**Sperrinview Special School**

**Positive Behaviour Management Policy**

**Rationale**

The Governors and Staff of Sperrinview Special School seek to create a school environment that encourages and reinforces confidence, self-esteem, positive behaviour and mutual respect for all. The School acknowledges that if pupils and staff feel safe and secure this will have a positive impact on teaching and learning.

**Aims**

* To enable all to learn in a safe and respectful environment
* To encourage the positive behaviour of all pupils
* To empower staff as they support pupils

**Objectives**

* To clearly define whole school expectations and standards of behaviour.
* To promote self-esteem, self-control and positive relationships.
* To plan and implement individual behaviour management programmes for pupils

for whom behaviour management is a priority area.

* To work closely with parents, carers and other agencies to provide consistency of approach and shared expectation.
* To support the pupils in acquiring behaviour that enhances their quality of life through inclusion within the school and wider community.
* To provide a well-trained staff team that has specific knowledge of specialised strategies to support and manage inappropriate and severe challenging behaviour.

**A Rights Respecting School**

Sperrinview is a Rights Respecting School. We have embedded the United Nations Convention on the Rights of the Child at the heart of our ethos and curriculum. Pupils learn that rights bring responsibilities for both adults and children.

All our pupils have a **right** to:

* learn, and to make demonstrable progress (Art. 14)
* feel physically and emotionally safe at all times (Art. 19)
* be treated with respect and dignity at all times (Art. 23)
* express their feelings in an appropriate way (Art. 14)

In turn pupils **agree** to:

* listen and pay attention to staff
* be kind and gentle with peers and staff
* accept differences and treat others how you wish to be treated
* respect that others are entitled to the same right

All our staff have a **right** to:

* teach without undue disruption
* learn how to improve their practice
* feel physically and emotionally safe at all times
* be treated with dignity and respect at all times
* express their feelings in an appropriate way

In turn staff **agree** to:

- make lessons fun and differentiated according to pupil needs

* appreciate, praise and value pupils
* treat pupils fairly
* ensure predictability and consistency

**The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning that builds on the pupil’s present development, contributes to positive behaviour.

IEPs, Dos and Don’ts and Behaviour Support Plans all serve to support learning. All learning programmes will involve the teaching of alternative, appropriate methods of behaviour to replace inappropriate ones and the development of other areas of learning to support positive behaviour, e.g. alternative methods of communication or intensive interaction.

**Classroom Management**

* The School believes that classroom management, routines, environmental structure and teaching methods have an important influence on pupils’ behaviour.
* The classroom environment may be designed to support positive behaviour and give clear messages to the pupils about the extent to which they and their efforts are valued.
* Classrooms should be organised to support pupil access to learning, on-task behaviour, alternative appropriate social and interactional skills and independence.
* Materials and resources should be arranged to aid communication, understanding, accessibility and reduce anxiety, uncertainty, frustration and disruption, e.g. object/picture timetables or TEACCH schedules.
* Transition from activity or area of the school may cause particular anxiety for some pupils. Additional tactile, visual or auditory aids may support them and decrease inappropriate behaviour.
* Displays should help develop self-esteem through demonstrating the value of every individual’s contribution, and overall the classroom should provide a welcoming environment.
* Teaching methods should reflect differentiation and support active participation.
* Lessons should aim to develop the skills, knowledge and understanding that will enable the pupils to work, play and socialise in co-operation with others. Where appropriate, specialised teaching and learning approaches, styles and structures will be incorporated within pupils’ learning programmes.
* Routines support pupils by fixing desired behaviours in their minds. Routines should be consistent and taught for **all** activities, including
* the start/end of the day
* moving from classroom to elsewhere e.g. dining hall, playtime
* entering/leaving the classroom
* answering the register
* leaving the Hall after Assembly/PE lunch etc
* giving and receiving commendations in class/Assembly
* greeting visitors
* moving from circle time to small group/individual work
* collecting equipment

**School and Class Charters**

A charter acts as a reminder of the shared values and principles of the UNCRC and is applied to all members of the school community. At the beginning of each academic year, each class negotiates a Class Charter. This is a list of promises, written using the positive language of “we have a right to” therefore “we will”. This is shared and agreed between pupils and staff and displayed on the wall of the classroom.

For reasons of Health and Safety, a small number of school rules have been agreed.

