Policy on Supporting Children's Behaviour of Concern

1. Rationale and Policy Considerations

Our Lady of Good Counsel School require a policy that supports children's positive behaviour.

To achieve this it is essential to ensure that the physical, emotional, social and general wellbeing of all of the children attending the school is positively supported in a happy, safe, well-planned and controlled environment.

It is very important for children to be able to: relate well to other children and adults; make friends and get on with others; feel secure and valued; explore and learn confidently and feel good about themselves.

The approaches for supporting children when their behaviour is challenging, in ways that are appropriate for their age and level of development, must also be set out.

Pupil and Staff wellbeing is at the heart of this Policy. Inclusive practices and a safe physical and emotional environment are of greatest importance for all pupils.

2. Legislation and regulatory requirements

Pupil's needs

This policy is to ensure that staff allow pupils the freedom and scope to learn in a well-planned, well-resourced and well-ordered environment and to test the limits of their bodies to learn what they are capable of while receiving the support, guidance and understanding that will help pupils learn how to manage and regulate their own behaviour in ways that are appropriate for their age and level of understanding.

- To be able to do this within reasonable and appropriate limits for their own and others' safety and wellbeing.
- To be supported to learn how to understand their feelings and learn how to express them in appropriate, acceptable and safe ways.
- Pupils need to learn how to manage conflict positively.

Parents'/Families' needs

Parents/guardians need:

- To know that their child's needs will be appropriately met and their child's development will be supported in positive, supportive and constructive ways.
- To know that their child will be safe and happy.
- To know that they will be involved in decision-making about how their child's social, emotional and behaviour skills are being supported and developed and that the school will contact them, and work in partnership with them, in the event of any challenging or concerning behaviours being observed.

Staff needs

Staff members need:

- To have clear policy and procedural guidance on what the school's approach is to supporting children in their social, emotional and behavioural development.
- To be clear on what are and are not acceptable ways of responding to behaviours that they may find challenging.
- To know what is expected of them in relation to working in partnership with parents/guardians to ensure that children receive a consistent and shared approach to supporting them with developing their behaviour skills.

Management needs

Management needs:

- To ensure that parents are clearly informed about the school's approach to supporting their children's social, emotional and behavioural development.
- To know that the school's expectations with regard to how staff members work with the children and in partnership with their parents/guardians, are clearly outlined for all staff members to follow.
- To ensure that the regulatory requirement to have a policy on managing behaviour is adequately met.

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National Quality Frameworks

[Tusla Quality and Regulatory Framework](#)

[Aistear: The Early Childhood Curriculum Framework](#)

[Early Years Education focussed Inspection (EYEI) Framework](#) (Department of Education and Skills)

[The Crisis Prevention Institute (CPI Training) pivotal MAPA](#)

3. Characteristics and Prevalence

Characteristics and behaviours associated with emotional disturbance and/or behavioural problems may include aggressive or anti-social behaviour, inattentiveness, distractibility and impulsiveness; impaired social interactions; general inability to cope with the routine of daily tasks; obsessive and repetitive behaviours; attention-seeking behaviours such as negative interactions or a poor attitude towards work, peers or teachers; and depressed behaviours such as withdrawal, anxiety or mood swings

(Signposts, 2009).

4. Policy Statement

We inform parents/guardians about this policy on enrolment and seek information from families about the behaviour guidance strategies they use at home.

We recognise that it is important to understand the expectations of parents/guardians regarding our approach to behaviour guidance in the school. We do our utmost to keep open lines of communication with families on an ongoing basis.

Our Lady of Good Counsel School's approach to supporting and promoting pupil's positive social, emotional and behavioural wellbeing is reflective of up-to-date professional practice.

