

Keeping Children and Staff Safe

Restraint Policy Guidance

April 2016

Contents

1. Introduction
2. The scope of this policy guidance
3. Definition of restraint
4. Reasonable force
5. Restrictive practice
6. Reporting and Recording
7. Risk Assessments
8. Behaviour Planning
9. Staff Training
10. Support for Staff and Pupils
11. Responsibilities
12. Complaints

Appendices:

Appendix 1: **School policies that should to link to this guidance**

Appendix 2: **Other useful links and documents**

Appendix 3: **School Safe Risk Assessment Proforma**

1. Introduction

- 1.1 All schools have a duty to promote good behaviour and discipline. The school governing body, with the support of the Local Authority or the appropriate trust if the school is an academy or free school, also has the duty to ensure the health, safety and well being of everyone in schools so far as is reasonably practicable. The duty to safeguard and promote the children who are pupils at the school¹.
- 1.2 This guidance document has been produced to assist school leaders in ensuring that they meet their statutory duties. There is a range of legislation and national guidance that informs the duties set out above. This document makes reference to that national guidance and legislation and provides information that will assist headteachers in ensuring appropriate systems, processes and policies are part of a schools practice.
- 1.3 For some pupils it must be recognised that their challenging behaviour is an aspect of their developmental needs. Interventions to manage their behaviour must reflect their overall needs, should be matched to their particular circumstances and be in the best interest of the child.
- 1.4 It is essential that staff act appropriately to safeguard children and to minimise the risk of accusation of improper conduct towards a young person.²
- 1.5 Section 93 of the Education and Inspections Act 2006 gives staff the legal right to discipline pupils whose conduct falls below standard which could reasonably be expected. To be lawful, any sanction must satisfy the following conditions:
 - it is not a breach of any legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and that it is reasonable in the circumstances - it is always unlawful to use force as a punishment or simply to get a pupil to follow an instruction.
 - the pupil is under lawful control or charge of a member of staff.
 - any sanction is proportionate in the circumstances of the case.

Headteachers, proprietors and governing bodies must ensure they have a robust behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions. Schools should always consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point the school should consider whether a multi-agency assessment is necessary. (DfE: Behaviour and discipline in schools)

- 1.6 Reasonable force, restraint or any restrictive practises are only to be used as a last resort when other approaches have been tried and exhausted. (Education Act 2006)

¹ Section 175 Children's Act 2002

² Suffolk Safeguarding children Board –Arrangements for managing allegations of abuse against people who work with children or those who are in a position of trust

2. The Scope of this policy guidance

- 2.1 This guidance aims to support staff by providing information for use in situations where pupils may need to be prevented from harming themselves or others.
- 2.2 The use of physical restraint must always be set in the context of the school's overall behaviour policy.
- 2.3 Restraint is an action of last resort, should only be used in exceptional circumstances and is not a substitute for behaviour management strategies. The emphasis of such strategies should be on managing incidents and behaviour through non-physical, non-threatening aggression-free strategies. Physical intervention should only be considered in order to control situations involving imminent danger to pupils or to others where all other options have been exhausted.
- 2.4 The degree of force employed must be the least restrictive option that will meet the need in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any restriction should be imposed for no longer than absolutely necessary.

3. Definition of restraint

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention. (Use of force guidance July 2013 DfE - reviewed July 2015)

The positive application of force with the intention of over-powering the child. By definition it is applied without the child's consent. Department of Health (DOH)

Prohibited Holds

A panel of national experts in education identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

(DfE: Use of force guidance July 2013)

Whatever the technique is called, pupils should not be deliberately restrained in a way that impacts on their airway, breathing or circulation. This would include any pressure to the neck region, rib cage or abdomen. The mouth and/or nose should never be covered.

There should also be no intentional restraint of a person in a prone/face down position. Schools should keep their practice and training under review to ensure it reflects current guidance.