* Pupils follow class and school charters.
* Pupils and staff walk along corridors.
* Pupils, where possible, knock doors when entering rooms.
* Pupils and staff greet and communicate with each other politely.
* Wristwatches and stud earrings are the only jewellery which should be worn in school.
* Jewellery must be removed for PE lessons.
* Pupils must not bring cameras or any device which includes a camera, eg iPod, iPad, games console, mobile phone etc to school
* Pupils take care of their belongings and those of others.
* Pupils show respect for themselves, others, the school building and its contents.

**Rewards**

Our emphasis is on rewards to reinforce appropriate behaviour. Rewards for individual pupils will vary. Appropriate motivating rewards for individual pupils will be identified through observations and reward assessments.

Rewards may be:

* immediate or delayed
* basic or complex
* need to be changed frequently to maintain their motivational value

Examples:

|  |  |  |  |
| --- | --- | --- | --- |
| food | praise  verbal / non-verbal | whole class reward schemes | end of year Celebration Events |
| object or activity | stickers | achievements celebrated in school assembly | good news to parents in Home/School books |
| privileges | tokens  ‘I am working for.’ | special certificates | phone call to parents. |
| Principal’s Award | Pupil of the Month | The School will always promote a movement away from external to intrinsic rewards. | |

**Consequences**

Although we see rewards as central to the reinforcement of appropriate behaviour, realistically there is a need for pupils to develop an understanding of the consequences of their actions. The consequence applied will depend on the individual needs of the pupils and their level of conceptual development and may include:

* removal of adult attention through tactical ignoring of inappropriate behaviour
* disapproval of inappropriate behaviour
* withdrawal of privileges
* a visit to the Principal, Vice Principal or senior teacher

For pupils who have individual programmes the management of inappropriate behaviour will be clearly set down in their Behaviour Support Plan and agreed, in writing, by everyone concerned with the care and education of the pupil. At all times it should be the inappropriate behaviour, not the person that is identified. **Corporal punishment is never allowed**. Reasonable and consistent consequences will be used to deal with the individual pupil, who should be fully informed that this is as a direct result of his/her behaviour.

In extreme cases where a pupil places him/herself, other pupils or staff at physical risk, or if behaviour is detrimental to the education of others in the school, the pupil may be asked to remain at home by the Board of Governors and may be suspended/expelled until the EA Southern Region Special Education Department, Psychology Service and/or School Medical Service have been consulted. Return to school will be dependent on recommended changes being implemented.

**Communication and Parental & Multi-agency Partnership**

We give high priority to two-way communication within the School and to a positive partnership with parents/carers since we believe that these are crucial in promoting and maintaining positive behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the pupil are aware of those concerns and of the steps which are being taken to support the pupil. The key professional in this process of communication is the class teacher who has the initial responsibility for the pupil’s welfare. Early warning of concerns should be communicated to the school Behaviour Team, Vice Principal and the Principal.

**When specific behavioural management strategies are to be introduced it is the responsibility of the class teacher to inform everyone at a staff meeting so that all staff may implement a continuity of approach**.

**Understanding Challenging Behaviour**

At Sperrinview Special School we understand challenging behaviour to be behaviour which:

* prevents pupils’ participation in appropriate educational activities;
* usually isolates them from their peers;
* affects the learning and functioning of others;
* drastically reduces their opportunities for involvement in ordinary community activities;
* makes excessive demands on teachers, staff and resources;
* places the child and/or others in physical danger;
* makes the possibilities for future placement difficult.

*(adapted from Emerson et al 1987)*

We are aware that different people may interpret the appropriateness and severity of challenging behaviour in different ways.

We acknowledge that it is the *behaviour* which challenges us and *not the person*.

**Procedures for the Management of Inappropriate Behaviour**

Any concerns regarding behaviour must be reported. A **Risk Assessment** should be completed. Consultation will then occur with the Behaviour Team to identify possible strategies to be implemented. The Principal must always be kept informed at all stages of the procedure.

**Observation, Analysis and Assessment**

Staff are familiar with looking at ways of understanding children’s behaviour, in

particular trying to find out the functions that the challenging behaviour may serve for the individual and the contexts in which it is likely to happen. Observation of the pupil plays an important part in providing base lines of pupil behaviour.

Frequently used methods include ABC charts, scattergraphs, sensory profiles and functional analysis. Support will be requested from other professionals if required.