Our approach to supporting pupils with their social, emotional and behaviour skills is to ensure as far as possible that pupils are kept comfortable, relaxed, happy and engaged in play and other activities while the adults model positive ways of relating

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to them and each other. We recognise the need to understand pupil's behaviour as a form of communication and to consider what might be triggering the behaviour and what the pupil is communicating. Pupils will be supported to learn how to express their feelings in appropriate ways and helped to learn how to deal positively with conflict.

The methods of dealing with challenging, unsafe or disruptive behaviour in this school will be those that help pupils to develop self-regulation and are developmentally appropriate. When we work to promote positive behaviour with pupils, we are aware of the theory of child development. Only positive approaches to guidance are used, including logical or natural consequences applied in problem situations, redirection, anticipation of and elimination of potential problems and encouragement of appropriate behaviour.

Corporal punishment is prohibited as are any practices or the threat of any practices that are disrespectful, degrading, exploitative, intimidating, emotionally or physically harmful or neglectful.

Staff interactions with pupils are aimed at promoting pupil well-being and development. This includes social and emotional development. Adequate and appropriate stimulation is provided for each pupil and any inappropriate or challenging behaviour is dealt with sensitively and appropriately without threats or punishment.

While staff are aware of and respect individual pupil's and families' backgrounds and beliefs, it may sometimes be necessary to balance these with our knowledge of developmentally appropriate practices and current best practice recommendations from recognised appropriate authorities, in the best interests of the child.

5. Procedures & Practices

It is essential for all staff to understand that there are many influences on a child's behavior.

The National Education Psychological Service (NEPS, 2010) define behavioural, emotional and/or social difficulties (BESD) as 'difficulties which a young person is experiencing which act as a barrier to their personal, social, cognitive and emotional development. These difficulties may be communicated through internalising and/or externalising behaviours. Relationships with self, others and community may be affected and the difficulties may interfere with the pupil's own personal and educational development or that of others. The contexts within which difficulties occur must always be considered, and may include the classroom, school, family, community and cultural settings

The role that families play, especially parents/guardians, is crucial to the success of the behaviour guidance approach at Our Lady of Good Counsel School.

Parents/guardians will be provided with regular opportunities to contribute to the school's general approaches to promoting positive outcomes for children as well as the development and review of their own child's individual care and education plan.

The role of the adult

Adults who are kind, patient, and firm help children to learn that it makes sense to act in certain ways. Behaviour guidance based on trust, respect, kindness and consistency helps children to build self-esteem and self-discipline. Adults can help children to avoid inappropriate behaviour by helping them to understand rules and guidelines. When a pupil does something inappropriate, adults can help them look at the consequences of their actions and think about what they can do to make things better. Adults always need to consider whether a pupil may have some unmet need that is leading to the inappropriate behaviour or is experiencing some distress, and look at ways to address this in addition to helping the pupil with managing their behaviour.

- Staff interact frequently with the pupils in a calm, friendly, positive, respectful manner.
- Staff are available and responsive to the pupils.
- All pupils regardless of race, religion, family background, culture, gender or ability are treated with respect and consideration.
- Independence is encouraged and scaffolded, as pupils are ready.
- Pupil's efforts, achievements and feelings are acknowledged and given sincere encouragement leading to growth in self-esteem and self-regulation.
- Pro-social behaviours among pupils are recognised and encouraged.
- Staff expectations for pupil's social behaviour are developmentally appropriate – children's level of understanding and maturity are taken into account.
- Pupils are encouraged to communicate feelings, ideas and interests.
- Pupils are distracted from unwanted behaviour.
- When behaviour is unacceptable, staff explain to pupils why it is unacceptable in a way they can understand.
- Pupils need movement and sensory integration activities for their learning and development, and are allowed to move freely for a significant part of the day.
- Soft, quiet spaces are provided for children to withdraw comfortably when they are feeling tired or overwhelmed or just want to be alone.

Strategies recommended in *Aistear* and in *SESE Supporting Behaviour Management in Schools (2011)* that we use include:

- Anticipating conflict and supporting pupils in resolving it, coming to the assistance of frustrated pupils and helping them find solutions.