4. Reasonable force

All members of school staff have a legal power to use reasonable force, Section 93, Education and Inspections Act 2006

4.1 What is reasonable force?

There is no legal definition of 'reasonable force' so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case. It should be a last resort and be reasonable and proportionate to the context and circumstances

4.2 There are relevant considerations:

- i) The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it; *whether or not it was necessary*, therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanour or in a situation that clearly could be resolved without force.
- ii) The degree of force employed must be the least restrictive option that will meet the need - in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any restriction should be imposed for no longer than is absolutely necessary.
- iii) Whether it is reasonable to use force, and the degree of force that could reasonably be employed must also meet statutory guidance in respect of disability, special educational needs, race, other equalities and human rights. Whatever is done, why and with what consequences must be recorded in an open and transparent manner.

5. Restrictive Practice

In recent years the DfE, Ofsted and the HSE have focused on the use, or abuse of restrictive interventions in health and care services. It was found that some providers were often uncertain about the use of restrictive interventions and had an over reliance on the use of restraint as opposed to preventative approaches to challenging behaviour. As a result, the Department for Health produced a document in 2014 entitled, 'Positive and Proactive Care: reducing the need for restrictive interventions'³. While this guidance is mainly focused on adult users of health and social care services it outlines good practise and information to ensure any restrictive interventions are used in a transparent, legal and ethical way. It is also relevant if we are to ensure we meet the implications of the United Nations Convention on the Rights of the Child⁴:-

³https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300293/JRA_DoH_Guidance_on_RP_web_accessible.pdf

⁴ <http://www.unicef.org.uk/UNICEFs-Work/UN-Convention/>

Article 3 (Best interests of the Child).

- (1) 'In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities, or legislative bodies, **the best interests of the child shall be a primary consideration**'.
- (2) 'State parties shall ensure that the institutions, services and facilities responsible for the care or the protection of children **shall conform with the standards established by competent authorities**, particularly in the area of safety, health, in the number and suitability of their staff as well as competent supervision'.

Article 37 (Torture and deprivation of liberty). State parties shall ensure that;

- (1) 'No child shall be subjected to torture or other cruel, inhumane or degrading treatment or punishment....'
- (2) 'No child shall be deprived of his or her liberty unlawfully or arbitrarily...'

Restrictive Interventions are defined in the DOH document as:

Deliberate acts on the part of other person(s) that restrict an individual's movement, liberty and/or freedom to act independently in order to:

- 'take immediate control of a dangerous situation; and
- end or reduce significantly the danger to the person or others; and
- contain or limit the patient's freedom for no longer than is necessary'.

Within the context of this definition, restrictive interventions can take a number of forms:

- physical restraint (using physical contact)
- mechanical restraint (using devices)
- chemical restraint (using medication)
- seclusion (confining or isolating people).

Any restrictive intervention must be legally and ethically justified. It must be *absolutely necessary* to prevent serious harm and it must be the least restrictive option.

Absolutely necessary means every other step has been taken, explored, looked at and planned into the system.

We must therefore always ensure that any restrictive interventions are used in a transparent, legal and ethical manner.

DOH and DfE: Guidance for Restrictive Physical Interventions - July 2002⁵ provides examples of both non-restrictive and restrictive practices.

Bodily Contact		Mechanical	Environmental Change
Non-restrictive	Manual guidance to assist a person walking	Use of protective helmet to prevent self-injury	Removal of the cause of distress, for example, adjusting temperature, light or background noise
Restrictive	Holding a person's hands to prevent them hitting someone	Use of arm cuffs or splints to prevent self-injury	Forcible seclusion or the use of locked doors

Seclusion or isolation rooms

DfE guidance on behaviour and discipline in schools states that schools can adopt a policy which allows disruptive pupils to be placed in an area in what is often referred to as a seclusion or isolation room. An isolation which prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances.

