Woodlands School
Courageous Confident Learning

Physical Intervention Policy

<table>
<thead>
<tr>
<th>Reviewed:</th>
<th>Approved by Governing Body:</th>
<th>Date of next review:</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2018</td>
<td>26.3.18</td>
<td>January 2020</td>
</tr>
</tbody>
</table>

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1. Introduction

At Woodlands school we place a great emphasis on creating a positive learning environment where our young people feel happy and safe. Our evidence-based approaches to behaviour aim to reduce pupils’ anxieties and need for the use of the restrictive physical interventions. Our school ethos promotes and safeguards the welfare of children in our care to minimise incidents and risks associated with challenging behaviours.

All staff should read this policy and be familiar with Woodland’s Child Protection Policy, Behaviour Statements Principles and Positive Behaviour Policy.

The text of this policy is also available to parents/carers and published on our school website.

Aims of this policy are:

- To outline the proactive approach to supporting pupils’ with challenging behaviours.
- To minimise the risk of injuries to pupils and staff through assessment and management of risks.
- To provide adequate information to staff, so they are clear when restrictive physical interventions can be used.
- To support staff in using the evidence-based approaches to help them to understand the behaviour that challenges.
- To make sure that physical restraint is only used when it is necessary, in line with the school core values and principles and the law.
- To make sure pupils are not subject to any form of restrictive physical interventions, which are unnecessary, inappropriate, excessive or harmful.
- To give full support to pupils’ and staff who may be affected by physical aggression or other physical actions of others.

1. Key Principles

- Pupils’ safety and welfare should always underpin the use of physical restraints.
- As a school, we recognise that there might be situations where physical restraint may need to be used as a last resort.
- **Use of de-escalation** strategies is everybody’s primary responsibility and de-escalation strategies should be used to avoid a need to employ a restrictive physical intervention.
- De-escalations strategies should be appropriate to the situation and set within an evidence-based and proactive approaches to behaviour to minimise the use of physical intervention.
- Physical restraint needs to be deemed necessary, reasonable and proportionate to the situation.
- If restrictive physical interventions are used, they have to adhere to the principle of “the minimum force for the minimum of time”.
- Incidents need to be recorded and reported on the school recording system and to a senior leader.
• Potential use of the physical intervention should be recorded in a pupil’s behaviour risk assessment.
• Pupil’s positive support plan and behaviour risk assessment need to be shared with everyone involved in pupil’s care and need to include parents.
• Parents need to be informed of any incidents involving their children – especially when a restrictive intervention was used.
• Staff should always try to analyse and understand pupil’s behaviour and look for reasons behind specific behaviours.

3. Authorised Staff

The Education & Inspections Act 2006, Section 93 put the responsibility on teachers and other people authorised by the Headteacher to use reasonable force in specific circumstances to prevent a child from doing any of the following:

• self-injuring
• causing injury to others
• causing damage to property
• committing a criminal offence

At Woodlands through school development program all staff are trained in skills of defusing and de-escalating challenging situations. School staff should always try to understand behaviour, look for reasons behind it and search for ways to reduce pupil anxieties.

As a school, we recognise that there might be a situation where physical restraint needs to be used as a last resort. Therefore, all staff are trained in physical intervention and receive CALM Training. Clear protocols and producers are outlined during the training to minimise the possibility of injuries including information on positional asphyxia.

All teaching and support staff have a “Duty of Care” towards our pupils’, and they could potentially be liable for a claim of negligence if they do not follow the principles of this policy. Staff, therefore, have a responsibility to read, sign and follow through strategies outlined in this policy.

Using force as a punishment or to gain compliance will always be considered unlawful.

Members of staff need to know that they have to:

• Carry out dynamic risks assessment related to individual circumstances which may arise during their day-to-day duties.
• Assess the risk and make judgement about whether the use of force is necessary and make judgement about a degree of force required to manage a situation.

All members of staff need to know that they are required to justify their decisions in writing through the recording and reporting procedures outlined in this document.
4. Risk Reduction and de-escalation

Pupils whose behaviour may pose a risk to staff or other pupils’ will have a Behaviour Risk Assessment (BRA) and a Positive Support Plan (PSP) in place. Information about children will be shared with all staff, stored in pupils’ folders and will be easily accessible in classrooms.

