



Walthamstow School for Girls

“Neglect not the gift that is in thee”

Policy Document

Positive Handling Policy

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CONTENTS

PAGE

1	Introduction	3
2	The Purpose of this Document	3
3	Managing Challenging Behaviour	4
4	Our Approach	5
5	Use of Positive Handling	5
6	Actions After an Incident	6
7	Risk Assessments	7
8	Complaints and Allegations	8
9	Searching Students – Power to Search Students Without Consent	8
10	Key Legal References	9
11	Appendices and Supporting Documents	9
12	Training and Staff Competency	10
13	Monitoring, Data Review and Governance Oversight	10
	Appendix A	11
	Appendix B	13
	Appendix C	17

I. INTRODUCTION

We believe that every student at WSFG has the right to learn, the right to be respected and the right to feel safe. With this in mind, we aim to provide a safe, supportive and inclusive school environment in which everyone feels welcomed, valued and respected.

Behaviour is always a form of communication. Understanding that children are communicating through their behaviour gives adults the opportunity to respond differently. When children feel valued, respected and have their needs met, there is no longer a reason to use challenging behaviour to communicate. Punishing a child for a behaviour may stop the behaviour for the moment, but it does not give the child support or provide alternate ways to act in difficult situations.

When adults help children find positive ways to communicate their needs to others, children learn important social and problem-solving skills that will help them throughout their life. At Walthamstow School for Girls we are committed to a positive behaviour for learning which encourages children to make positive behaviour choices.

On rare occasions circumstances may result in a situation that requires some form of physical intervention by staff.

This policy incorporates the updated DfE statutory requirements on reasonable force and restrictive interventions, effective from April 2026, including strengthened expectations for prevention, de-escalation and trauma-informed practice. The school recognises the need for early intervention and restorative responses to minimise the need for physical intervention, in line with new national guidance. Staff are expected to act in accordance with updated legal duties to ensure that the use of any physical intervention is necessary, proportionate, time-limited and the least restrictive response available. All staff must be aware that restrictive interventions can have a significant emotional impact, and responses must therefore prioritise the wellbeing and dignity of the student at all times.

Our policy for physical intervention is based upon the following principles:

- Physical intervention **should be used only as a last resort** when other appropriate strategies have failed.
- Any use of reasonable force should be lawful, necessary, proportionate and aligned with updated DfE statutory requirements.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Headteacher as soon as possible.
- Parents/Carers will be informed on the day of the incident.

2. THE PURPOSE OF THIS DOCUMENT

Walthamstow School for Girls believes everyone has a right to:

- Recognition of their unique identity.
- Be treated with respect and dignity.
- Learn and work in a safe environment.
- Be protected from harm, violence, assault and acts of verbal abuse.

Students and their parents/carers attending Walthamstow School for Girls have a right to:

- Individual consideration of student needs by the staff who have responsibility for their care and protection.
- Expect staff to undertake their duties and responsibilities in accordance with the school's policies
- Be informed about school rules, relevant policies and the expected conduct of all students and staff working in school.

The purpose of this document is to minimise the need for restrictive interventions by promoting preventative strategies, relational approaches and trauma-informed practice across the whole school.

The policy aims to ensure that all staff understand the distinction between non-restrictive contact, physical intervention and restrictive physical intervention, and apply these categories consistently and safely.

This document clarifies the responsibilities of staff, leaders and governors in monitoring patterns of restrictive intervention and ensuring compliance with statutory reporting obligations.

This policy reinforces WSFG's commitment to restorative practice, emphasising student voice, repair of relationships and de-escalation as a first principle in all behaviour support. The policy also outlines how WSFG will provide adequate training (including Team-Teach where appropriate) to ensure staff are equipped to respond safely and confidently in situations where reasonable force may be required.

The purpose of this document is also to provide students and parents with confidence that the school applies any form of physical intervention transparently, safely and only when absolutely necessary, with dignity and safeguarding as core priorities.

