ST.PAUL'S
CHURCH OF ENGLAND
PRIMARY SCHOOL

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The Christian family of St Paul's… moving forward together. A caring, exciting and happy school where everyone succeeds!

Policy for Special Educational Needs and Disability

September 2020

St Paul's Church Of England Primary School

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At St Paul's Church of England Primary School we are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes. In line with our mission statement, "We aim to provide a happy, caring and enjoyable learning environment to enable the overall development and education of every child." Every teacher is a teacher of every child, including those with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)

This policy has been created by the school's Inclusion Manager; Andrea Horrocks in conjunction with Rebekah Fielding, SENDCo, and NASENCo Award holder. It is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and disability.

Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child
- Create an environment in which all individuals are valued, have respect for one another and grow in self-esteem.

- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEN are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (CLA)

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

A Graduated Approach to SEN Support

The school is committed to early identification in order to meet the needs of children with SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, SATs or the use of PIVATS. Teachers will then consult the SENCDO and Inclusion Manager to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focusing on classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress, at the earliest opportunity the teacher will consult the SENCDO and Inclusion Manager to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEN Support. We seek to identify pupils making **less than expected progress** given their age and individual circumstances. This can be characterised by progress which could meet one or more of the following:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENCDO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external agencies are involved, the SENCDO will be responsible for liaising with those agencies. The SENCDO and Inclusion Manager will also provide advice and guidance throughout the process. The SENCDO together with the Inclusion Manager will update all records of provision and impact of that provision. The teacher will maintain the personalised plans and keep them updated.

ASSESS - The teacher, SENCDO and Inclusion Manager will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we will identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENCDO, Inclusion Manager external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using

person-centred tools to discover what is important to the pupil and how best we can support them.

PLAN – Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

The school's Local Offer can be found on the school website.

This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes.

Statutory Assessment of SEN

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEND Support, then the school may request a SEND statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan (EHC).

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- The child's Individual Pupil Plans (IPP)/ Individual Education Plans (IEP)
- Records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (CAF)
- Team Around the Family Plans (TAF)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- Educational and other assessments, e.g. Educational Psychologist
- Views of the parent and the child
- Involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website www.lancashire.gov.uk

Criteria for exiting Special Educational Provision (SEP)

A child may no longer require SEP, where they:

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Annual Review of the EHC Plan

The LA has a three year period in which to legally make the transition between existing Statements of SEN, and EHC Plans.

All Statements/ EHC Plans must be reviewed at least annually. The SENCDO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now

- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCDO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

Criteria for exiting Special Educational Provision

A child may no longer require SEP, where they:

- make accelerated progress in relation to peers and quicker than that of their peers
- close the attainment gap between them and their peers, therefore, make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Supporting pupils and families

Lancashire Local Authority's Local Offer can be found at www.lancashire.gov.uk

This policy forms part of the school's SEND Information Report.

The school is committed to working closely with parents and a number of initiatives to develop closer working relationships have been developed. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCDO. Parents are encouraged to be involved with target setting for personalised plans. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with Statements/ EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves. The Governors' Annual Report informs all parents of changes to the SEN Policy and of the outcomes of targets set in the Policy and new targets set for the coming year.

Medical issues are first discussed with the parents/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

If a teacher is concerned about the welfare of a child they should consult the SENCDO, The Child and Family Support Advisors and/or Headteacher as Child Protection Co-ordinator.

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveller Service.

The School's Child Protection Co-ordinator is Head Teacher, Sharon Charlesworth.

The position of the School's Child Protection Governor is Will Aitken.

Admissions

Pupils with special educational needs will be admitted to St Paul's Church of England Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements.

The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, St Paul's Church of England Primary School will seek to ascertain from parents whether the child has special education needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum. The Admissions policy is available on the school website.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and SENCDO, or Inclusion Manager will meet with the SENCDO of the receiving school to discuss SEND records and the needs of the individual pupils. An invitation will be issued for a representative of the receiving school to attend the transition review meeting held in Year 6.

Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The school's policy on medical needs can be found on the school website.

Monitoring and evaluation of the Policy

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the action plan. Progress on the annual targets will be reported in the Annual Governors Report to Parents.

Training and resources

Governors will ensure that there is a suitably qualified SENCDO who has the time necessary to undertake the role.

The Inclusion Manger works in partnership with the SENDCo in the identification and coordination of resourses to meet needs in an inter-agency and multi-agency manner.

Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress.

Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their statements/EHC and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENDCo and Inclusion Manager.

The SENDCo and Inclusion Manager will keep abreast of current research and thinking on SEN matters.

The SENDCo and Inclusion Manager will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENDCo and Inclusion Manager will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEN training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

The SENDCo is responsible for the operational management of the specified and agreed resourcing for SEND provision as identified in the Provision Map, including the provision for children with a Statement or EHC plan. For those with the most complex needs, additional funding (High Level Needs) is allocated to school by the LEA.