**Dos and Don’ts**

Some pupils work and behave very well if specific routines are maintained. These simple but important prompts are passed between staff and classes in the form of a double-columned page of “Do’s and Don’ts”. For many pupils these are the hints and tips required to ensure a positive learning environment. They are the first stage in a process that may lead to the need for a **Behaviour Support Plan.** [See Appendix 3]

**Individual Behaviour Support Plans**

Sometimes the general structure and ethos of the school, along with the Dos and Don’ts will not be enough to maintain an individual pupil’s behaviour within acceptable limits. Some pupils will need a more structured, systematic and intensive approach.

Individual **Behaviour Support Plans** focuson a pupil’s specific difficulties and help staff respondto challenging behaviour with understanding and consistency.

Behaviour Support Plans should be

* succinct and in clear language
* drawn up ideally in consultation with parents / carers and other agencies, e.g., school Behaviour Team, educational psychologist. BST, AAIS
* familiar to all staff working with the pupil
* regularly monitored
* carefully evaluated.
* written along with the pupil, where appropriate

An example of a behaviour support plan proforma is given in ***Appendix 3.***

**Record-Keeping**

* Records will be kept by the class teacher of the frequency of inappropriate behaviour and the impact of intervention programmes.
* Records must also be maintained if harm occurs to the pupil, others or property on an incident/accident (CP) form and written in the incident/accident book.
* Incidents of both positive and negative behaviour should be recorded on SIMS.

In the event that incidents become more serious and that there is a need to physically intervene a **Positive Handling Plan** [see Appendix 4] will be added to the Behaviour Support Plan.

**Definition of Reasonable Force**

The Education (NI) Order 1998 (part ll Article 4 (1)) states:

“A member of the staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

* Committing any offence;
* Causing personal injury to, or damage to the property of, any person (including the pupil himself); or
* Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.”

Based on this legal framework, the working definition of “Reasonable Force” is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

**Physical Intervention**

* Sperrinview is a Rights Respecting School where all the school community takes on the 3 Rs of Rights, Respect and Responsibility.
* Staff at Sperrinview are committed to providing the highest standards in protecting and safeguarding the welfare of the children and young people entrusted to its care.
* We believe that positive handling should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals. It should be used as a part of a structured, systematic individual behaviour support plan.

Any intervention should be a last resort and be **proportionate, reasonable, necessary** and **appropriate,** and be done with the aim to **reduce** not **provoke.**

All staff owe a **duty of care** to students. To take no action, where the outcome is that a child injures him/herself, or another, including staff, could be seen as negligence.

As best practice regarding positive handling, this policy should be considered alongside other relevant school policies, specifically those involving behaviour, health and safety and child protection.

**Team Teach**

* Staff at Sperrinview Special School are trained in ‘Team Teach’. Team Teach is one of the largest worldwide training providers in behaviour support and management including physical interventions. It is built on an ethos of 95% de-escalation skills with intensive work on diversions, diffusion and de-escalation work.
* In essence Team Teach allows staff to be strong with their presence but gentle with their touch.
* Staff take a 12 hour course which is ‘topped up’ with regular follow up support. All appropriate Sperrinview class staff have completed the course.
* Further information can be found on their Website [www.team-teach.co.uk](http://www.team-teach.co.uk)
* Additional Advanced Team teach training has been undertaken by nominated staff to offer additional support.

**Physical Contact with Pupils in Other Circumstances**

* Staff provide Intimate Care for many of our pupils. Intimate Care Plans are drawn up by class staff and agreed with parents. Signed copies can be found in classrooms and Pupil Red Files.
* Some physical contact may be necessary on other occasions e.g. during PE lessons, sports coaching, or if a member of staff has to give first aid or reassurance.
* Young children may need staff to provide physical prompts or help.
* Physical contact must always be appropriate and done openly.

**Debriefing Following Serious Incident**

* Pupils and members of staff will be checked for any sign of injury and first aid or medical treatment will be administered if required.
* Taking into account the individual needs of the pupil, a debrief may be offered. On some occasions the incident will revisited on a future date, given the need for full recovery from the crisis.
* All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support or a senior member of staff will provide support to the member of staff involved.