3. MANAGING CHALLENGING BEHAVIOUR

Walthamstow School for Girls also recognises that there is a need, reflected in common law, to physically intervene when there is an obvious risk to the safety of children, staff and property. This applies both on and off setting sites. If used at all, the use of force to control or restrain students will be used in the context of a respectful, supportive relationship with the child, in order to ensure minimal risk of injury to children and staff. It should never be acceptable for a member of staff to restrain a child by themselves – restraint means to hold back physically or to bring a student under control – if there is no other choice but to do so, it should be for the shortest amount of time possible whilst waiting for help and assistance from other staff.

There is no expectation for a member of staff to intervene in a harmful, dangerous or violent situation where they feel that their own safety or wellbeing might be at risk.

Staff must always prioritise prevention, early intervention and de-escalation strategies before considering any form of restrictive intervention, as required under updated DfE guidance. Challenging behaviour must be understood through a trauma-informed lens, recognising that behaviour often communicates distress, unmet needs or dysregulation rather than intentional defiance. Staff are expected to use relational approaches, restorative communication and calm, low-arousal strategies to support students in regulating their emotions and behaviour.

All appropriate staff must be familiar with non-restrictive de-escalation techniques, including those taught through Team Teach, and should apply these consistently to reduce the need for physical intervention. In line with new statutory guidance, restrictive intervention may only be used when it is necessary to prevent imminent harm, serious injury, significant property damage or severe disruption that threatens safety, and only when all less intrusive options have been exhausted. Staff must make moment-to-moment judgements about proportionality, ensuring that any physical intervention is the minimum required for the shortest duration possible.

Seclusion, withdrawal and removal from class must be used in lawful, appropriate and closely supervised ways and may not be used as punitive measures. Staff must remain aware of students with SEND or known vulnerabilities, whose behaviour may escalate differently and who may require adapted approaches as part of personalised plans or risk assessments.

The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Headteacher who have control or charge of students to use such force as is reasonable in all the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Causing injury to his/herself or others.
- Committing an offence.
- Damaging property.
- Prejudicing the maintenance of good order & discipline.

This policy sets out WSFG's commitment to ensuring that any use of reasonable force is lawful, necessary, proportionate and aligned with updated DfE statutory requirements, including new recording and reporting duties effective from April 2026.

4. OUR APPROACH

At Walthamstow School for Girls we aim to avoid the need for physical intervention and regard this as a last resort in managing situations. Our approach reflects updated DfE expectations that schools must prioritise prevention, early intervention, and de-escalation before considering restrictive intervention, which should always be the least intrusive response required to keep people safe.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the school's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

WSFG's approach is rooted in restorative practice, emphasising communication, relationship repair, and student voice as key components in reducing the likelihood of escalation. A trauma-informed approach underpins all behaviour management strategies at WSFG. Staff should consider how past experiences, unmet needs or emotional dysregulation may influence a student's behaviour and select supportive responses before restrictive ones.

All staff are required to use Team-Teach-aligned strategies for de-escalation, including calm stances, low-arousal verbal communication and safe, structured options for withdrawal or time away when appropriate. Staff must distinguish between 'non-restrictive physical contact' (e.g. guiding, gesture prompts), 'physical intervention' (short, non-restrictive actions to prevent immediate harm) and 'restrictive physical intervention' (holds that limit movement), applying each correctly and lawfully.

The school's approach includes proactive planning for students with known needs or risks, including personalised de-escalation profiles, risk assessments, positive handling plans and SEND-informed strategies.

In line with updated national guidance, WSFG explicitly recognises that **restrictive interventions may only be used when there is a real, immediate and significant risk of harm**, and never as a disciplinary measure, threat or convenience. Staff must remain conscious of their own emotional regulation, using reflective and measured responses to avoid escalation and maintain a safe environment.

5. USE OF POSITIVE HANDLING

Positive handling may only be used when it is necessary to prevent imminent harm, serious injury, significant damage to property or severe disruption that threatens safety, consistent with updated DfE guidance. Staff must ensure that any restrictive intervention is proportionate, the least intrusive option available, and used for the shortest duration possible.

Positive handling must always follow attempts at de-escalation using approved Team-Teach strategies, including calm stances, low-arousal verbal communication and safe withdrawal options. Restrictive intervention must never be used as a disciplinary response, threat or means of gaining compliance. Staff must avoid any technique or position that restricts breathing, blood flow, or could cause pain or injury, including holds around the neck or pressure on the chest.