However in their document, 'The use of force, including restraint and the restriction of liberty, in education and care settings', Ofsted states internal exclusion – is sometimes mistakenly called 'seclusion' but this means forcing a child to spend time alone against their will. It is an offence to lock a person in a room without a court order except in an emergency, for example where the use of a locked room is a temporary measure whilst seeking assistance. Locked also includes holding a door shut, or someone standing against a door.

An emergency is a genuinely unforeseeable event e.g. when a child acts out of character. Therefore, if locking a pupil in a room or holding a door handle becomes a planned response then it isn't an emergency because it is foreseeable. Any planned restriction of liberty must be legally justifiable, should be agreed by a multi-disciplinary team and form part of the pupils' behaviour support plan.

6. Reporting and recording

Clear guidelines around incident recording and reporting in schools can be found on the Suffolk learning web site <http://www.suffolklearning.co.uk/leadership-staff-development/health-safety/incident-reporting>

7. Risk assessments

A risk assessment is nothing more than a systematic, careful examination of what in your school could cause harm to people so that decisions can be made as to whether enough precautions have been taken or more should be done to reduce the risk of harm.

⁵

<http://dera.ioe.ac.uk/15434/1/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions.pdf>

Risk assessments are a health and safety requirement for all foreseeable risks, including any behaviour that could potentially put both pupils and staff at risk of injury:

*'It should also include an assessment of the risks to the health and safety of persons not in his employment arising out of or in connection with the conduct by him of his undertaking. Employers must also provide their employees with comprehensible and relevant information on the risks to their health and safety identified by the assessment and the preventive and protective measure.'*⁶

Risk assessment, action planning and behaviour support plans ensure schools can evidence a clear audit trail of early intervention and behaviour management strategies. A School Safe risk assessment proforma appears as an appendix to this guidance.

Five steps to risk assessment (Health and Safety Executive):

- identify the hazards
- identify who is at risk
- evaluate that risk
- assess the level of the risk
- control the hazards and the risk
- record your findings
- review and monitor.

8. Behaviour planning

In order to reduce the need for restrictive interventions, it is important to understand the function or the need of the behaviour. Pupils may often engage in behaviours due to challenging or complex needs that are not being met. Recording behaviours to identify patterns can provide important data, which enables these unmet needs to be understood and individualised preventative measures developed. Through a functional analysis and behaviour planning approach, staff can be supported to help pupils to adopt alternative strategies to get their needs met.

Behaviour support plans must include early interventions, developed to meet the individual needs of the pupil concerned. These would include de-escalation techniques to divert, distract or sometimes disengage to prevent the behaviour escalating. Plans should also include guidance for staff as to how they should react if the pupils becomes further agitated through to a full crisis situation.

This approach provides clear evidence and an audit trail of good practise, reducing the need for restrictive interventions.

9. Staff training

Schools need to take their own decisions about staff training. The headteacher should consider whether members of staff are suitably and sufficiently trained to manage the level of risk within their school, to enable them to carry out their responsibilities safely. Staff should always receive training on a positive, pro-active approach to de-escalation behaviour and the legal implications of any restrictive interventions, prior to any physical restraint training.

⁶ The Management of Health and Safety at Work Regulations 1999

Suffolk County Council considers SchoolSAFE to be the most cost effective and reliable means of bringing staff knowledge and skills to an acceptable standard and to enable them to cope with foreseeable situations. It is tailored to circumstances in Suffolk's schools and the training links to the council's other risk control systems, such as incident reporting. It is therefore a very good component in meeting the duty of care. The SchoolSAFE system includes rigorous quality control and is under constant review. It provides a complete assurance that, should national requirements change, then the training will change accordingly. SchoolSAFE will also contact schools who have undertaken the training to alert them to any changes in practice.

