'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Behaviour Support Policy and Procedure

Five Rivers Child Care Ltd

Policy Owner	Headteacher
Authoriser	Head of Education
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1. Policy

1.1 Policy Statement

This policy aims to establish a clear statement of understanding and intent in relation to positive behaviour support with a focus on child centred service provision within an education setting.

Our school utilises attachment and trauma informed behaviour support principles with the intention of providing the children with reliable, attuned, trusted adults, who will support them in improving the quality of the learning experience children within our school, as well as reducing behaviours of concern. *"We expect adults to be skilled and confident in finding the best ways to keep children safe; ways that promote their rights, respect their dignity and help equip them for the future"* ("Environments where children can flourish" Ofsted, 2018).

This policy outlines what we expect from all student, staff and visitors in terms of their behaviour. It extends to all members of our community and is written in line with current legislation, guidance, and best practice principles. Positive behaviour and self - discipline have strong links to effective learning and are vital for children to carry with them both during and after their school years.

Five Rivers aims to provide non-aversive, least restrictive behaviour support strategies at all times. Positive Behavioural Support (PBS) is an evidence-based practice model, and Five Rivers agrees to follow this model and implement PBS practices to support all children.

Five Rivers commits to providing safe workplace support. This is in order to ensure teaching staff in order to offer the highest quality of services to children, including adequate training and support in positive behaviour support.

When children are cared for and educated, in well-managed, emotionally attuned and responsive environments that have clear expectations of its learners, with a sense of purpose and direction, and by trusted adults who are aware of what is expected of them and understand the needs of the students they are supporting, behaviours of concern are less likely to happen. However, there will be occasions when the students face challenges within their learning (social or academic) when children's distress results in actions that challenge boundaries, including putting their safety or the safety of others at risk. Staff are trained to respond by taking appropriate measures to keep everyone safe, to encourage self-control and positive behaviour, and to safeguard the welfare of the Student. This includes the use of restrictive physical interventions when necessary and as a last resort.

It is important that students are treated with understanding, dignity, kindness and respect and that staff build and protect positive and attuned relationships with children. This will enable them to pre-empt stressful situations and distress through appropriate planning and differentiation, where trauma responses can be triggered, providing scaffolding and emotional

co-regulation allowing the best chance of self-management and maximise learning opportunities.

Proactive Approaches meets the criteria set out in the Government guidance issued in June 2019 “Reducing the Need for Restraint and Restrictive intervention”.

This includes:

- Training that is tailored to take account of the needs of the children being taught and/or cared for and the role and specific tasks that staff will be undertaking.

- Programmes which promote the need to meet children’s individual learning and social needs and promotes positive relationships and behaviour for learning.

- Is trauma and attachment Informed and therefore promotes understanding of student's needs, learning styles and the causes of behaviour, anticipating situations that may cause distress and taking steps to address them, assessing, managing and reducing risk, thereby reducing the likelihood of restraint.

- Informed by the law and relevant guidance and directs clear governance and accountability arrangements for supporting students whose behaviour challenges and for any use of restraint, including arrangements for working across settings and services.

- Promotes the Involvement of the student and their parents/carers as appropriate in decisions relating to behaviour and use of restraint, and in discussing restrictive interventions and their impact, including through the development of behaviour support plans.

- Uses an evidence-based approach (positive Behaviour Support (PBS) and trauma and attachment informed) to promoting positive behaviour and supporting individual children whose behaviour challenges and places their opportunities for learning at risk.

- Have clear guidance for training and developing teaching staff, including training in understanding students whose behaviour challenges, developing the skills to respond to their needs, development of appropriate lesson planning and differentiation to maximise learning outcomes and understanding when expert help is required.

Promotes a system for continually improving assessment and management of risk.

Promotes a system for recording and reporting incidents which enables students who have been restrained to express their feelings about their experience as soon as is practicable, to add their views and comments to the record of restraint and offers them the opportunity to reattune.

Strongly recommends a system in place for reviewing how restraint is used in individual cases and patterns or trends in its use to inform changes in approach and provide additional learning support where necessary.

Promotes the recognition of the impact of the learning environment on individuals and advises the critical review of the environment and practices, better to support students and the reduction of restraint in line with best practice.

Training includes formal assessment of physical techniques the staff have been trained in. It is clear that they should only use restraint techniques for which they have received training and have demonstrated competence.

Training meets the quality standards for training providers delivering training with a restrictive intervention component as set out by The Restraint Reduction Network (RRN) – a charity and subsidiary of BILD and Health Education England.