Staff must be aware of individual student vulnerabilities, including SEND or trauma histories, and consider these before using any physical intervention. Staff must never use restraint in isolation unless absolutely unavoidable; where possible, assistance from another trained adult should be sought immediately.

In line with new statutory duties (effective April 2026), **any significant use of restrictive intervention must be recorded and reported to parents on the same day.**

When positive handling becomes necessary:

Do

- Tell the student what you are doing and why.
- Use the minimum force necessary.

- Involve another member of staff if possible.
- Tell the student what she must do for you to remove the restraint (this may need frequent repetition).
- Use simple and clear language.
- Hold limbs above a major joint if possible e.g. above the elbow.
- Relax your restraint in response to the student's compliance.

Don't

- Act in temper (involve another staff member if you fear loss of control).
- Involve yourself in a prolonged verbal exchange with the student.
- Involve other students in the restraint.
- Touch or hold the student in a way that could be viewed as sexually inappropriate conduct.
- Twist or force limbs back against a joint.
- Bend fingers or pull hair.
- Hold the student in a way which will restrict blood flow or breathing e.g. around the neck.
- Slap, punch, kick or trip up the student.
- Use physical restraint or intervention as a punishment.

Examples of situations where positive handling may be appropriate include:

- When a student's behaviour presents an immediate risk of harm to themselves or others.
- When a student is engaging in, or on the verge of, significant damage to property.
- When a student's behaviour has escalated to a level that poses a serious, immediate threat to safety and all de-escalation attempts have been exhausted.
- When a student's dysregulation places them at risk (e.g., attempting to abscond into unsafe areas).

Refusal of a student to remain in a particular place is not enough on its own to justify force. It would be justifiable where allowing a student to leave would entail serious risks:

- To the student's safety (taking into account age and understanding).
- To the safety of other students or staff.
- Of damage to property.

The procedure for restrictive physical intervention set out below must always be followed:

- Staff must use only those holds taught through accredited training (e.g., Team-Teach) and must never improvise holds that may cause harm.
- Staff must continually assess the student's breathing, posture and distress level and must reduce or release the hold immediately if risk increases.
- Restrictive intervention must end as soon as the risk has reduced sufficiently.
- Give the child clear warning. Offer an escape route from the situation, for example, through calming or following instructions.
- Once the restrictive physical intervention is judged necessary it should happen quickly, smoothly and confidently.
- Always remain calm and talk in a conciliatory tone. Ignore any abuse and let the high emotional state run its course.
- Once things begin to calm, it can be coupled with significant changes in restrictive physical intervention, this should be on staff terms, not when demanded by the child.
- The aim is to talk through the situation and discuss the behaviour that caused the whole episode.
- The extent of force used should be no more than necessary to control the situation.

6. ACTIONS AFTER AN INCIDENT

In line with statutory requirements effective April 2026, if physical restraint occurs, the following actions should be taken:

- Staff at WSFG must record and report **every significant use of force**. Significant incidents include any restrictive intervention, any use of force that could impact wellbeing, or any incident where the

student or staff member experiences distress or potential harm. The form should be submitted to the Headteacher and DSL.

- Staff must complete the full incident record, including: antecedents, triggers, de-escalation attempts used, justification for restrictive intervention, type of intervention applied, duration, staff involved, injuries, medical checks, and student/parent voice.
- They should ensure that parents are informed on the same day wherever practicable. Records must be completed on the day of the incident or, where unavoidable, by the next working day.
- Seclusion, if used as an emergency safety response, must also be recorded and reported to parents the same day, in line with the updated DfE guidance.