Schools do not have to use SchoolSafe. Schools leaders must decide what approach they want to use in their school. When making the decision to use a provider the following ten points would be useful to consider:

- i. **Experience.** Does your provider have relevant experience working with and an understanding of, the context of reasonable force within a school? How long have they been working within the education sector and is the experience directly relevant?
- ii. **Theory training.** For many staff, understanding the triggers of challenging behaviour and how to manage a dynamic and rapidly changing situation is essential if they are to carry out their daily duties safely. Does your provider offer this training? If not, how will you evidence that you have trained your staff to a suitable and sufficient level?

Check that your provider can demonstrate a deep understanding of the triggers and factors that impact on behaviour and provides training on how to maximise the use of workable alternatives to physical intervention.

- iii. **Risk assessments.** Can your provider help you complete your risk assessments using qualified and experienced trainers?
- iv. **Staff training records.** Will your provider hold details of your staff training records? How long will they hold these records for? How established is your provider and how sure are you that these records will still be available in two, or five years?
- v. **Post-course support.** What post-course support is available? How long for? Does the organisation offer to come back to your school to support you if you are having difficulties? Do they provide updates or refreshers? Do they provide a telephone support service?
- vi. **Knowledge.** How does your provider keep their knowledge and skills up to date? Is the information they are giving legally accurate? Are they aware of the banned restraint techniques or any other techniques that restrict movement of the diaphragm?
- vii. **Positional asphyxia.** Does the training cover this subject? Does it include the warning signs and how to avoid the risks associated with using restraint?
- viii. **Legal guidelines.** Does your provider have a comprehensive knowledge around the law and the legal implications of physical interventions within school? Can

they support you to identify alternative techniques to reduce the need to physically intervene?

- ix. **Manual handling.** Physical restraint or supporting a load, is classed as a manual handling operation and as such should be taught in line with manual handling guidelines to ensure the safety of your staff. Does your provider include these guidelines in their training? Manual Handling Operations Regulations 1992 http://www.hseni.gov.uk/l23_manual_handling.pdf
- x. **Single person restraint.** Good practice would recommend that where ever possible a minimum of two persons are used during a restraint. We believe that single person restraint may leave staff vulnerable and open to allegations of assault and abuse.

Sir Herbert Lamming, of the Social Services Inspectorate and the Department of Health and crossbench peer in the House of Lords stated:

'Every effort should be made to secure the presence of other staff to ensure that any action is both safe and successful. It would be an error of judgement if a member of staff tried to restrain a young person without proper assistance and in doing so caused an injury to himself or the young person because the intervention was handled ineptly.'

10. Support for pupils and staff

10. Schools should ensure arrangements are in place to provide support for pupils and following situations where there has been an incident.

10.1 A debriefing session should be held with both staff and pupil(s) involved in any incident and outcomes reviewed to inform future practice in order to minimise risk of similar occurrences. Many schools find that restorative approaches to be effective in managing incidents and creating a culture that can reduce such incidents.

11. Responsibilities

All Staff

It is the duty of everyone to consider the safety of children, their own safety and that of other staff at all times.

In the event of circumstances arising that might escalate to an incident, staff should:

- follow the schools behaviour policy and pupil behaviour plans where appropriate;
- begin early de-escalation using preventative, non-confrontational methods;
- consider all options available to them, including withdrawal of themselves or others;
- seek support where possible.

11.1 Governors⁷

⁷ Governors refers to: governing bodies, local governing bodies, management committees and academy trusts

Section 88 of the Education and Inspections Act 2006 requires every governing body to ensure that its school pursues policies designed to promote good behaviour and discipline among pupils. This includes a duty to monitor and review the use of restraint or restrictive practises in the school on a regular basis.

In particular Section 88 requires governing bodies to:

- make, and from time to time review, a written statement of principles to guide the headteacher in determining the measures that make up the school's behaviour policy;
- consult the head teacher, other appropriate members of staff, parents and all pupils on this statement of principles.