1.2 Terms and Definitions

The below table sets out a number of terms and definitions used within this document:

Term	Definition
DfE	Department of Education
DoH	Department of Health

1.3 Data Protection

The Five Rivers Group supports the objectives of the United Kingdom General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA 2018) and other legislation relating to Data Processing, including the Human Rights Act 1998, the Safeguarding of Vulnerable Groups Act 2006 and the regulations that underpin our services. The Five Rivers Group has a statutory obligation to process personal data in accordance with the provisions of the United Kingdom General Data Protection Regulation (UKGDPR) and the Data Protection Act 2018.

Every member of The Five Rivers Group has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the United Kingdom General Data Protection Regulation (UKGDPR), the Data Protection Act 2018, the Five Rivers Group Data Protection Policy and The Five Rivers Group Data Retention Policy.

1.4 Disclosure of Information

It is a criminal offence for a person to knowingly or recklessly sell, disclose or retain personal information outside of the Five Rivers Group under section 170 DPA 2018 without a legitimate purpose and legal basis. The Five Rivers Group considers these actions unauthorised and will take all necessary action to ensure personal data is not disclosed, retained or sold without a valid legal reason including referral to the criminal investigations team of the information commissioner's office (CRIT ICO).

2. Understanding Children's Behaviour

Many of the students looked after by Five Rivers and accessing its education settings have experienced childhood trauma and a lack of sensitive and responsive caregiving and education. As a result, they are likely to find the forming and sustaining of relationships with education staff very challenging. This low self-perception may have been re-enforced from the initial separation and loss from their birth family and subsequent breakdowns of home and school placements. These early life experiences are likely to lead to feelings of rejection, shame, failure and inadequacy which are likely to be reflected in their expressed behaviours, particularly when faced with new learning situations.

Research has shown that children who have warm, affectionate relationships with parents or carers have higher self-esteem. This, in turn provides them with the confidence to attempt new things without a great fear of failure. Conversely, a child with low self-esteem finds it difficult to try new activities or concepts. They will seek to protect what little self-esteem they have and continue to behave in a manner consistent with their low view of themselves. If a child feels rejected and views themselves as unacceptable and valueless, they will not regard disapproval as a reaction to their behaviour, but as a rejection of him or herself.

In understanding and responding to Student's behaviour, staff should be mindful of the following:

If a student has poor self-esteem and thinks negatively about themselves, there will be fewer constraints on their behaviour within the classroom. A student may believe that teaching staff expect them to behave badly, and they in turn will care little whether staff value them because they do not value themselves. An improved sense of self can reduce inappropriate behaviour and improve access to learning. When a student thinks more highly of themselves, then old patterns of behaviour may become incompatible with their improved view of self. When a

student starts to really believe that they have value then change can occur and they are more able to engage with their learning.

If a student has poor self-esteem and is reluctant to face the possibility of failure, then they will avoid situations which might expose them to further failure e.g. trying something new or trying a known activity but in a different way. Improved self-esteem will give a student the security to try and learn something new. They may not succeed but they are secure enough not to feel a failure.

A student with low self-esteem needs support, encouragement, and protection. Some strategies that teaching staff might use are:

Effective planning and differentiation.

- Remove the threat of failure, 'Don't worry if you find this difficult'
- Take some of the blame for failure, 'I'm sorry I should have explained that better'.
- Offer help early and whilst the student is still on task. Intervene before they have started to struggle or fail.
- Offer a reward incentive approach, which will encourage learning, which once conducted will increase confidence and self-esteem.

Non-verbal interactions are a very powerful part of a teacher's repertoire. A pat on the back, a 'thumbs up', a fist pump or a smile can convey to a student that you have recognised them as an individual and that you are taking an interest in them.

In talking with students about unacceptable behaviour, it is important that the discussion allows them to maintain self-respect so that self-esteem can be improved.

When we ask questions, do we give them a genuine chance to answer? (this includes taking into account time needed for processing)

Do we listen to their point of view?

Do we check that the student really understands what has been discussed and the implications that may stem from that discussion?

Have the teacher and the student:

- Agreed on a definition of the problem, the issue may not be a problem for the student.
- Agreed a strategy to alleviate, or address, the problem.
- Arranged to meet again to review the situation and to see if the strategy has worked?

3. Encouraging Appropriate Behaviour for Learning

Students are less likely to behave unsafely if they are educated in a supportive environment where a sense of direction and purpose is maintained, and where their rights are promoted and protected.