Leaders should ensure that:

- The Headteacher is informed at the earliest opportunity where positive handling was used. The Headteacher (or nominee) will initiate the recording process if not already underway and review each incident to ensure that any necessary lessons are learned.
- Restorative follow-up takes place after the incident, ensuring the student has a chance to share their perspective and repair relationships. A trauma-informed debrief must be offered to the student, focusing on emotional regulation, what support they needed, and how similar incidents can be prevented.
- The debriefing process must be explicitly restorative, ensuring all parties feel heard and supported and strengthening future relationships. Debriefing should also identify opportunities for preventative planning and safer future practice.
- Staff involved in the incident must also be offered a debrief, acknowledging the emotional impact of restrictive intervention and supporting reflective professional practice.
- Any concerns arising from an incident, including potential unsafe practice or policy non-compliance, must be escalated to the Designated Safeguarding Lead (DSL) for review.
- The DSL must consider whether the Local Authority Designated Officer (LADO) or other external agencies should be notified where the threshold for safeguarding or allegation management is met.
- Where a student involved in the incident is Looked After (LAC), their Social Worker and Virtual School Head must be notified as soon as possible and always within statutory timeframes.
- All incident records must be entered into the school's safeguarding system (CPOMs) to ensure consistency, data monitoring and multi-agency visibility.
- The Headteacher (or nominee) must review each incident promptly to identify patterns, training needs, environmental triggers or systemic issues requiring action.

7. RISK ASSESSMENTS

If we become aware that a student is likely to behave in a disruptive and/or challenging way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Strategies to be used prior to intervention.
- Ways of avoiding 'triggers' if these are known.
- Involvement of parents/carers to ensure that they are clear about the specific action the school might need to take.
- Briefing of staff to ensure they know exactly what action they should be taking.
- Identification of additional support that can be summoned if appropriate.
- **Safety plans (risk assessments)** must be completed for any student where there is a foreseeable risk of behaviours requiring restrictive intervention, and these must be reviewed regularly, particularly following any incident.
- Risk assessments must explicitly consider SEND, trauma history, attachment needs, health conditions and communication profiles, ensuring that physical intervention is *never* the default response. **Each student with identified risks must have an up-to-date Positive Handling Plan (PHP) or Behaviour Support Plan (BSP)** that outlines:
 - known triggers
 - preventative strategies
 - personalised de-escalation approaches
 - preferred Team-Teach techniques (where relevant)

- guidance on safe withdrawal or relocation
- clear instructions for staff on safe, supportive responses
- Risk assessments must set out clearly the circumstances in which restrictive intervention may be used, emphasising that it must always be a last resort and proportionate to the level of risk posed.
- In line with updated DfE expectations, risk assessments must also identify any environmental changes that could reduce the likelihood of restrictive intervention (e.g., adjustments to routines, supervision, learning spaces, or transitions).
- Parents/carers must be actively involved in the creation and review of risk assessments and Positive Handling Plans so that they understand the strategies in place and the conditions under which restrictive interventions may occur.
- All staff working with a student must be briefed on the contents of their risk assessments and must follow the agreed strategies consistently. Risk assessments must be stored securely, shared with relevant staff, and monitored by pastoral leaders, SEND staff and the DSL where appropriate.
- Following any restrictive intervention, the risk assessment and PHP/BSP must be reviewed to determine whether adjustments are required to prevent recurrence.

8. COMPLAINTS AND ALLEGATIONS

- A clear restraint policy, adhered to by all staff and shared with parents/carers, should help to avoid complaints from parents/carers. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints, disciplinary or allegation management procedures. It is our intention to inform all staff, students, parents/carers and Governors about these procedures and the context in which they apply.
- All complaints relating to the use of restrictive intervention must be taken seriously, recorded promptly and handled in accordance with the school's Complaints Policy and statutory safeguarding procedures.
- Where an allegation is made that a member of staff has used unreasonable or unsafe force, the Headteacher must immediately assess whether the threshold for involving the Local Authority Designated Officer (LADO) is met. This is required when an allegation suggests that a child may have been harmed, is at risk of harm, or that inappropriate conduct has occurred.
- Staff must be aware that the updated DfE guidance expects schools to maintain transparency and accountability in all use-of-force incidents, including maintaining accurate records that may be scrutinised as part of an investigation.
- Parents/carers must be informed of their right to raise concerns or complaints, and the school must ensure that they understand the process for doing so. Where a complaint or allegation relates to a child with SEND, the investigation must consider whether the strategies used were consistent with the student's Positive Handling Plan, risk assessment and individual support needs.
- Any concerns arising from patterns of restrictive intervention, including repeated use with the same student or staff member, must be reviewed by the Headteacher and DSL to identify whether additional training, support or environmental adjustments are needed. Investigations will always ensure that both staff and students are supported, and that the process remains fair, objective and compliant with safeguarding legislation.
- All documentation relating to complaints, allegations or reviews must be securely stored in accordance with data protection legislation and be available for inspection where required.