While it is up to the governing body to determine their principles of behaviour they are expected to notify the headteacher that the following issues should be covered in the school's behaviour policy:

- (i) screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- (ii) the use of reasonable force or other physical contact with pupils;
- (iii) the power to discipline beyond the school gate;
- (iv) pastoral care for school staff accused of misconduct; and
- (v) when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour. In making or reviewing its statement of principles, the governing body must have regard to 'Behaviour and Discipline in Schools: Guidance for Governing Bodies', issued by the Secretary of State for Education: <https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies>

Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

11.2 Headteacher

Maintained schools

1. The headteacher must set out measures in the behaviour policy which aim to:
 - promote good behaviour, self-discipline and respect;
 - prevent bullying;
 - ensure that pupils complete assigned work; and
 - regulate the conduct of pupils.
2. When deciding what these measures should be, the headteacher must take account of the governing body's statement of behaviour principles. The headteacher must have regard to any guidance or notification provided by the governing body which may include the following:
 - screening and searching pupils;
 - the power to use reasonable force and other physical contact;
 - the power to discipline beyond the school gate;
 - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and

- pastoral care for staff accused of misconduct.
3. The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for 1 Section 89 (1) of the Education and Inspections Act 2006 breaking the rules.
 4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
 5. The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.
 6. The school's behaviour policy must be published on its website (School Information (England) Regulations 2008). Where they do not have a website the governing body should make arrangements for the behaviour policy to be put on a website and to make the address and details (of the website) known to parents.

Academy schools

7. The proprietor of an Academy school is required to ensure that a written policy to promote good behaviour among pupils is drawn up and effectively implemented. The policy must set out the disciplinary sanctions to be adopted if a pupil misbehaves. The proprietor is also required to ensure that an effective anti-bullying strategy is drawn up and implemented. Information about the school's behaviour policy must be made available to parents on request.
8. Academy funding agreement set out what should be published on their websites as maintained schools (which includes a behaviour policy). The DfE guidance states: If you are an academy or free school, you need to check your funding agreement to find out what you should publish on your website. We believe it is good practice to publish the behaviour policy in the school website.

The Headteacher will ensure:

- the behaviour policy is applied consistently across the school
- that staff are trained to a suitable and sufficient level to manage behaviour effectively in order to minimise the need for the use of restrictive practices
- risk assessment and behaviour plans are in place for children whose behaviour may be challenging
- staff are provided with comprehensive information on the risks and the preventative and early de-escalation strategies that are part of the school behaviour policy
- staff are given clear guidance to risk assess difficult and dangerous behaviour so that interventions are legal , appropriate and proportional
- an open and transparent reporting & recording system for monitoring behaviour,
- monitor and review incidents to take appropriate action to mitigate reoccurrence and inform staff CPD
- staff development and training is kept under review to ensure it reflects current guidance

Teaching staff

Teachers must have regard to the expectations of conduct set out in the Teachers Standards⁸. For the purpose of this guidance in particular:

Manage behaviour effectively to ensure a good and safe learning environment:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

12. Complaints

All complaints about the use of force should be referred to the Local Authority Designated Officer (LADO) in accordance with the Suffolk Safeguarding Children Board 'Arrangements for managing allegations of abuse against people who work with children or those who are in a position of trust'.

⁸ Department for Education Teachers Standards

Schools should not investigate complaints about the use of force unless or until they are advised they may do so by the LADO.

School Policies that link to this guidance

Safeguarding Policy

Staff Conduct Policy

Inclusion Policy

Equal Opportunities Policy

Performance Management Policy

The Management of Health and Safety at Work Regulations 1999

Schools own complaints policy

Other useful links and documents

Behaviour and discipline in schools Advice for headteachers and school staff
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools-guidance-for-governing-bodies> DfE January 2016

Use of force in schools - <https://www.gov.uk/search?q=Use+of+reasonable+force> DfE July 2013

Positive and Proactive Care: reducing the need for restrictive interventions
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300293/JRA_DoH_Guidance_on_RP_web_accessible.pdf DOH 2014