- Modelling social behaviour when interacting with adults and pupils, thus helping them to learn from others' social skills such as taking turns, listening, sharing, asking/gesturing/signing/pointing for something. Encouraging pupils to help each other during their activities, play and routines.
- Helping pupils share skills and knowledge with each other.
- Encouraging and acknowledging spontaneous co-operative efforts made by the pupils

Boundary/limit setting and rules

- Any limits are clearly related to the safety, welfare and protection of the pupil themselves and others around them.
- Limits are communicated in a way that is respectful of all.
- Rules are as few as possible, consistently upheld and within the pupil's understanding.
- Clear, reasonable boundaries on behaviour are provided and explained.
- Rules are communicated positively, e.g. 'we walk inside' rather than 'no running'.
- Pupils are allowed enough time to respond to requests for them to behave within the rules or codes of behaviour, according to their needs and understanding –some pupils may take more time to think through what is being asked of them.

Provide choice

- Negotiating choices can help pupils take appropriate responsibility and prepares them with positive life skills such as listening and reasoning.
- Whenever there is an opportunity for a real choice to be made, pupils are given the chance to exercise choice and then follow through on it.
- Pupils are given choices within limits, as appropriate to their level of development, e.g. "would you like an outdoor blue break or a break in the classroom?" "do you need help with your lunch, or will I just open the lid of the box?"

Positive reinforcement and encouragement

Positive behaviour, however small, is encouraged and affirmed with words/signs/visuals and body language (e.g. nods, smiles). When a pupil is behaving well and when they are trying to stop themselves engaging in negative activities, this is noticed and acknowledged. This builds self-confidence and encourages pupils to repeat positive behaviour. Negative behaviour is ignored when it is judged safe and appropriate to do so.

Schedules, routines and transitions

Schedules, routines and transitions serve as a framework from which pupils gain trust, security and order. These are always flexible, with as few transitions as possible, but they provide clear guidelines about what is expected. Any changes to the scheduling within the timetable will be clearly communicated to the pupils (and their families where necessary.

The physical environment

The way in which physical space is arranged and used can either encourage or discourage desired behaviour. Space is aesthetically pleasing, planned and well organised to diminish the potential for problems.

- Space is sufficient so pupils can play and work creatively in a relaxed setting.
- The outdoor space provides opportunities for pupils to move more freely, be louder without restrictions and become calmer.
- Active, loud and energetic play spaces are balanced with soft, passive, quiet and peaceful areas both indoors and outdoors.

Toys, materials and resources

Resources for working with pupils are developmentally appropriate and in good condition. Open-ended materials allow for pupils to use them in whatever way they choose and support engagement in play. There are enough easily accessible materials and equipment with enough complexity to keep pupils engaged for long enough without having to share too much or wait too long.

6. Responding to behaviours that challenge.

A Problem-Solving Approach

Scott et al., (2010) propose four steps common to all tiers of behaviour support that are equally applicable across the whole-school, among pupils who do not respond appropriately to whole school approaches and for pupils who require intensive support:

(1) Prediction informed by an analysis of specifically identified challenging behaviours, which includes the context in which they typically occur;

(2) High probability interventions that include a focus on relationships, differentiated instruction and behaviour management;

(3) Consistency to ensure and build staff consensus to implement behaviour management practices in the same manner;

(4) Assessment to monitor key outcomes that may be used to inform databased decision making.

Pupils are supported by providing a school-based evaluation that is sensitive to the particular context of OLGC school. Intervention strategies at any tier of the continuum of support can be logically designed based on actual school data, which can help to meet the goal of prevention as well as ensure consistency of implementation. Once these four steps have been applied to the whole school, the second tier of support involves gathering data on pupils who continue to present behavioural challenges despite whole-school interventions. This information is then used to go through the four steps again.