9. SEARCHING STUDENTS – POWER TO SEARCH STUDENTS WITHOUT CONSENT

Please refer to the following policies: Searching Students Policy, Safeguarding Policy and Positive Behaviour for Learning Policy.

For further information the DfE have provided Guidance on Searching, Screening and Confiscation. A member of the leadership team will contact parents/carers as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

In accordance with updated DfE guidance, staff may use reasonable force when conducting a search *only* where this is necessary to prevent harm, serious disruption, damage or to safely seize prohibited items. Force must always be proportionate and the least intrusive method available. Staff authorised to conduct searches must understand the distinction between: – *reasonable force used to conduct a lawful search*, and –

restrictive intervention used to prevent immediate harm. These categories must not be conflated and must be applied safely and lawfully.

Reasonable force cannot be used to search for items that are banned solely under school rules (e.g. non-dangerous items), unless there is an associated risk of harm that makes the search necessary for safety. Any use of physical force during a search must be recorded as a significant incident under the statutory reporting requirements taking effect from April 2026, and parents/carers must be informed on the same day wherever practicable.

Searches involving physical intervention must, where possible, be carried out by at least two members of staff, with one acting as a witness. Staff carrying out searches must consider the student's age, **SEND needs**, emotional state and any known trauma triggers. A trauma-informed, low-arousal approach must be used to reduce distress and the likelihood of escalation.

Where a student refuses to comply with a search, staff must consider whether the refusal presents an immediate risk of harm. If not, alternative strategies should be used, and restrictive intervention must *not* be used to gain compliance.

Following any search involving force, the student must be given a supportive debrief and an opportunity to explain their perspective, in line with restorative practice. Search procedures must always preserve dignity, privacy and respect. Staff must take steps to avoid humiliation or unnecessary exposure.

A record of the search and any associated use of force must be logged in the school's safeguarding system (CPOMs) and reviewed by the Headteacher or DSL.

10. KEY LEGAL REFERENCES

This Positive Handling guidance is written with reference to the following key legal concepts and documents:

- *Restrictive Interventions, Including Use of Reasonable Force in Schools* (DfE) – statutory guidance replacing the 2013 document from 1 April 2026. This guidance includes mandatory requirements for recording and reporting significant incidents of force.
- Updated DfE statutory expectations regarding seclusion, preventative approaches, trauma-informed practice, and proportional use of force (2025–26).
- Updated Keeping Children Safe in Education (KCSIE) requirements, emphasising staff responsibilities to safeguard students during all forms of intervention.
- Equality Act 2010 (relevant where restrictive intervention may disproportionately affect students with SEND or other protected characteristics).
- Public Sector Equality Duty (PSED) – duties to ensure interventions are fair, non-discriminatory and appropriately adapted for SEND learners.
- Data Protection Act 2018 and UK GDPR – requirements governing the secure storage, monitoring and controlled sharing of incident records.
- Offences Against the Persons Act 1861 (concepts of Assault and Assault and Battery).
- Common Law concepts of false imprisonment and common law defence.
- Screening, searching and confiscation – advice for Headteachers, staff and governing bodies.
- Human Rights Act 1998.
- Disability Discrimination Act 1995.
- Health and Safety at Work Act 1974.
- Local Authority Designated Officer (LADO) procedures for managing allegations against staff, relevant where concerns arise from the use of restrictive intervention.
- The requirement for schools to consider safeguarding thresholds and to notify external agencies (e.g., Social Care, Virtual School for LAC children) following significant incidents, in line with statutory guidance.

11. APPENDICES AND SUPPORTING DOCUMENTS

This policy must be used in accordance with the following documents and their procedures:

- Non-Restrictive Touch Record Form (Section 11).
- Positive Handling / Restrictive Intervention Incident Record (Section 12).
- WSFG Behaviour for Learning Policy.
- WSFG Safeguarding & Child Protection Policy.
- Searching Students Policy.
- Relevant SEND Plans, Risk Assessments and Positive Handling Plans.

