cause to be in physical contact with students for a variety of reasons, for example:

- to comfort a student in distress (so long as this is appropriate to their age)
- to gently direct a student
- for curricular reasons (for example in PE, Drama etc.)
- in an emergency to avert danger to the student or students
- in rare circumstances, when physical intervention is warranted

7.2 In all situations where physical contact between staff and students take place, staff must consider the following:

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

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

7.4 Where there is a need to repeatedly use restrictive physical intervention and/or a student has been held in a restrictive hold for over 30 minutes the 'Emergency Assistance Protocol' will be followed. (See Appendix 1).

**8. Action as a result of self-defence or in an emergency**

8.1 All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly, in an emergency, if for example, a student was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Safe Management Plan.

**9. Developing a risk assessment and management plan**

9.1 If a student of **West End Primary School** is identified as requiring physical intervention, then a Risk Assessment and Management Plan (RAMP) should be completed. This Plan will help the student 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. The plan will include:

- the involvement of parents/guardians and students 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

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- a **record** to be kept in school of risk reduction options that have been examined and discounted, as well as those used
- techniques for managing the student's behaviour, i.e. strategies to de-escalate a conflict, stating at which point a physical intervention may be used
- identifying key staff who know exactly what is expected. It is best that these staff are well known to the student
- ensuring a system to summon additional support
- identifying training needs

**10. Recording Events and Actions**

- 10.1 All incidents involving restrictive physical intervention (RPI) are logged by the member(s) of staff involved by the end of the same day. A Safe Management Incident Report Form is used to record incidents and the incident number is cross referenced in a corresponding logbook with formatted pages.
- 10.2 Both the incident form and corresponding logbook/file are available and regularly inspected by officers of the DES/Ministry of Education.
- 10.3 Following incidents involving RPI, parents/guardians should be informed at the earliest possible time and where injuries occur, guidelines for health and safety must be followed.
- 10.4 In exceptional circumstances the School may decide not to contact a parent or legal guardian:
- (a) if it appears that doing so would be likely to result in significant harm to the child; or
  - (b) if it appears that there is no parent or legal guardian of the child to whom the incident could be reported without that being likely to result in significant harm to the child, a report of the incident will be made to the Department of Children and Family Services.

**11. Guidance and training for staff**

- 11.1 Guidance and training is essential in this area. Therefore, we at **West End Primary School** have adopted the 'C-SMARRT' training programme which is tailored to the specific needs of the school and students. All staff are expected to be fully conversant with the school's guidelines on the use of physical intervention and should share good practice in an open manner.
- 11.2 The DES/Ministry and schools should maintain a register of staff who have completed training in safe handling and ensure that refresher courses have been provided within the necessary time limit.