Pupils’ Behaviour Risk Assessments (BRA) and Positive Support Plans (PSP) are Woodlands safe and coherent systems of supporting pupils’ with behaviour difficulties which may put in danger themselves or others. We use this system to help staff to understand the child and what might be the cause of the particular behaviour with the aim of finding ways of reducing or eliminating the triggers. Use of BRA and BSP should create opportunities for pupils to take responsibility for their actions and develop positive behavioural patterns.

Principles:

- The risk assessments are carried out for individual pupils whose behaviours increase the risk of injury to themselves or others.
- All responses are planned to specific behaviours, and they aim is to put proactive measures in place to, reduce pupils’ anxiety or to eliminate triggers.
- The risk assessments outline possible behaviours and the strategies to be used in different situations.
- The risk assessment should be shared with parents or carers and where appropriate parents views should be reflected in the document.

It is essential that these plans are being followed and implemented by all members of staff. It is all staff responsibility to share and actively search for information relating to pupils’ behaviour and strategies to support them in the best possible way. Class teams should increase their competence by regular practice of physical interventions and role play of all strategies outlined in the Risk Assessment (RA).

Risk Assessments follow the three categories of prevention

A. Primary Prevention

These are all actions taken to prevent the situation arising in the first place, including strategies which aim to reduce anxieties, triggers, and to de-escalate the situation, e.g.:

- Avoiding events and triggers known to provoke challenging behaviour.
- Use of appropriate communication (verbal/ non-verbal).
- Addressing pupils emotional and sensory needs.
- Adequate to pupil level of understanding.
- Creating opportunities for choice making and achievement.
- The deployment of competent and appropriate staff.
B. Secondary Prevention

These are all actions which are taken to prevent a situation from escalating, including:

- Recognition when pupil is not responding to primary strategies.
- Recognition of early stages of a behavioural sequence that is likely to develop into violent behaviour or aggression.
- Employing de-escalation techniques to avert any further escalation.
- Use of visual and non-visual communication.
- Use of positive language, e.g. hands down.
- Use of distraction; and
- Use of level 1 and 2 CALM holds (see appendix 1).

C. Reactive strategy

These are the actions taken to contain and control a situation once it has already happened. All the responses aim to de-escalate the situation and help the pupil to regain self-control. Staff might need to use **reasonable force and apply physical restraint** only when:

- Primary prevention has not been effective.
- The dangers associated with NOT using an restrictive physical intervention (RPI) are higher than the risks of using the RPI.
- Every other de-escalation strategies, not involving RPI, have been tried and were unsuccessful.
- There is a direct danger of injury to a pupil or others.
- Where there is clear and documented evidence that sequences of behaviour can escalate into violence, the use of **restrictive physical intervention (RPI)** at an early stage of developing situations may potentially be justified.

**Only CALM trained** members of staff should use Level 3 and 4 CALM techniques (Appendix 1).
In the exceptional circumstances when physical restraint or intervention becomes necessary:

<table>
<thead>
<tr>
<th>DO</th>
<th>DO NOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call for help</td>
<td>Act alone if the situation escalates</td>
</tr>
<tr>
<td>Continue to talk to a child in a calm manner</td>
<td>Act in anger</td>
</tr>
<tr>
<td>Reduce your language</td>
<td>Allow a prolonged verbal exchange with the pupil</td>
</tr>
<tr>
<td>Use simple and clear information</td>
<td>Use physical restraint as a punishment or to gain compliance</td>
</tr>
<tr>
<td>Use the minimum amount of force necessary</td>
<td>Touch or hold the pupil in a way that could be seen as an inappropriate touch</td>
</tr>
<tr>
<td>Be aware of any feelings of anger</td>
<td>Twist or force limbs back against a joint</td>
</tr>
<tr>
<td>Apply holds above a joint</td>
<td>Use hold in a way which will affect blood flow or breathing, e.g. leaning forward (positional asphyxia)</td>
</tr>
<tr>
<td>Reduce the restraint in response to the pupil’s compliance</td>
<td>Never hit or slap a child</td>
</tr>
</tbody>
</table>