Crisis Prevention Intervention Training, MAPA (Management of Actual or Potential Aggression) Pivotal Training in OLGC School.(2020)

Pivotal MAPA training offers a solid foundation to structure prevention and intervention approaches based on a philosophy of providing the best possible care, welfare, safety and security for staff and those they are responsible for, even during crisis situations.

The programme is delivered to OLGC Staff by trained Tutors on the staff (presently 2 permanent Teachers) within a legal and professional framework consistent with current national standards, OLGC School Policies, current research, as well as recognised best practices.

The focus of MAPA Training is to ensure staff gain the essential knowledge, skills, and confidence to prevent, decelerate, and de-escalate crisis situations so that restrictive practices can be avoided. Training ensures that staff have the necessary skills to manage risk behaviour when it does occur, using a range of MAPA physical interventions adapted for the needs of educational settings that aim to minimise risk without damaging the professional and supportive relationship established with pupils in our care.

Holding or restraining a child to prevent harm using MAPA training

Definition of Restrictive Practices;

The Equality and Human Rights Commission (2019) states:

'"Restraint" is an act carried out with the purpose of restricting an individual's movement, liberty and/or freedom to act independently. This may or may not involve the use of force. Restraint does not require the use of physical force, or resistance by the person being restrained, and may include indirect acts of interference, for example, removing someone's walking aid to prevent them moving around.**'**

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Definition of Physical Restraint;

Physical Restraint is defined by the Department of Health (2014) as "any direct physical contact where the intention of the person intervening is to prevent, restrict or subdue movement of the body, or part of the body of another person"

Definition of Seclusion;

Seclusion can be defined as "the placing or leaving of a person in any room alone, at any time .... with the exit door locked or fastened or held in such a way as to prevent the person from leaving…..it is clear, from a human rights perspective, that restraint and seclusion are safety interventions of last resort, should be carried out within a legal framework and should only be used for the shortest time possible"(Mental Health Commission, Rules governing the use of seclusion and mechanical means of bodily restraint, Version 2, 2009. 12 Mental Health Commission, Annual Report 2017)

Everyone has a fundamental right to freedom and staff and Management in OLGC School respect and promote this right alongside pupil's other rights. In OLGC School, some pupils at some times may behave in a way that heightens risks to themselves and others. Because restrictive procedures or practices may be necessary at some time in OLGC School, there must be clear arrangements in place to ensure that these procedures are always proportionate, safe and minimal. While it is necessary to provide for the possibility of restrictive procedures, they should only be used as a last resort. The careful attention and training that goes into planning for restrictive procedures should not lead to any corresponding tendency to use them more often. It is important that as much attention be given to arrangements for avoidance of restrictive procedures as to their safe use. Restrictive procedures should only be used in limited circumstances after other options to keep people safe have been exhausted. Such procedures should only be used in strict adherence to international human rights instruments, national legislation, regulations, policy and evidence-based practice guidelines.

Guiding principles of MAPA Training.

Principle 1: Physical restraint is a serious intervention. Physical restraint must only ever be used for immediate safety reasons, with the minimum force and for the minimum amount of time. The purpose of this intervention can only be to prevent injury to the pupil, another pupil or to an adult, or to prevent serious damage to property.

Principle 2: If there is an alternative to physically restraining a pupil, use the alternative.

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Principle 3: All schools are required to provide a safe physical and emotional environment for pupils and staff. Parents, students and the public have a legitimate expectation that the school environment will be a safe environment that supports learning.

Principle 4: There are circumstances when teachers and authorised staff members may physically restrain a student. In exercising these powers, teachers and authorised staff members must act reasonably and proportionately in the circumstances to achieve a safe environment for students and staff.

Principle 5: Pupils' rights are protected under United Nations Convention of Rights of Persons with Disabilities, 2006: Equality Act, 2010. This Act applies to and shapes the legal duties of staff to respect and protect everyone's human rights, especially in relation to the use of lawful restraint.