The Headteacher informs the governing body of how the funding allocated and monitored to support SEND has been deployed.

Funding received for a statement/ Education Health Care Plan is allocated to ensure appropriate provision.

Rules and Responsibilities

The Governing Body

SEND process and practice is supported and monitored by the whole governing body. The Governors to fulfil their statutory obligations by ensuring:

- The school governing body receives a SEND report at full meeting to update progress on SEND issues
- the SEND policy is reviewed annually
- the governors' annual report details the effectiveness of the SEND policy in the last year, any significant changes to the SEND policy, why they have been made and how they will affect SEN provision
- the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the SENDCo and Inclusion Manager and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENDCo will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs and Disability Co-ordinator (SENDCo)

At St Paul's School the SENDCO in conjunction with the Inclusion Manager is responsible for:

- co-ordinating SEND provision for children.
- liaising with and advising teachers
- maintaining the school's SEND register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that IPPs/IEPs are written and that reviews take place.

Role of Class Teacher and Support Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEND. They work together with the SENDCo and Inclusion Manager to formulate and review IPPs and to maintain a class SEND file that is kept in the classroom for reference by staff including supply staff and students as appropriate.

Storing and managing information

The confidential nature of SEND information is fully recognised at St Paul's Church of England Primary School. Hard copy files are stored in the Inclusion Manager's office, which is locked at all times, whilst electronic files are stored with the SENCO on a secure a drive.

Reviewing the policy

The policy will be reviewed as part of the school's evaluation cycle. The policy is due for review September 2020

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. St Paul's Church Of England Primary School publishes accessibility plans, reflected in the school's Local Offer and its SEND policy. These can both be found on the website.

Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENDCO or Inclusion Manager
- discuss the problem with the Headteacher
- More serious on-going concerns should be presented in writing to the Chair of the Governors

Parents are informed about Information Advice and Support Services (formerly Parent Partnership)

Bullying

Bullying is taken very seriously at St Paul's Church of England Primary School. To view the relevant school policy on positive behaviour, see the school's website.

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at St Paul's Church of England Primary School endeavour to generate a culture of support and care among pupils.

In the rare event of a pupil requiring restraining, St Paul's Church of England Primary School follows the practices and procedures as outlined in the DFE Document 'Use of Reasonable Force in Schools.' July 2013 Use of reasonable force in schools - Publications - GOV.UK

Appendix A

St Paul's Church of England Primary School

THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS POLICY

The aim of this policy is to ensure that the welfare of pupils and staff remain central to the ethos of St Paul's Church of England Primary School.

Introduction

Good behaviour and discipline are essential to successful teaching and learning. A school is a community of young people in the care of adults. Within the school, it is possible to establish rules of conduct for the benefit of the community and procedures to deal with any breach of rules.

With two exceptions, the law makes no stipulation about these rules or about the procedures for enforcing them. The law requires only that the rules are reasonable and non-discriminatory and that they are applied in a consistent, fair and objective way.

The first exception is in relation to corporal punishment which is, by virtue of the Education (No.2) Act 1986, unlawful.

The second exception is in relation to exclusions where the Education (No.2) Act, 1986 and later the Education Act 1998 have laid down detailed procedures.

Section 550A of the Education Act 1996 now clarifies the power of teachers and other staff who have lawful control or charge of pupils to use reasonable force to prevent pupils committing a crime; causing injury or damage; or causing disruption.

The provision applies when a teacher, or other authorised person, is on the school premises and when he or she has lawful control or charge of the pupil concerned elsewhere e.g. on a field trip or other authorised out of school activity.

St Paul's Constable Lee Church Of England Primary School staff are aware of the wide variety of situations in which reasonable force might be appropriate or necessary to control or restrain a pupil.

These situations will fall into three broad categories:

a) where action is necessary in self-defence or because there is an imminent risk of injury;

b) where there is a developing risk of injury, or significant damage to property;

c) where a pupil is behaving in a way that is compromising good order and discipline.

Examples of situations that fall within one of the first two categories are :

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

• pupils are fighting;

• a pupil is engaged in, or is on the verge of committing deliberate damage or vandalism to property;

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

• a pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure himself or herself or others;

• a pupil absconds from a class or tries to leave school

Examples of situations that fall into the third category are:

• a pupil persistently refuses to obey an order to leave the classroom;

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

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.

There are two relevant considerations:

The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. 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.

The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Whether it is reasonable to use force, and the degree of force that could reasonably be employed, might also depend on the age, understanding and sex of the pupil.

Practical considerations

Before intervening physically a member of staff should, wherever practicable, tell the pupil who is misbehaving to stop and what will happen if he or she does not.