Staff must ensure they are using the most up-to-date versions of these forms, stored securely in accordance with UK GDPR and school safeguarding procedures.

12. TRAINING AND STAFF COMPETENCY

All relevant staff must receive regular training in de-escalation strategies, trauma-informed practice and proportionate response to challenging behaviour.

Staff identified as likely to need restrictive interventions (e.g., pastoral, SEND, on-call team) must receive accredited training such as Team-Teach, consistent with updated DfE requirements.

The school will ensure refresher training is provided at appropriate intervals and that new staff receive induction covering positive handling expectations.

Staff must not use any restrictive intervention technique for which they have not been specifically trained.

13. MONITORING, DATA REVIEW AND GOVERNANCE OVERSIGHT

The Headteacher and DSL will monitor all restrictive intervention records to identify patterns, emerging risks, training needs or safeguarding concerns.

The Senior Leadership Team and Governors will review anonymised termly data on the use of restrictive interventions, including frequency, context, disproportionate impact (e.g., on SEND or vulnerable students) and compliance with recording/reporting duties.

Monitoring will inform updates to the Positive Behaviour for Learning Policy, inclusion practice, staff training, and environmental adjustments where necessary.

APPENDIX A



Non-Restrictive Touch Record Form

WSFG Non-Restrictive Touch Record Form:

This form should be completed in situations where staff have used non-restrictive physical contact (e.g., guiding, gesture prompts or supportive physical proximity) that does not amount to a restrictive intervention but may be open to misinterpretation or may have involved low-level risk.

This record must be used where non-restrictive physical contact was necessary either to prevent minor risk, support a distressed student, or guide movement safely in a way that could be perceived as sensitive, including where the student appeared distressed, surprised or uncomfortable, even if injury did not occur. Parents/carers should be notified if the student expresses confusion, concern or distress as a result of the contact.

Staff must complete the form on the same day, or as soon as possible, and submit it to the DSL if there is any safeguarding concern.

Name of Student:

Name of Adult:	Date: Time: / /	Location:
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Nature of Risk

Injury to Person	Yes/No	Circle level of risk:		
Damage to Property	Yes/No	Low	Medium	High
Absconding	Yes/No			

Behaviours	Towards Staff		Towards Other Children/Self	
	A	S	A	S
Attempted/ Succeeded				
Kick				
Hair Pull				
Scratch				
Pinch				
Bite				
Grabbing clothes /Glasses				
Head Butt/Bang				
Throwing Objects				
Slap/Punch				

Others:				
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Account of non-restrictive action taken

*Descriptions should be factual, concise and neutral.
 Emotional presentation of the student (e.g. “distressed”, “tearful”, “anxious”) should be documented where relevant. Please note any de-escalation or verbal reassurance used alongside the physical contact. Where non-restrictive touch occurs as part of an agreed SEND or medical care plan, this should be noted clearly.*

Next steps:

Signature **Date**

APPENDIX B



WSFG Positive Handling/Restrictive Intervention Incident Record

This form is used to provide a comprehensive, accurate, contemporaneous record of any restrictive intervention used with a student. It ensures that:

- the incident is clearly documented
- the student voice is captured
- safeguarding processes are followed
- parents are informed on the same day wherever practicable
- patterns or concerns can be identified and acted upon

This form must be completed on the day of the incident and the Headteacher should be notified immediately, along with the DSL. Parents/carers must be informed as soon as possible and ideally before the student leaves school that day.