5. Recording incidents

All Restrictive Physical Interventions (level 3-4) need to be recorded

- Incidents must be recorded and reported on the school recording system within 24 hours, and one of the senior leaders must be informed as soon as possible (Appendix 2).
- Parents must be notified of each incident and the use of RPI on the same day by the class teacher or a member of the SLT. If the pupil is going to a respite provision on the day of the incident the centre/home must be informed.
- A Health and Safety Accident/Injury form must be completed and returned to the Local Authority in situations where injury has occurred to either member of staff or pupils.
- Physical intervention Level 3 and 4 must be recorded on CALM Physical interventions report (Appendix 2).
6. Planned and Emergency Physical Interventions

A planned intervention is one that is described/outlined in the pupil’s Behaviour Risk Assessment or their Positive Support Plan. Possible triggers/scenarios will be identified, and planned responses outlined to minimise the risk to pupils and staff. All interventions will be developed by the multi-disciplinary team and when appropriate with child’s parents/carers. PSPs will include all de-escalation scenarios/tools and, when the necessary, use of PI techniques.

An emergency physical intervention – may be necessary if a situation which has risen was not foreseen or is uncharacteristic of the pupil. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be reasonable and proportionate to the situation. Staff should use minimum force that would be necessary to prevent an injury and to maintain safety. Following any such incident, a BRA will be completed/updated and a PSP devised/updated to support the effective responses to any such situations which may arise in the future.

7. Other Forms of Acceptable Contact

There are occasions, when physical contact between staff and pupils may be appropriate, which would not be regarded as a restrictive physical intervention. These might include:

- Assisting with personal care.
- Supporting children with mobility programmes.
- Holding a hand of the child during transition around the school.
- when comforting a distressed pupil
- to give first aid
- PE activities
- drama activities
- swimming and hydrotherapy.

It is always sensible to ensure, as far as possible, that any physical contact with children takes place within the view of other members of staff and that they can reasonably and professionally account for these actions.

All members of staff are aware that when they are in charge of children during the school day, or during other supervised activities they have a ‘Duty of Care’ to all children, and they must take reasonable action to ensure the well-being of all pupils. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.
8. **Seclusion, time out, withdrawal**

**Seclusions** should be understood as a situation where a pupil may need to spend time alone against their will in a room or an area which they cannot leave.

Seclusion is a form of deprivation of liberty, regardless of the duration and should be considered only if:

- There is a definite risk that the pupil who is to be secluded presents a significant degree of danger to other people.
- The situation cannot be managed safely by any other means, and any other strategies were tried and were unsuccessful.
- The balance between the potential risks of seclusion and any other intervention, such as use of a prolonged physical restraint, indicates that it would be safer to use seclusion.

Those strategies should be discussed in a wider group involving parents, class teams, senior leaders and outside agencies, e.g. CAMHS, Educational Psychologist.

Sufficient evidence should be gathered including:

- Incidents reports
- Functional analysis of the child’s behaviour
- Debriefing records
- Any other relevant information’s

Pupil risk assessment should state very precisely when and how this strategy will be used, and appropriate monitoring and recording should take place. Staff should always seek ways to de-escalate a situation and help the pupil to return to a calm state and their usual activities.

**Force cannot** be used to enforce ‘seclusion’.

When seclusion is used as an **emergency** response, i.e. where there is a **genuinely unforeseeable** event or when a child acts entirely out of character, the following evidence should be gathered:

- The degree and intensity of incident.
- The length of time for which controls, e.g. PI, were used.
- The intentions of those controlling the person.
- How the control was exercised.
- Debriefing with a member of SLT – description of actions prior seclusion.
- Whether the person was able to indicate that they wish to leave.

All the information should be gathered, and review of the procedure outlined above needs to take place.

**Timeout**: This strategy must be agreed with the line manager, recorded on child’s Behaviour Risk Assessment and a Positive Support Plan and needs to demonstrate that the pupil is at a cognitive level to understand consequences of his/her actions. It is a specific behaviour management technique and does not necessarily mean “time out” of the class/group. It refers to a withdrawal of attention and/or things the pupil finds rewarding (e.g. turning away from a pupil who is attention seeking, or positioning a pupil away from the
This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area.