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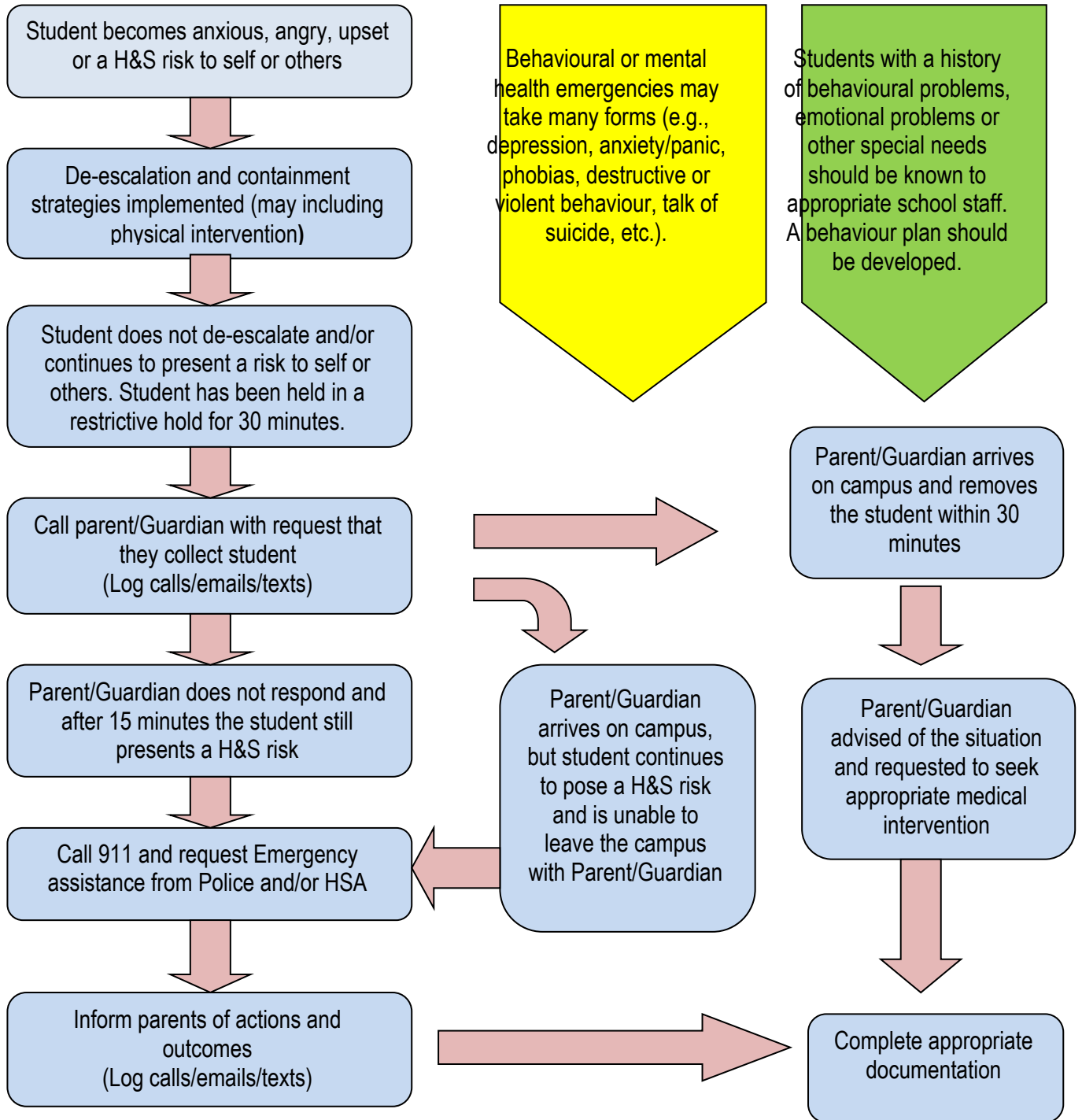
**12. Complaints**

12.1 The need for complaints will be avoided once this policy is adopted and parents are kept informed as they partner with the school. Any complaint arising from a physical intervention incident will be considered in the light of existing statutory routes of investigation such as:

- disciplinary procedures
- child protection procedures
- school complaints/procedures

**APPENDIX 1**

**Emergency Assistance Protocol – Behavioural Emergencies**



## Safe Management Incident Report Form

This form is to be completed by the member of staff involved in the incident, where appropriate, with support from a senior colleague and in accordance with the school's 'Physical Intervention Policy'. It should be noted that this is a legal document and is designed to protect the interests of students and staff. Any incident involving handling a young person as a result of a crisis **MUST** be recorded within 24 hours and given to the School Leader or Deputy School Leader. Further details about reporting requirements are to be found in the document, 'Guidance on the Use of Reasonable Force in Schools'.