In the day to day running of the education setting or classrooms, students should be encouraged to behave safely by frequent expressions of approval from staff, and the use of positive reinforcements and rewards rather than the extensive imposition of consequences. Consequences can be used to promote learning and development, and students should be supported to understand their intent.

Positive reinforcement means that, rather than simply telling the student that their behaviour is not safe, they must be informed why this is so and constructively give suggestions as to what the acceptable responses to that situation might be and, again, why those responses are appropriate. Where a student displays positive behaviour, that behaviour is noticed and acknowledged by a 'reward', which can take the form of anything from a smile, to praise, to material gain, to coins earned for their reward jars - the principle of positive reinforcement being that behaviours which are rewarded with something the student views of value will be repeated and adopted over time as the student's own responses.

Role modelling means staff demonstrating 'safe & appropriate' behaviour in their own day to day practice, for example through the use of courteous respectful language, and dealing with frustrations and disappointments in socially acceptable ways.

Students should be given opportunities to discuss their behaviour and its implications, for example in assembly/council meetings/pupil voice, and with teachers to identify strategies for expressing their feelings in more constructive and appropriate ways. Using PSHE lessons are a useful tool to consider behaviour, particularly the impact that behaviour can have on others. The ability to look at issues via a third person allows critical thinking to develop without feeling criticised.

Guidance from the Department for Education in "Behaviour and Discipline in schools" 2016 gives traditional models of sanctions and consequences. it states:

"When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These can include:

- A verbal reminder of school expectations.
- Finishing of work, during an after-school detention (if applicable)
- The setting of reading tasks as consequences, such as picking a book from the library.
- Loss of privileges – for instance, the loss of reward money and reward afternoons.

• After school detentions

• Missing of outward-bound trips

• In more extreme cases schools may use temporary or permanent exclusion."

What is key within Five Rivers is that any behaviour is addressed in line with the principles of PBS. This requires a consequence which is not a simple consequence to waste time (i.e. missing break, writing lines) but provides the student with a genuine learning opportunity. This only occurs when teachers understand the function of the behaviour and work to maintain attuned relationships. What is important is that the consequences for behaviour are consistently applied. This will occur when the whole school community shares the values that the school aspires to.

4. Use of Rewards

Our school has its own system of rewards that fall within the values identified within the whole school behaviour policy; this will outline the incentives used to promote positive behaviour and will ensure that there is a clear and transparent process of how rewards are used. This is designed to ensure that all students are treated equally and eliminates the space for collusion and potential private practice. The kinds of rewards will be regularly reviewed and updated in discussion with students and the whole school staff team.

The type of reward, the circumstances in which it is given, and its frequency/level will vary depending on the age, needs and behaviour of the individual student. It is important that the school team develops a collective understanding and practice about giving rewards, both for their class groups, the subjects they teach and in relation to individual students. Without this consistency, students are likely to receive inconsistent messages and opportunities for them to understand and improve their behaviour will be reduced. As well as planned rewards, where students may work towards a reward to support a specific goal, unplanned rewards are essential, particularly for those students with a history of trauma and abuse. These children will find it difficult to work toward a planned reward without self-sabotage. The skill of staff will be seeking opportunities for rewarding these students before they have that chance.

It is also important that staff understand that rewards only form part of the wider culture of positive behaviour support within the whole school. Where staff understand and support the students with the challenges they face, there is a predictable environment set to reduce triggers, where positive, pro-social behaviour is encouraged.

As we have already established, this is achieved by a culture:

- that promotes open communication and respect
- of unconditional positive regard & respect for all students

- where adults provide appropriate scaffolding to students in line with their individual behaviour support plans

5. Responding to Behaviours of Concern

As with techniques to support positive behaviour, it is important in responding to behaviours of concern that teaching staff identify 'what works' with individual students and develop 'whole team approaches' so that students receive a consistent message and that the work from the staff is not inadvertently undermined by the actions of others. Teachers who remain with the students all day through transitions to a range of subjects/activities, form a key role in ensuring consistency is maintained.

Each student will have an up-to-date individualised education plan which includes an IBSP (Individual Behaviour Support Plan) that sets out what works and what doesn't. This document is informed by discussion with the student, as well as informed knowledge of the student.