**Withdrawal**: This strategy must be agreed with the line manager and recorded on pupil’s Behaviour Risk Assessment, and a Positive Support Plans and the pupil’s behaviour/response needs to be documented. Withdrawal can involve removing the pupil from a situation which causes anxiety or distress until they are ready to go back to normal activities. A member of staff will continually monitor this temporary restriction to a Safe Space area. Sometimes a pupil may choose to be left alone in a specific space, and in this instance member of staff should closely watch the pupil at all time. The effectiveness of this strategy is to be reviewed by the class teacher and the line manager based on evidence from reports and observations.

**Double handle door/ Fobs.** Other forms of restriction of liberties like physical changes to the environment (fobs on doors, double-handed door) are considered as restraint. A thorough *risk assessment* should be carried out for each of the individual students and as with any control it **needs to be necessary and proportionate**. That information is to be included in pupils’ behaviour support plans or if it applies to classes is should be in a class risk assessment. **Holding a door shut** means locking another person in/out and should not be used.

9. **Follow up and debriefing**

At Woodlands School, a debriefing procedure should be utilised to allow staff reflection and the relevant manager should be prepared to deal with the emotions raised by the incident. Where staff have been involved in an incident involving use of force, they should have access to support at the time and if required access to further counselling. Staff may contact the Harrow Counselling Service.

The senior leader, who was not involved in an incident, will ensure that the incident is reviewed and investigated (**Appendix 5**). If further actions are required in regards to a member of staff or a pupil, this will be followed up via appropriate procedure:

- Review of Positive Support Plan/ Risk Assessment
- Safeguarding Procedure (this may involve investigations by Police and Social Services)
- Exclusions procedure
- Staff Disciplinary Procedure; In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.
- The member of staff will be kept informed, where appropriate of any action taken.

Additional training or professional support will be given to individual members of staff or class teams where it was recognised that the behaviour management can be more efficient.

Staff should ensure that they are fully recovered from an incident before resuming their duties. Staff are encouraged to seek and offer support where it is deemed necessary.
Pupils who may be distressed by events can be offered the following support:

- Quiet time or taking part in a calming activity;
- Quiet time away from the incident/trigger;
- Resuming their usual routine/previous activity as soon as possible, which is especially important for pupils with Autistic Spectrum Disorder;
- Time with a member of staff to debrief, using symbols or other alternative or augmentative forms of communication (AAC);

Parents/carers will be informed and may be offered support on strategies used or any new approaches implemented at school.

10. Staff Training

All full-time staff at Woodlands are trained in strategies to support behaviour. CALM Training provides the framework for better understanding and supporting of behaviours and the use of restrictive physical interventions. It is the responsibility of the Headteacher and AHT in charge of behaviour management to ensure all staff training is up to the date. Only CALM trained personnel can use restrictive physical interventions.

The school is committed to using CALM and has been using CALM for a number of years. CALM training is a provider that is accredited by the British Institute of Learning Difficulties (BILD) and adheres to their Code of Practice on physical intervention. Woodlands School acknowledges that physical techniques are only a part of a holistic approach to supporting behaviour.

11. Health and Safety of Staff

Under the Health and Safety at Work Act 1974, the employer has the responsibility to conduct a risk assessment and staffs have to adhere to the school policies. Employees must report to their line manger any circumstances which may be impacting on their health and safety.

Staffs that have, acquire, permanently or temporarily, any medical conditions that may impact on their ability to carry out their work or follow through pupils’ Positive Support Plans must report it to a member of the SLT immediately as there may be an impact on their safety, and that of pupils and their colleagues.

All staff should be aware of their ability to manage stressful situations and know that they can ask any other member of the team to support them in difficult circumstances. All staff will be guided by this policy as a part of their induction into the school.

12. Monitoring & Evaluation

In schools, responsibility for monitoring the use of Restrictive Physical Interventions lies with the senior leaders and information gathered should be used to improve policies and practices, primarily if they aim at reducing the potentially challenging behaviour. This will fulfil our duty under the Equality Act 201.