Serious Behaviour Issues

Serious behaviour issues may include:

- Any repeated pattern of behaviour that interferes with the child's learning or engagement in social interactions with peers and adults such as withdrawal
- Behaviours that are not responsive to the guidance procedures/approaches described above
- Prolonged tantrums, physical and verbal aggression, disruptive behaviour (e.g. screaming, property destruction, self-injury, persistent non-compliance).

Functional Behavioural Assessment (FBA)

The essential aim of an FBA is to guide in the selection of an appropriate intervention. FBA involves determining the function of a specific behaviour through an analysis of antecedents and consequences, an approach with a strong evidence-base (see Horner et al., 2010). In general, an FBA considers that behaviours are caused by antecedents and maintained by consequences.

Individual Behaviour Plans See Appendix 1

FBA typically leads to the development and implementation of an individual behaviour plan. The Individual Behaviour Plan should outline the preventative and de-escalation strategies which, if successfully implemented, would prevent the need for the physical restraint. Critically, physical restraint is only to be used when the student's behaviour poses a serious an imminent risk to the safety of self or others.

In general, an individual behaviour plan involves:

• consultation with parents and the pupil;

• consultation with external professionals as required;

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• baseline information about the pupil's strengths and needs;

• targets that are related to the pupil's strengths and needs;

• criteria to measure success;

• teaching and learning approaches to be used;

• ongoing monitoring and dates for review.

Recording incidents <u>see Appendix 2</u>

OLGC School ensures that staff are aware of their legal responsibilities to record incidents in a clear and transparent manner using agreed Incident Form Templates, see Appendix 2.

 Staff must;

- Complete reports as soon as reasonably possible after the event.
- Ensure all records are dated and signed.
- Ensure all records are accurate and factual.
- Ensure all records are maintained securely to maintain an individual's rights to confidentiality.

7. Communication Plan

Expectations and agreed codes of behaviour are accessible and communicated to all, using a variety of media, e.g. School Website, Seesaw, Facebook, Admissions policy, handbooks, Aladdin, email and texts, posters and pictures. They are communicated in a way that ensures that they are understood according to the levels of understanding of every child.

All parents/guardians are informed of the Policy on Managing Behaviour on enrolment. Staff members check with parents/guardians that they have read and understood the policy and provide any assistance needed.

A summary of this policy is included in the Parents'/Guardians' induction meetings. This policy will also be included in staff induction and annual staff training.

A copy of all policies will be available during all hours of operation to all staff and to parents/guardians in the Policy Folder located in the office, and online on the school website; www.olgcballincollig.ie

Parents/guardians may receive a copy of the full policy at any time upon request. Parents/guardians and staff will receive written notification of any updates.

8. Supporting Policies in OLGC School

- Child Protection and Welfare Policy 2021
- Anti-bullying Policy
- Code of Behaviour Policy
- Admissions and Enrolment Policy
- Health and Safety Policy 2021
- GDPR Policy.
- Record keeping and documentation Policy.
- Communication Policy
- Policy on Accidents and Incidents
- Complaints Policy
- Supervision Policy

9. References/Supporting Documents/Related Legislation*]*

- Child Care Act 1991 (Early Years Services) Regulations 2016
- Tusla: Quality and Regulatory Framework
- Guidance for Designated Centres: Restraint Procedures (GDE3) Health Information and Quality Authority 2016
- Mental Health Commission, Rules governing the use of seclusion and mechanical means of bodily restraint, Version 2, 2009. 12 Mental Health Commission, Annual Report 2017.
- The UN Convention on the Rights of the Child
- Aistear: The Early Childhood Curriculum Framework
- Aistear Síolta Practice Guide
- Supporting Young Children's Behaviour Skills, Barnardos, 2016
- Supporting Quality: guidelines for professional practice in early childhood services (3rd edition) by Geraldine French, Barnardos, 2008
- Early Years Education Inspection (EYEI) Framework (Department of Education and Skills)
- Scott et al., (2010)
- Supporting Behaviour Management in School for Students with Behavioural, Emotional and/or Social Difficulties (BESD) Dr. Sean O'Leary Deputy Director Special Education Support Service (2011)
- United Nations Convention of Rights of Persons with Disabilities, 2006: Equality Act, 2010

10. Who Must Observe This Policy

- Staff
- Pupils
- Parents

Volunteers

Actions to be Followed if the Policy is not Implemented

If you, as a staff member or a parent, consider that this policy is not being implemented, you can follow the Complaints Policy and Procedure to make a complaint.