**Reference Number #/dd/mm/yyyy**

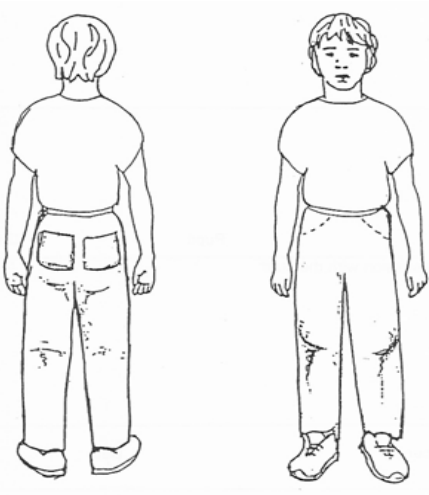
<b>Young person's name:</b>		<b>Date of birth/NC year</b>	
<b>Class:</b>		<b>Staff/tutor:</b>	
<b>Date of Incident:</b>		<b>Time of Incident: Duration [mins]:</b>	
<b>Reported by:</b>		<b>Location:</b>	
<b>Staff involved</b>			
<b>Others present</b>			
<b>Assault on Young Person</b>		<b>Injury to Adult</b>	
Serious assault/police involvement		Accidental	
Actual Bodily Harm		Deliberate assault by student	
<b>Damage to Property</b>		<b>Absconding</b>	
Accidental		Within the grounds	
Intentional		Off premises	
<b>Sexualised Behaviour</b>		<b>Substance Abuse</b>	
Describe:		Describe:	
<b>Threatening Behaviour</b>		<b>Staff</b>	<b>Students</b>
Verbal abuse towards			
Physically threatening behaviour towards			
<b>De-escalation Strategies Attempted</b>			
Humour		Distraction	
Reassurance		Calm Talking	
Diversion		Clear instruction/warning	
Verbal advice and support		Offering services to other staff	
Reminder of consequences		Offering choices	
Negotiation		Non- threatening body position	

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<b>Antecedence</b> (situation leading up to incident):			
Circle the level of potential risk Low <span style="margin-left: 150px;">Medium</span> <span style="margin-left: 150px;">High</span>			
<b>Account of Incident:</b>			
Reason / <b>Justification for physical intervention (please circle /highlight)</b> Child Liable to danger / Injury <span style="margin-left: 150px;">Property Liable to be damaged</span> Other Child(ren) liable to Injury <span style="margin-left: 150px;">Staff Liable to Injury</span>			
Behaviours Displayed During Incident			
Verbal abuse		Kicking	Punching
Biting		Pinching	Spitting
Scratching		Self-harm	Head butting
Weapons		Threatening	Cursing
Pushing		Allegations	Damage
Description of Physical Intervention Used			
<i>Technique used</i> <b>G –Ground S- Sitting K- Kneeling</b>	<i>Time applied for:</i>	<i>Technique used:</i> <b>G –Ground S- Sitting K- Kneeling</b>	<i>Time applied for:</i>
<input type="checkbox"/> L One -		<input type="checkbox"/> Under Arm Wrap	
<input type="checkbox"/> L Two		<input type="checkbox"/> Bolt hold	
<input type="checkbox"/> X-wrap		<input type="checkbox"/> Ground Hold	
<b>Location of support</b>	<b>Time applied for:</b>	<b>Technique used</b>	<b>Area moved to:</b>
<input type="checkbox"/> Supported sitting on 3 chairs/bench <input type="checkbox"/> Supported on <b>floor</b> – child <b>dropped</b> to floor <input type="checkbox"/> Supported on <b>floor</b> – child <b>taken to ground</b>		<input type="checkbox"/> Supported whilst standing/walking ○ L One ○ L. Two ○ X - wrap ○ Bolt	
<b>Breathing monitored by:</b>			
<b>Ground Technique used</b>		<b>Time applied for:</b>	
<input type="checkbox"/> Front ground position 1 ○ with leg support			
<input type="checkbox"/> Front ground position 2 ○ with leg support			

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Consequences Follow-up Action Taken – Consequences Used				Identify any visible injuries	
Individual counselling		Removal of privilege			
Removal from area		Letter home			
Suspension		Exclusion			
RCIPS called to assist		Parents called in			
Other:					
Staff debrief taken place		Date ..... Time.....		Those present:	
Staff Comments:					
Student debrief taken place		Date ..... Time.....		Those present:	
Student comments:					
Post incident meeting taken place:		Date ..... Time.....		Those present:	
Outcomes:					
Does this student have a behaviour plan / IEP in place?					Y/N
Is one needed or needs amending?					Y/N
Agencies Informed			Comment		
RCIPS					
Family Support Unit					
DCFS Office					
Social Worker					
Health Service Authority					
Parents/Guardian					
DES					
Ministry					
Other					

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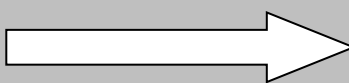
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<b>Signatures</b>	<b>Date</b>	<b>Time</b>
Person Completing Form:		
Other Staff:		
Other Staff:		
Other Staff:		
Other Staff:		
Other Staff:		
Witnesses:		
Witnesses:		
Witnesses:		
Student Involved:		
School Leader/Deputy:		
SSIO:		
Other:		