The assistant headteacher provides a termly report of the incidence and management of RPI in the school to the Governing Body. The policy will be updated accordingly in the light of practice and local/ national initiatives.
13. Reference documents

The Education and Inspections Act 2006 - Section 93

The Children’s Act 1989

Human Rights Act 1998

The Mental Capacity Act 2005

Section 93 of the Education and Inspections Act 2006 allows the use of reasonable force:
• To prevent the committing of any offence;
• To prevent personal injury to or damage to the property of any person (including the pupil themselves)

There are separate powers for schools to conduct a search for prohibited items and to issue detentions.

Guidance on the use of reasonable force is provided by the non-statutory guidance Use of reasonable force: Advice for head teachers, staff and governing bodies (DfE, July 2013).

DfE guidance Behaviour and Discipline in Schools (January 2016).

Behaviour and Discipline in Schools (January 2016)).

Use of reasonable force Advice for headteachers, staff and governing bodies, DfE, July 2013

DfES 2006 – Improving Behaviour and Attendance; Guidance on Exclusion from Schools and Pupil Referral Units

BILD cod of practice 4th edition
Appendix 1

CALM techniques which will not require from staff to write the RPI report are:

Level 1 - Basic posture

Level 2
- Turing and guiding
- Comfort-hold

Techniques Level 3 and 4 will require from staff to write the RPI report

Level 3
- Secure comfort hold
- Directing part 1

Level 4:
- Figure Four Hold,
- Cross Hold,
- Figure Four Seated
- Child restraint

This also provides a gradual, graded system of response. Where behavioural records and/or risk assessment identifies a need for a planned approach, Positive Behaviour Plans are written for individual pupils and where possible, these will be designed through multi-agency collaboration and, with parent/carer consent, and will be shared with other agencies/services supporting the pupil to facilitate consistency of approach so far as is possible.
Appendix 2  Physical Intervention Report

This recording form is to be used following any application of physical intervention. Please complete a separate form for each young person or adult with whom staff physically intervened.

<table>
<thead>
<tr>
<th>SECTION A: Details of those involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Name of young person/adult involved in the physical intervention:</td>
</tr>
<tr>
<td>2. Name of staff applying physical intervention:</td>
</tr>
<tr>
<td>3. Role of staff applying physical intervention:</td>
</tr>
<tr>
<td>4. Names of witnesses (including address if not Harrow Council staff members)</td>
</tr>
<tr>
<td>5. Location of incident: Site/Venue &amp; address</td>
</tr>
<tr>
<td>6. Date and time of incident:</td>
</tr>
<tr>
<td>7. Date and time reported:</td>
</tr>
<tr>
<td>8. Date and time reported to the appropriate manager:</td>
</tr>
<tr>
<td>9. Date and time reported to parents/carers</td>
</tr>
<tr>
<td>10. Were staff involved in the incident trained in CALM techniques?</td>
</tr>
<tr>
<td>(Approved Harrow Council physical intervention training) No Yes</td>
</tr>
<tr>
<td>11. Is this a one-off or infrequent incident?</td>
</tr>
<tr>
<td>Yes No</td>
</tr>
<tr>
<td>12. Is an approved behaviour management plan in place?</td>
</tr>
<tr>
<td>Yes No</td>
</tr>
<tr>
<td>13. What date was agreed and by whom?</td>
</tr>
<tr>
<td>14. When is this due to being reviewed?</td>
</tr>
<tr>
<td>15. When was as a health &amp; safety incident form completed? Date</td>
</tr>
<tr>
<td>If Not, Why________________</td>
</tr>
</tbody>
</table>