11. Contact Information

If you need more information about this policy, contact Aisling Power at principal@olgcschool.ie

Name	
Phone number or email	

Policy Created

Date this policy was created	

Signatures

	Name and position	Signature
Approved by		
Approved by		

Review Date

Date this policy will be reviewed	

Appendix 1.

(About Me- Behaviour Support Plan Sample)

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│ Insert Picture  │
│ here:           │
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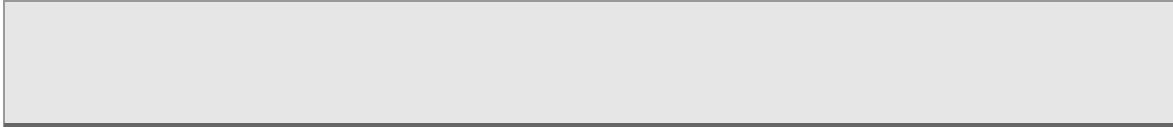*About Me 2021/2022*

My Name:

My Teacher:

My Class:

My SNAs:

This report was written on my behalf by:

My Parents/Guardians read this report on this date_____ and agreed with it by signing here.

Parents/Guardians
Signatures:_____

This report will be reviewed every 6 months or earlier if need be.

Here are some important things that you should know about me before you read anything else:

1. I love listening to music and will sometimes sing with you.
2. I enjoy having my nails painted, a hand massage, hairbrush and head massage.
3. I enjoy sensory snacks, raw carrots, peppers, and cucumbers are my favourites.
4. I am afraid of loud noises; I prefer quiet spaces.
5. I love cooking and baking

1. Things that make my day
2.
3. List the top things that you need to do every day to ensure that I have a good day.

Greet me from the bus with my weighted backpack.
On entering the classroom allow me time to self-regulate. This may mean walking up and down many times.
Provide sensory fidget toys for me to play with while I regulate.
Allow me adequate TIME to regulate this can be extended if I am particularly stressed. (2mins-1hour plus)
Give me choices for earning a reward for completing activities, hand massage/paint nails.

4. Communication & Coping Skills	
1. What's the Message	2. Current Skills
	These are some other ways that I

These are some of the message(s) that my behaviours are communicating?	(a) communicate these needs, (b) meet these needs myself or (c) cope with difficult situations
- I'm not happy that I can't do what I want. - I am frustrated. - I do not understand the instruction/activity.	On a good day: - Use my PECS to communicate what I want. - Use my words to communicate what I want. - Follow my schedule and use independently. - Tolerate sensory input.
3. Teaching New Skills	4. Encouraging Current Skills
Here are the skills that I can learn to help me to communicate these needs - PECS to request what I want/don't want. - Social stories to teach me appropriate/alternative behaviours.	This is how you can encourage me to use the skills I have or am learning: - Visual reminders and schedules for appropriate behaviours. - Social stories to teach me appropriate behaviours.

Behaviours of Concern

*These are behaviours that happen are likely to lead to me or other people getting hurt or upset. They communicate messages that are important for me and responding to this message is the most effective way to respond. They might also require interventions that are different from my normal daily supports to help me calm quickly and keep me and everyone else safe. These interventions are included in the **reactive strategies** section.*

Behaviour of Concern	How Often	How Intense?
1. Jumping up unexpectedly 2. Hitting out at staff	9am-10am daily During transition periods	Accidental injury to others as chairs/table crash into legs. Soft tissue damage to staff, scratching breaking skin, hair pulls.