**Additional Information:**



**Risk Assessment and Management Plan (RAMP)**

<b>Name of individual.</b>		DOB:		Age:		School	
<b>Behaviour Exhibited</b>							
This document must be used to identify the level of workplace violence risk a students' behaviour poses to staff. Consider the <b>consequences</b> and <b>likelihood</b> for each identified behaviour and use the table below to obtain the risk level. The level of risk will determine the appropriate actions required and staff training.							
<b>Behaviour Consequences</b>							
		<b>1 –Insignificant</b> Dealt with by staff effectively.	<b>2 –Minor</b> Some assistance required to deal with behaviour.	<b>3 –Moderate</b> Regular assistance required to deal with behaviour.	<b>4 –Major</b> Extensive support/assistance required on a daily basis.	<b>5 –Extreme</b> Severe behaviour demonstrated towards staff and others that require a restrictive physical intervention.	
<b>MEASURES</b> 		Behaviour Plan may be in Place	Behaviour Plan in Place	<ul style="list-style-type: none"> <li>Behaviour Plan in Place</li> <li>Possible Safe Intervention Plan</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour Plan in Place</li> <li>Safe Intervention Plan in Place</li> <li>Possible Emergency Response Plan</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour Plan in Place</li> <li>Safe Intervention Plan In Place</li> <li>Emergency Response Plan in place</li> <li>(Student monitored by SMT).</li> </ul>	
<b>LIKELIHOOD</b>	<b>A</b>	Almost certain to occur in most circumstances	HIGH (H)	HIGH (H)	EXTREEME (X)	EXTREEME (X)	EXTREEME (X)
	<b>B</b>	Likely to occur frequently	MODERATE (M)	HIGH (H)	HIGH (H)	EXTREEME (X)	EXTREEME (X)
	<b>C</b>	Possible and likely to occur at some time	LOW (L)	MODERATE (M)	HIGH (H)	EXTREEME (X)	EXTREEME (X)
	<b>D</b>	Unlikely to occur but could happen	LOW (L)	LOW (L)	MODERATE (M)	HIGH (H)	EXTREEME (X)
	<b>E</b>	May occur but only in rare and exceptional circumstances	LOW (L)	LOW (L)	MODERATE (M)	HIGH (H)	HIGH (H)
Once the level of risk has been determined, the following table should be used to determine appropriate control measures and staff training.							
<b>Level of risk</b>		<b>Staff Actions</b>				<b>STAFF Training</b>	
<b>EXTREEME</b>		Safe Intervention, Emergency Response and Behaviour Plan in place. Monitor/Revise student plans accordingly <ul style="list-style-type: none"> <li>Act immediately to mitigate the risks and protect staff and students health and safety. Follow policies and procedures and notify the Police if required.</li> </ul>				<ul style="list-style-type: none"> <li>Emergency Response Team trained in safe handling Level 2 techniques</li> </ul>	
<b>HIGH</b>		Safe Intervention and Behaviour Plan in place. Monitor/Revise student plans accordingly <ul style="list-style-type: none"> <li>Develop Emergency Response Plan if required</li> <li>Act immediately to mitigate the risks and protect staff and students health and safety. Take all steps reasonable in the circumstance. Follow all policies and procedures as required.</li> </ul>				<ul style="list-style-type: none"> <li>Emergency Response Team trained in safe handling Level 1 techniques.</li> <li>Safe handling training required for staff</li> </ul>	
<b>MODERATE</b>		Behaviour Plan in place. Monitor/Log Behaviour, adjust <b>Behaviour Plan</b> as required. <ul style="list-style-type: none"> <li>Develop <b>Safe Intervention Plan</b> if required</li> <li>Take all reasonable steps to mitigate risks.</li> </ul>				<ul style="list-style-type: none"> <li>Safe handling training required for staff</li> </ul>	
<b>LOW</b>		Monitor/Log behaviour. Develop <b>Behaviour Plan</b> if behaviour persist <ul style="list-style-type: none"> <li>Take all reasonable steps to mitigate risks.</li> </ul>				<ul style="list-style-type: none"> <li>Safe handling training required for staff</li> </ul>	
<b>Date completed/assessed</b>		<b>Completed by</b>					