Monitoring and evaluation of behaviour programmes is the responsibility of the class teacher and the Behaviour Team

* Every incident of physical intervention must be recorded by the Principal, VP or SLT in the Bound and Numbered Book, kept in the Principal’s office.
* Parents/carers will be informed each time a physical intervention has been used to support their child.
* If physical support/management is required, parents/carers will be asked to agree in writing to the use of the most appropriate approach. Advice will be sought from Team Teach trainers to draw up a **Positive Handling Plan.**
* The School will maintain its Team Teach qualified status by providing training for staff in line with EA requirements.

**Complaints**

All complaints should be made according to procedures set out in the school’s Complaints Procedures. A complaint or dispute about the use of force by a member of staff might lead to an investigation under disciplinary procedures or by the Police and Social Services under Child Protection procedures. See other guidance in the school’s Child Protection Policy.

**References**

United Nations Convention on the Rights of the Child, HMSO, 1992

Pastoral Care in Schools: Promoting Positive Behaviour, DENI, 2001Pastoral Care:Use of Reasonable Force DENI Curricular 99/10

Guidance on Identifying and Supporting Learners with Social, Emotional and Behavioural Difficulties, CCEA, 2014

Team Teach

**Conclusion**

Governors and staff aim to provide pupils with a happy and safe learning environment in which they can develop their knowledge, skills and experiences.

To this end the above arrangements and strategies are necessary components to ensure that all pupils can safely access the curricular activities both in and outside of school.

# **Roles**

* Class teachers have responsibility for the promotion of positive behaviour with the pupils under their supervision.
* The Behaviour Team has responsibility for initial support of classroom staff
* Ms Walker has responsibility for Risk Assessments and Behaviour Plans
* Mr O’Hare and Mr Ferguson have responsibility for Team Teach
* The Principal has overall responsibility for the implementation of this policy.

# **External Support**

# Parents

Educational Psychology

Clinical Psychology

Pupils’ GPs

Community Paediatricians

Behaviour Support Team – EA Southern Region

AAIS – EA Southern Region

Behaviour Support Teams - HSCTs

Social Services

# **Staff Development**

External courses will be organised where appropriate to the needs of the school. Staff will be trained in the Team Teach approach.

**Monitoring and Evaluation**

The Positive Behaviour Management Policy will be monitored and evaluated on an ongoing basis through consultation with pupils, staff and parents.

# Review

A sub-committee of the Board of Governors will monitor and evaluate the effectiveness of this policy as part of a timetabled, on-going process.

Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_

**Positive Behaviour Management Flowchart**

Appendix 1

Classroom staff

Positive learning environment

Routines, reward systems, class charters

monitor

Parental input

EA input and advice

EA input and advice

Classroom staff with RW and Principal

Parental input

Risk Assessment

Behaviour Support Plan

Major concern or incident

MDT meeting with parents EA and all agencies

Dos and Don’ts

Behaviour Support Plan with Positive Handling Plan

Pupil behaviour

Classroom staff inform Behaviour Team

Classroom staff with Behaviour Team

Inform VP/Principal

Appendix 2



Sperrinview Special School

RISK ASSESSMENT and SUPPORT PLAN

Name of Pupil\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DoB\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Age\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Completed by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Consultation has been carried out with:

Please tick

|  |  |
| --- | --- |
| Pupil |  |
| Other pupils |  |
| Parent/carer |  |
| Staff |  |
| Other teacher |  |
| Social worker |  |

Verified by:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Behaviour Team)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Principal)

RISK EVALUATION

Likelihoods Frequency

Very likely 5 Hourly 5

Likely 4 Daily 4

Quite possible 3 Weekly 3

Possible 2 Monthly 2

Unlikely 1 Termly 1

Level of likelihood x Frequency = Risk

Very likely 5 x Hourly 5 = 25 (Greatest)

Likely 4 x Daily 4 = 16

Quite possible 3 x Weekly 3 = 9

Possible 2 x Monthly 2 = 4

Unlikely 1 x Termly 1 = 1 (Lowest)

This numerical evaluation of risk is not an absolute, but simply affords a pupil’s predisposition and risk frequency to be compared.