Reactive Strategies

Section 1- This is a summary of each of the different zones that I may go through when showing behavioural distress.	Section 2- A summary of the different ways that I should be supported when I am each of the different levels of upset.
Green Zone (Anxiety): These behaviours are a sign that I am starting off-form & something is bothering me • Saying "No". • Increased pacing. • Saying "Home".	*Green Zone Support (Supportive): Actively supporting me when I am starting to show signs of distress.* • I can be prompted to use my visual schedule. • Provide activities that I like on my schedule • Reduce verbal instructions. • Reduce demands. • Provide reinforcement and praise for keeping calm and on task.
Amber Zone (Defensive): When what usually works for me does not work, I	*Amber Zone Support (Directive): Changes to make when I am not listening to directions*

become even more upset and engage in these behaviours • Increased vocalisations "eeeeee". • Increased volume of vocalisations. • Increased speed of pacing. • Increased speed of finger flapping. • Grinding teeth. • Intense jumping.	• Provide me time and space to calm, pace and self-regulate. • No verbal instructions. • Reduce any noise as quiet environment as possible. • No demands • Offer choice board with 2 visual pictures. • Sit at a distance and allow space.
Red Zone (Risk Behaviour): *These are the behaviours that I display when I am in most distress. They might pose a danger to other students, staff and me* • Self-harm – hit own head/neck. • Running towards staff/students, jumping and making loud "eeee" noises. • Lash out at pupils/staff ranges from single slaps to full blown body attacks.	**Red Zone Support (Physical Intervention):** *Keeping everyone safe and resolving the problem quickly and safely* • Remove any students and staff that may be in proximity. • Remain seated and relaxed where possible. • Provide a safe place for me to sit/stand/pace to regulate. • Trained staff to engage in MAPPA where appropriate
Lilac Zone (Tension Reduction): *When I display these behaviours, it is a sign that I am starting to calm down and am better able to work with you again* • Intensity of pacing gradually decreases and slows. • Vocalisation volume decreases, becomes quieter may eventually stop.	**Lilac Zone Support (Therapeutic Rapport):** *Building Rapport and getting back on track* • Provide me time and space to calm, pace and self-regulate. • Immediately after reduce verbal instructions and demands. • Keep environment quiet and low arousal.

• Stand, sit or kneel in a corner with fidget toy. • I will begin to glance briefly at staff.	• No demands at this time. • As I begin to regulate and calm re-direct me to my schedule. Provide further calming activities at this time. Any stress at this point may trigger another cycle of escalation. • Providing the correct environment at this point is crucial.

Appendix 2

(Incident Report Sample)

Incident Report Form

Pupil(Initials):   Date: Time:
Location:

Describe the behaviour.	
Whom/what was at risk?	
What did you do? Be factual and brief.	
How was this in the best interest of the child?	
Did you need to use restrictive practise or physical intervention? (Be specific)	
How was pupil assisted to recover? List any de-escalation/positive intervention strategies you used to diffuse the incident	

Number of staff needed to manage incident Outcomes for staff(e.g. debriefing/go home/sick leave)					
Does pupil have a PSP. If yes were all strategies in place.					
Was anyone injured. Was medical assistance required?	No describe) Yes (If 'Yes' In the event that medical assistance was required an additional report will be completed.				
Was there an obvious (definite) reason for this behaviour.					
Actions to be taken. Informing parents, adjustments to schedule/environment, PSP,					
Rate this incident. (Attached criteria to help rate behaviour)	Minor Bring to attention of support team within a week.		Significant Bring to attention of parents and pupil support team **within one day.**		Critical Pupil support team and management to be involved **immediately.**
Other staff present:					
Signed:				Date:	

Signed: _____   <u>Date</u>:

_____

(Member of Management Team)