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<b>Review Date</b>		<b>New Assessment No.</b>	
<b>Triggers/reasons given for behaviour</b>			
<input type="checkbox"/> frustration	<input type="checkbox"/> change to routine	<input type="checkbox"/> gender issues	<input type="checkbox"/> non-preferred activity
<input type="checkbox"/> conflict with adults	<input type="checkbox"/> learned behaviour	<input type="checkbox"/> ego defence	<input type="checkbox"/> anxiety
<input type="checkbox"/> conflict with peers	<input type="checkbox"/> regular staff absent	<input type="checkbox"/> control issues	<input type="checkbox"/> choice required to be made
<input type="checkbox"/> pressure/demands		<input type="checkbox"/> substance abuse	<input type="checkbox"/> unstructured time
<input type="checkbox"/> response to consequences	<input type="checkbox"/> inappropriate response to challenge	<input type="checkbox"/> poor response to environmental changes	<input type="checkbox"/> possible psychiatric/psychological difficulties/episode
<b>Flash points/high risk situations</b>			
<input type="checkbox"/> on arrival at school	<input type="checkbox"/> when told of change to routine	<input type="checkbox"/> when observes change in routine	
<input type="checkbox"/> moving between lessons	<input type="checkbox"/> non-preferred lessons	<input type="checkbox"/> out of school activities	
<input type="checkbox"/> asked to leave room	<input type="checkbox"/> risk of absconding	<input type="checkbox"/> lunchtimes	
<input type="checkbox"/> home/school transport	<input type="checkbox"/> morning lessons	<input type="checkbox"/> afternoon lessons	
<input type="checkbox"/> other – please state	<input type="checkbox"/> other – please state		
<b>Adults to whom behaviour is most likely to be exhibited</b>			
<input type="checkbox"/> all staff	<input type="checkbox"/> all women	<input type="checkbox"/> all men	
<input type="checkbox"/> unfamiliar staff (new/male/female)	<input type="checkbox"/> some women (younger/older/authority)	<input type="checkbox"/> visitors	
<input type="checkbox"/> familiar staff (all/male/female)	<input type="checkbox"/> some men (younger/older/authority)	<input type="checkbox"/> members of the public	
<input type="checkbox"/> specific staff	<input type="checkbox"/> other – state		
<b>Peers to whom behaviour is most likely to be exhibited</b>			
<input type="checkbox"/> all	<input type="checkbox"/> all female peers	<input type="checkbox"/> all male peers	<input type="checkbox"/> self
<input type="checkbox"/> some male peers (younger/older/more vulnerable/ethnic group)		<input type="checkbox"/> some female peers (younger/older/more vulnerable/ethnic group)	
<b>Proactive Intervention</b>			
<input type="checkbox"/> 2:1 staffing support – Trained in Safe Handling		<input type="checkbox"/> 1:1 staffing support – Trained in Safe Handling	
<input type="checkbox"/> <b>Staff Trained in safe handling with student at all times</b>		<input type="checkbox"/> <b>additional TA support in particular lessons</b>	
<input type="checkbox"/> extra TA support in class		<input type="checkbox"/> individual timetable (1–1 or Part Time)	
<input type="checkbox"/> restriction of out-of-school visits		<input type="checkbox"/> restriction of school-based activities	



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<input type="checkbox"/> post-school telephone call home to give feedback	<input type="checkbox"/> pre-school telephone call home to ascertain mood/anxiety levels		
<input type="checkbox"/> special arrangements on arrival/at end of day	<input type="checkbox"/> special seating arrangements		
<input type="checkbox"/> restricted access to equipment	<input type="checkbox"/> limited group size		
<input type="checkbox"/> restricted access to vehicles	Other:		
<b>Developing intervention</b>			
<input type="checkbox"/> calm space available – on call room	<input type="checkbox"/> removal of peers	<input type="checkbox"/> specified withdrawal	<input type="checkbox"/> referral to SMT
<input type="checkbox"/> allow to leave	<input type="checkbox"/> verbal advice and support	<input type="checkbox"/> increased supervision	<input type="checkbox"/> steer away
<input type="checkbox"/> negotiation	<input type="checkbox"/> removal of staff	<input type="checkbox"/> planned ignore	<input type="checkbox"/> state boundaries
<input type="checkbox"/>	<input type="checkbox"/> distraction	<input type="checkbox"/> state consequences	<input type="checkbox"/> proximity
<b>Reactive interventions</b>			
<input type="checkbox"/> replacement of staff	<input type="checkbox"/> removal of staff	<input type="checkbox"/> confine to area	<input type="checkbox"/> removal of peer group
<input type="checkbox"/> remove objects	<input type="checkbox"/> parental involvement	<input type="checkbox"/> police involvement	<input type="checkbox"/> removal of student
<input type="checkbox"/> L 1	<input type="checkbox"/> L 2	<input type="checkbox"/> graded hold to chair	<input type="checkbox"/> standing X
<input type="checkbox"/> X to chairs	<input type="checkbox"/> X to kneeling		