Appendix 3

School database for reporting Incident/Accident report

<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>Time</th>
<th>Student affected</th>
<th>Staff affected</th>
<th>Name of the person responsible</th>
<th>Key injury</th>
<th>Name of the person reporting</th>
<th>Staff also present</th>
<th>Describe the incident</th>
<th>Type of accident/incident</th>
<th>Type of accident/incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08/08/2017</td>
<td>10:31</td>
<td>Alaviha Shah</td>
<td>Pepe Ojo</td>
<td>12歳 Alexander Schorppmann</td>
<td>Description added</td>
<td>12歳 Alexander Schorppmann</td>
<td>Student</td>
<td>Scratch: break of the skin</td>
<td>Injury</td>
<td>Injury</td>
</tr>
<tr>
<td>2</td>
<td>09/09/2017</td>
<td>10:00</td>
<td>Ayesha Khan</td>
<td>Pepe Ojo</td>
<td>12歳 Alexander Schorppmann</td>
<td>Description added</td>
<td>12歳 Alexander Schorppmann</td>
<td>Student</td>
<td>Scratch: break of the skin</td>
<td>Injury</td>
<td>Injury</td>
</tr>
<tr>
<td>3</td>
<td>10/10/2017</td>
<td>10:30</td>
<td>Fatima Jami</td>
<td>Pepe Ojo</td>
<td>12歳 Alexander Schorppmann</td>
<td>Description added</td>
<td>12歳 Alexander Schorppmann</td>
<td>Student</td>
<td>Scratch: break of the skin</td>
<td>Injury</td>
<td>Injury</td>
</tr>
<tr>
<td>5</td>
<td>12/12/2017</td>
<td>11:00</td>
<td>Maryam Ali</td>
<td>Pepe Ojo</td>
<td>12歳 Alexander Schorppmann</td>
<td>Description added</td>
<td>12歳 Alexander Schorppmann</td>
<td>Student</td>
<td>Scratch: break of the skin</td>
<td>Injury</td>
<td>Injury</td>
</tr>
</tbody>
</table>
Appendix 4

Definitions of Positive Handling

Positive Handling describes a broad spectrum of risk reduction strategies as a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Positive Support Plans at Woodlands School along with where appropriate associated Risk Assessments instruct and inform the positive management of pupils challenging behaviour. They inform procedure, identify a need, positive preventions strategies and how a pupil may be supported in a crisis.

- Physical Contact – Situations in which proper physical contact occurs between staff and pupils, e.g. in the personal care of pupils and to support their access to a broad and balanced curriculum. These might also include for example PE activities, drama activities, swimming, hydrotherapy, assisting with personal care, supporting children with mobility programmes. In these types of events, children may be practising physical skills and physical prompting and guidance is a usual and appropriate element of teaching practice.

- Physical Intervention – This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil where the pupil is compliant. This technique cannot be emphasised enough, and in the hands of a skilful practitioner, pupils can be deflected from a potentially volatile situation into a less confrontational one, i.e. it may be possible to “defuse” a situation by timely intervention.

- Physical Control / Restraint / Restrictive Physical Intervention - This will involve the use of reasonable, necessary and proportionate force where there is an immediate risk to pupils, staff or property. Such incidents must be noted on the pupil's Risk Assessment or the RPI form and referenced in the Serious Incident Bound and Numbered Book, kept centrally in the school office. If anyone is injured, an Accident/Injury form must also be completed. Records of incidents must be given to the Headteacher / Assistant Headteacher responsible for behaviour management as soon as possible, and by the end of the next school day at the latest.

- The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint / RPI. Restraint is defined by CALM training as the positive application of force by staff, to overcome rigorous resistance, entirely directing, deciding and controlling a person’s free movement.
Appendix 5

Debriefing and Post – Incident Review

<table>
<thead>
<tr>
<th>Date:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of young person/adult involved in incident:</td>
<td></td>
</tr>
<tr>
<td>Name staff involved in incident:</td>
<td></td>
</tr>
<tr>
<td>Names of witnesses</td>
<td></td>
</tr>
<tr>
<td>Date and time of incident:</td>
<td></td>
</tr>
<tr>
<td>Date and time reported to parents/carers</td>
<td></td>
</tr>
<tr>
<td>Is this a one-off or infrequent incident?</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Is an approved behaviour support plan in place?</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Did anyone use a CALM</td>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>If yes, what holds were used and for how long?</td>
<td></td>
</tr>
</tbody>
</table>

1. Describe the incident (Continue on a separate piece of paper if necessary)

Full version of this document is available on

T:\WOODLANDS\#Accident Incident Reports\Physical Intervention Report