RISK FACTORS

|  |  |
| --- | --- |
| Score | Risk |
| 25 | Very High |
| 15-20 | High |
| 8-12 | Medium |
| 6-10 | Low |
| 1-5 | Very Low |

Completed based on knowledge currently available

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Type of Behaviour Causing Concern | Level of Risk / Frequency | | | | | |
|  | Very likely | Likely | Quite possible | Possible | Unlikely | Frequency  H= hourly  D= daily  W=weekly  M=monthly  T=termly |
| Disruption |  |  |  |  |  |  |
| Vandalism |  |  |  |  |  |  |
| Bullying |  |  |  |  |  |  |
| Fighting |  |  |  |  |  |  |
| Violent and Aggressive |  |  |  |  |  |  |
| Absconding / Absenting |  |  |  |  |  |  |
| Alcohol/substance misuse |  |  |  |  |  |  |
| Threats and abusive language |  |  |  |  |  |  |
| Impulsive dangerous behaviour |  |  |  |  |  |  |
| Self harms |  |  |  |  |  |  |
| Discriminatory behaviour |  |  |  |  |  |  |
| Inappropriate sexual behaviour |  |  |  |  |  |  |
| Medically related behaviour |  |  |  |  |  |  |

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| People to whom behaviour is most likely exhibited | Very likely | Likely | Quite possible | Possible | Unlikely | Frequency  H= hourly  D= daily  W=weekly  M=monthly  T=termly |
| Teachers in general |  |  |  |  |  |  |
| Specific teacher |  |  |  |  |  |  |
| Classroom staff |  |  |  |  |  |  |
| Specific staff member |  |  |  |  |  |  |
| Visitors to the school |  |  |  |  |  |  |
| Members of the public |  |  |  |  |  |  |
| Male staff |  |  |  |  |  |  |
| Female staff |  |  |  |  |  |  |
| Other pupils in class |  |  |  |  |  |  |
| Other pupils in school |  |  |  |  |  |  |
| Male pupils |  |  |  |  |  |  |
| Female pupils |  |  |  |  |  |  |
| Younger pupils |  |  |  |  |  |  |
| Older pupils |  |  |  |  |  |  |
| Ethnic minority pupils |  |  |  |  |  |  |
| Vulnerable pupils |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

FLASH POINTS

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Location/  Time of behaviours | disruption | vandalism | bullying | fighting | Violence and aggression | Absconding/absenting | Alcohol/substance misuse | Threats and abusive language | Impulsive/dangerous behaviour | Self harm | Discriminatory behaviour | Inappropriate sexual behaviour | Medically related behaviour | Other (please specify) | Notes |
| At mealtimes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| In school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| In lessons |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| In practical lessons |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Transitioning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Trips and outings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Break time |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Social activity/play |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Games/PE |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Bus/taxi |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| With single adult |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Absconding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| If medication untaken |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other relevant factors |  | | | | | | | | | | | | | | |

**Sperrinview Special School**

Appendix 3



**Behaviour Support Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name: | | Class: | | |
| Staff involved: | | | | |
| Aims of Programme:  SMART targets where possible  Eg to increase the time JOHN spends in SDA from 2 minutes to 10 minutes | | | | |
| Stage 1 DOs and DON’Ts | | | | |
| DO:  1. keep a chewy close at hand  2.use a sand timer  3.stick to schedule | | | DON’T:  1.mention daddy  2.confront face on  3.change the daily routine without preparing john | |
| Stage 2 | | | | |
| Behaviours | Preventative Strategies  (De-escalation) | | | Reactive Strategies |
| SPECIFIC  -“disruptive” becomes  “ gets up and walks around room during class assembly”  - “aggressive” becomes “hits out at face and tries to bite hands” | Use as much detail as possible – recognised strategies | | | Eg  -offer choice  -time out  -remove other pupils  -shout for support |

The Positive Handling Plan is added to the Behaviour Support Plan as necessary.

|  |  |  |
| --- | --- | --- |
| **Physical Interventions**  Appendix 4 | | |
| Guides | TRY | AVOID |
| T-wrap |  |  |
| T-wrap to chairs |  |  |
| T-wrap to floor |  |  |
| T-wrap support on floor |  |  |
| Standing single elbow |  |  |
| Standing double elbow |  |  |
| Standing figure of 4 |  |  |
| Cradle (support on floor) |  |  |
| Other |  |  |
|  |  |  |
| **Details of Handling**  Who will handle? Where will the pupil be taken? What equipment is needed? | | |
| **Positive Listening and Debrief**  Describe any strategies which have worked well in the past or should be avoided | | |
| Record-keeping procedures | | |
| Communication with Parents: | | |
| Review and Evaluation: | | |
| Signed: Date: | | |