The member of staff should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil.

Sometimes a teacher should not intervene in an incident without help (unless it is an emergency). For example, when dealing with an older pupil, or a physically large pupil, or more than one pupil, or if the teacher believes he or she may be at risk of injury. In those circumstances the teacher should remove other pupils who might be at risk and summon assistance from a colleague or colleagues, or where necessary phone the Police.

The teacher should inform the pupil(s) that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation orally and try to prevent the incident from escalating.

Application of Force

Physical intervention can take several forms. it might involve staff:

• physically interposing between pupils;

• blocking a pupil's path;

• holding;

• pushing;

• pulling;

• leading a pupil by the hand or arm;

• shepherding a pupil away by placing a hand in the centre of the back; or

• (in extreme circumstances) using more restrictive holds.

In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of "reasonable force": for example, to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.

In other circumstances staff should not act in a way that might reasonably be expected to cause injury, for example by:

holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe;

• slapping, punching or kicking a pupil;

• twisting or forcing limbs against a joint;

• tripping up a pupil;

• holding or pulling a pupil by the hair or ear;

• holding a pupil face down on the ground.

Staff should always avoid touching or holding a pupil in a way that might considered indecent. Where the risk is not so urgent, the teacher should consider carefully whether, and if so when, physical intervention is right.

Teachers should always try to deal with a situation through other strategies before using force. All teachers need developed strategies and techniques for dealing with difficult pupils and situations which they should use to defuse and calm a situation.

In a non-urgent situation force should only be used when other methods have failed.

That consideration is particularly appropriate in situations where the aim is to maintain good order and discipline and there is no direct risk to people or property.

As the key issue is establishing good order, any action which could exacerbate the situation needs to be avoided. The possible consequences of intervening physically, including the risk of increasing the disruption or actually provoking an attack, need to be carefully evaluated.

The age and level of understanding of the pupil is also very relevant in those circumstances. Physical intervention to enforce compliance with staff instructions is likely to be increasingly inappropriate with older pupils. It should never be used as a substitute for good behavioural management.

Restraint Procedures - Update Jan 15 R Jan 17

The Law on Restraint

Current legislation, local procedures and the UN Convention on the rights of the child state; 'that the physical restraint of children should be avoided unless their behaviour is likely to cause immediate risk of harm. In such circumstances it must be the last course of action, when all other attempts to diffuse the situation have failed'. All agencies within their internal Control and Restraint Procedures state that 'physical restraint should be an act of care and used with care, not an act of punishment, discipline, or reactive aggression' and should only be used 'to contain behaviours which are likely to cause immediate risk to the child and/or other individuals'.

When working with children who are displaying behaviour likely to cause harm always remember; Newton's Law, 'for every action there is an equal and opposite reaction'.

Every act of physical restraint may have consequences for you as well as the child or young person.

Dos and don’ts of physical restraint

In order to avoid having to use physical restraint the following may be helpful:

• give the child the opportunity to remove him/herself to another room to regain control.

• move calmly and confidently

• make simple clear statements to the child

• keep your voice quiet, firm and assured

• lessen the threat of your presence by sitting down or allowing the child some space

• talk to the child all the time

• offer comfort, re-assurance and security

• maintain eye-contact

• when possible have help at hand

• allow the child to 'save face'

• move other children away from the situation

DON’TS:

• DON’T make unnecessary physical contact with a child - this can sometimes be misrepresented.

• DON’T use physical restraint until an appropriate assessment of the situation has been made.

• DON’T use physical restraint in place of verbal persuasion.

• DON’T use physical restraint unless there is immediate risk to the child or other individuals.

• DON’T use physical restraint as a punishment.

• DON’T use physical restraint for longer than is absolutely necessary to make safe a situation.

• DON’T (where practicable) use physical restraint without another adult being present.

• DON’T speak quickly or loudly or give complex advice or instructions during an incident.

• DON’T use physical restraint without documenting the incident.

DOS:

• DO make sure you are fully aware of school’s policy and procedure on the control and physical restraint of children.

• DO remember that it is your responsibility to follow the procedure and document the incident carefully.

• DO (where practicable) try to secure the presence of another member of staff before applying restraint.

• DO seek to minimise movement as quickly and safely as possible.

• DO if possible hold the child's clothes instead of skin.

• DO focus upon helping the child regain control and behaving safely.

• DO be sensitive and alert to the child's verbal communication and body language during the restraint so that control can be given back to the young person as soon as possible.

• DO offer sensitive support to the young person following the restraint and ensure that someone explains to him/her why the restraint was necessary.

It is very important to acknowledge that managing challenging and unacceptable behaviour is difficult. In some situations, the use of physical restraint is necessary but only after verbal persuasion has failed.

SENSITIVITY AND SELF CONTROL ARE ESSENTIAL