Education and Inspections Act 2006 –

<http://www.legislation.gov.uk/ukpga/2006/40/contents>

Education Act 2011 –

http://www.legislation.gov.uk/ukpga/2011/21/pdfs/ukpga_20110021_en.pdf

Education Act 2002

http://www.legislation.gov.uk/ukpga/2002/32/pdfs/ukpga_20020032_en.pdf

Equality Act - <https://www.gov.uk/search?q=Equality+Act>

United Nation Conventions of the Rights of the child -

http://www.unicef.org.uk/Documents/Publication-pdfs/UNCRC_PRESS200910web.pdf

Management of health and safety at Work regulation

1999 http://www.legislation.gov.uk/uksi/1999/3242/pdfs/uksi_19993242_en.pdf

DOH and DfES: Guidance for Restrictive Physical Interventions - July 2002

http://webarchive.nationalarchives.gov.uk/+http://dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/@dh/@en/documents/digitalasset/dh_4068461.pdf

Manual Handling Operations Regulations 1992

http://www.hseni.gov.uk/l23_manual_handling.pdf

Suffolk Safeguarding Children Board –Arrangements for managing allegations of abuse against people who work with children or those who are in a position of trust:

<http://suffolkscb.org.uk/information-and-links/local-authority-designated-officers/>

- Screening and Searching and Confiscation

<https://www.gov.uk/government/organisations/department-for-education>

- Incident reporting – <http://www.suffolklearning.co.uk/leadership-staff-development/health-safety/incident-reporting>
- Mental health and behaviour in schools - <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- Framework for a school behaviour policy - <http://www.suffolklearning.co.uk/leadership-staff-development/behaviour-attendance/behaviour>
- SEND: guide for schools and alternative provision settings <https://www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings>
- Autistic Spectrum Disorders resource pack for school staff- <http://www.autism.org.uk/teacherpack>
- Keeping children safe in education - <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Handbook for short, monitoring and unannounced behaviour school inspections <https://www.gov.uk/government/publications/handbook-for-short-monitoring-and-unannounced-behaviour-school-inspections>
- School exclusion - <https://www.gov.uk/government/publications/school-exclusion>
- Preventing and tackling bullying /Supporting children and Young people who are being bullied <https://www.gov.uk/government/publications/preventing-and-tackling-bullying> DfE 2014

Other Sources of Support and Guidance:

Schools' Choice

- Educational Psychology Service - <http://www.schoolschoice.org/?q=node/283>
- SchoolSAFE – training and support service <http://www.schoolschoice.org/?q=node/337>



SchoolSAFE Risk Assessment Form

Reference nos.

Pupil					
School		Assessment date		Review date	

Description of assessment e.g. activity, equipment, environment	
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Types of hazard(s) identified (assuming no controls)	Who might be harmed and how	Likelihood (1, 2, or 3)	Severity (1, 2, or 3)	Risk Rating (H, M or L)	What are you already doing?	Do controls reduce risk to acceptable levels?

SchoolSAFE Risk Assessment Form

Reference nos.

Assessors Name:		Assessors Signature:		Date:	
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Action planning

Hazard	Do you need to do anything else to control this risk?	To Be Actioned By: [Name of Person]	Date to be Done By: [Date]	Checked and Signed off By [Name]	Date Checked and Signed off [date]
Example: Angry pupil hitting staff and pupils.	Example: Staff: Behaviour support plan/5A plan to be completed and shared. SchoolSAFE training. Pupil: Monitor behaviour, report incidents, complete F/A, identify early intervention strategies, complete BSP and 5As. Other pupils: As above.	Example: 1:1 TA and class teacher to monitor behaviour, report incidents, complete FA. Complete risk assessment with SENCO and SLT. Strategies to be cascaded to other staff.	Example: Immediately – no later than xx/xx/xxxx	[Signature and Name]	[xx/xx/xxxx]