**Risk Assessment and Management Plan (Child)**

Student name:	Plan issue no:	Date
<b>Proactive Intervention</b>		
1.		
2.		
3.		
4.		
<b>Developing Intervention</b>		
1.		
2.		
3.		
4.		

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<b>Reactive Intervention</b> 1. 2. 3. 4.
<b>Debrief Preferences</b> 1. 2.

**Evaluation of reduction in risk**

The above would reduce the maximum risk to:-  
 How likely is the behaviour to re-occur :-  
 What are the likely consequences:

- 1 = Current Risk (LOW, MODERATE, HIGH, EXTREEME)
- 2 = Potential risk based on evidence (LOW, MODERATE, HIGH, EXTREEME)

Plan Evaluation		Manager		
Date		Accept for Review	Accept for Re-issue	Maintain Current Plan
	<ul style="list-style-type: none"> <li>• Effectiveness of support</li> <li>• Impact on Risk</li> </ul>			
	<ul style="list-style-type: none"> <li>• Suggestion to modify</li> <li>• Reasons implementation not possible</li> </ul>			
	<b>Manager's comments:</b>			

Sheet \_\_\_\_\_ of \_\_\_\_\_ Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Wealth In Wisdom

Show Respect, Positive **A**ttitude, **F**ollow Directions, **E**ngage In Learning

Closure / Re-issue Date:	
Manager's Signature:	
Date:	

**Parent / Guardian / Link Professionals Acknowledgement**

*All Parent / Guardians / Link Professionals should read Risk Reduction Plans and sign & date to accept the plan. Where possible the child should also be included.*

		Date
Child		
Parent / Guardian		
Other (Specify)		
Other (Specify)		

**Staff Acknowledgement**

All staff and interested parties should read the RAMP for the young person and sign/date to accept the plan. If staff are unable to intervene in line with the plan, they should request a staff risk reduction plan, complete it and return it to .....

Student name:	Plan issue no:	Date	
Staff signature:		Staff signature:	
Date:		Date:	
Request for staff risk assessment form:		Request for staff risk assessment form:	
Staff signature:		Staff signature:	
Date:		Date:	
Request for staff risk assessment form:		Request for staff risk assessment form:	
Staff signature:		Staff signature:	
Date:		Date:	
Request for staff risk assessment form:		Request for staff risk assessment form:	



*Wealth In Wisdom*

Show Respect, Positive **A**ttitude, **F**ollow Directions, **E**ngage In Learning

### Physical Intervention Declaration

Name: .....

Role: .....

Date: .....

Documentation:

- Physical Intervention in Schools Guidance Circular 2020.
- School Policy on the Use of Physical Intervention

**I declare that**

1. I have read and understood all of these policies
2. The criteria for physical intervention and the use of force to hold or restrain a student is to be used for the minimum amount of time for maximum effect, when all other strategies to calm or diffuse the situation have been tried. I also understand what is meant by the application of force and the form that this may take.
3. I understand that I must complete a “Safe Management Incident Reporting Form’ as soon as possible after the incident and file one copy in the incident file, which is held in the main office and make sure that the Principal receives a copy before the end of the school day.
4. I understand that parents will be informed when a restrictive physical intervention (RPI) has been used and that I may be asked to attend a meeting to discuss my actions. I also understand that I may choose to bring a friend/colleague to support me at such a meeting.

Signed .....Date.....