Name of student:		Year/Class:			
Location of incident:			Date:		
Full names of staff involved: (Include all staff who used restrictive intervention and those present as witnesses)					
Start time of incident:	Duration of any restraint:	Any injuries:	Medical check: <i>Staff and students must be checked for injuries and recorded accordingly</i>	Incident reviewed with young person – <i>please add their account</i>	
AM/PM	Minutes	Student Y/N Adult Y/N	Offered Y/N Accepted Y/N	Offered Y/N Accepted Y/N	
Nature of Risk		External agencies informed <i>(Indicate who was notified and when)</i>		Supporting Records completed	

Circle level of potential risk: L/M/H		Virtual Head LAC	Y/N	Medical Book	Y/N
		Medical Staff	Y/N	Accident Report	Y/N
		Social Worker	Y/N	RIDDOR report	Y/N
Injury to person	Y/N	LADO	Y/N	Formal Statement from student / student voice	Y/N
Damage to property	Y/N	Police	Y/N		
Criminal Offence	Y/N	Parent/carer informed	Y/N		
Absconding	Y/N	Restorative conversation and debrief for student	Y/N		
		Restorative conversation and debrief for staff members	Y/N		

Environments and Triggers:

Describe what was happening immediately before the incident and what led to it:

- Include known triggers, environmental factors, peer dynamics, transitions or sensory overload.
- State whether this behaviour is part of an emerging pattern.

Circle the level of potential risk:

Low

Medium

High

Describe exactly what the risk was:

Who was at risk

Controlling risk – De-escalation and Distraction techniques used

Tick and/ or describe any changes you made to routines, personnel or the environment in an attempt to reduce the risk of this happening:

Verbal advice & support

Firm clear directions

Negotiation

Humour

Limited Choices

Distraction

Diversion

Reassurance

Planned ignoring

Contingent Touch

C.A.L.M. Talking/Stance

Take Up Time

Withdrawal

Offered Withdrawal

Directed

Transfer Adult

Reminders About Consequences

Success Reminders

Teach-Teach strategies used (specify)

Other:

Physical Intervention Strategies Attempted:

Response and view of the student:

Record the student's perspective, how they felt, and their explanation of what happened. This is a statutory requirement and must be collected sensitively after the student has calmed.

Outcome of Incident:

- How was the incident resolved?
- How did the student present after the intervention?
- Has a restorative meeting taken place?

Follow-up Actions:

- Update risk assessments / Positive Handling Plans.
- Inform parents (time and method of contact must be recorded).
- Consider Early Help, SEND review, or other multi-agency involvement if needed.
- Identify staff training or environmental adjustments required

Signatures:

Staff involved:

Senior Leader reviewing:

Date completed:

APPENDIX C



Walthamstow School for Girls Risk Assessment & Safety Plan

Name:

Area of concern:	Who is at risk?
Assessment carried out by:	Date:
	Date of review:

Risk	Who might be harmed and how?	Action in place / Existing controls	Risk rating	Any further action to manage this risk?	New risk rating
1. Physical harm / self-harm					
2. Verbal harm					
3. Accusations against staff					

Additional information:

Risk Rating range: U-Unacceptable; H-High Priority; M-Medium Priority, L-Low Priority & T-Trivial

Risk Rating Form and Matrix

The risk rating chart/matrix is used in risk assessment to consider the consequences and likelihood of a hazard/risk occurring.

Using the Risk Rating Formula:

1. From box 1 decide the rating of the probable severity/consequences of the hazard
2. From box 2 consider the rating of the likelihood of the event occurring
3. Look up the combination in the risk rating chart/matrix and link it to the action combination

Box 1 - Rate severity/consequence
(A) Extremely harmful
(B) Harmful
(C) Slightly harmful

Box 2 – Rate Likelihood
 (1) **Highly likely** (to occur)
 (2) **Likely** (to occur)
 (3) **Unlikely** (to occur)

Consequences Likelihood of event occurring	Extremely Harmful (A)	Harmful (B)	Slightly Harmful (C)
Highly Likely (1)	Unacceptable (U)	High (H)	Medium (M)
Likely (2)	High (H)	Medium (M)	Low (L)
Unlikely (3)	Medium (M)	Low (L)	Trivial (T)

Action combination to calculate risk rating:

- A1** **U – Unacceptable** – must act immediately to ensure adequate controls are put in place
- A2/B1** **H – High Priority** – urgent action required to reduce severity or likelihood
- A3/B2/C1** **M – Medium Priority** – must receive attention to reduce severity or likelihood
- B3/C2** **L – Low Priority** – look at ways to see if risk can be reduced
- C3** **T – Trivial** – minimal risk

Safety Plan to be shared with staff

Brief circumstances, signs to look out for, action/s to be taken, who to contact.