The principles of responding to behaviours of concern include:

- Set and maintain clear boundaries; Do not avoid the issue and do not delay; Work together; Be; truthful, consistent, and reliable.
- Make time to listen, talk and take a real interest in the student; Take the student seriously.
- Encourage and reward positive behaviour; Involve students in decision making; Communicate clearly.
- Explain what is wrong and the impact on the student/others; Always know where your colleagues and students are.
- Think and plan ahead.
- Do not say "yes" when you mean "maybe". Do not say "maybe" when you mean "no"; Do not make promises you cannot keep.
- Anger is not the same as aggression, and aggression is not the same as violence; Do not abdicate your responsibilities to the students.
- Do not save face at the expense of the student; 'Drop the Rope' Back down gracefully and apologise when necessary; Humour defuses; making fun frustrates.
- Body language, volume and tone of voice can give important clues to what you want; Be calm, be assertive, be confident.
- Be aware and acknowledge your own feelings.

6. Withdrawal

A pupil may be supported to move voluntarily to a quieter space for a short period where this will help them regulate and reduce risk. This must not be used as a punishment. The pupil must not be locked in, prevented from leaving or left without appropriate support and supervision. The purpose, agreed support, level of observation and arrangements for returning to learning should be recorded in the pupil's Individual Behaviour Support Plan where withdrawal is a planned strategy.

7. Use of Consequences

Teaching Staff understand that punishment and consequences are different. Punishment is a solely punitive measure and does not provide an opportunity for reparation of learning.

Helping them to understand the natural consequences of behaviour and manage the feelings of guilt or shame they will experience will provide a longer lasting lesson.

Consequences used to address unsafe behaviour should be restorative in nature, to help students recognise the impact of their behaviour on themselves, their classmates, the staff supporting them and the wider school community.

If a consequence is used, it must be appropriate to the age and understanding of the student and the circumstances. It must be administered as quickly as possible. It must be relevant to the undesirable behaviour (a learning opportunity) and, above all, it must be fair and achievable. There is no point in making decisions which cannot be carried out.

Within the school, we adhere to the principles reflected within The DfE guide to the Quality Standards sets out that:

'*Any consequences used to address poor behaviour should be restorative in nature, to help children recognise the impact of their behaviour on themselves, other children, the staff caring for them and the wider community. In some cases, it will be important for children to make reparation in some form to anyone hurt by their behaviour and the staff in the home should be skilled to support the child to understand this and carry it out. Equally, staff should understand the system for rewarding and celebrating positive behaviour and recognising where children have managed situations well*'.

Consequences must never be used that degrade or humiliate a student or deprive them of any of their basic rights as a human being, such as withholding food, clothing, shelter, warmth or the company of other human beings. The use of force to gain compliance, mental or physical, is not permitted under any circumstances.

Any measure taken to respond to unacceptable behaviour should be fairly and consistently applied appropriate to the age, understanding and individual needs of the student, and take into account that certain behaviours may be the result of illness, bullying, certain disabilities such as autism, or communication difficulties.

7.1 Consequences used MUST

- Must happen as soon as is practicably possible.
- Must be relevant and proportionate.
- Be fair and not prolonged.
- Time limited.
- Be discussed with and understood by the student.
- Not include the deprivation of food.
- Not include any form of a student being placed in isolation.

7.2 Permitted consequences are

- Reparation - Helping towards the cost of repair or performing a task that makes amends.
- Restitution - Repairing or replacing.
- Loss of privileges.
- Loss of extra curricula activities or reward time.
- Targeted intervention sessions or PSHE sessions provide opportunities for learning.

7.3 Regulations

To ensure consistency for the students accessing education from Five Rivers residential services. The school follows the principles of The Children's Homes (England) Regulations 2015. It indicates the following disciplinary measures are PROHIBITED BY LAW:

No measure of control or discipline which is excessive, unreasonable or contrary to paragraph (2) may be used in relation to any child.

The following measures may NOT be used to discipline any child:

- any form of corporal punishment.

- any punishment involving the consumption or deprivation of food or drink.
- any restriction, other than one imposed by a court or in accordance with regulation 22 (contact and access to communications), on:

- a child's contact with parents, relatives or friends.
- visits to the child by the child's parents, relatives or friends.
- a child's communications with any persons listed in regulation 22(1) (contact and access to communications); or
- a child's access to any internet-based or telephone helpline providing counselling for children.
- the use or withholding of medication, or medical or dental treatment.
- the intentional deprivation of sleep.
- imposing a financial penalty, other than a requirement for the payment of a reasonable sum (which may be by instalments) by way of reparation
- any intimate physical examination.
- withholding any aids or equipment needed by a disabled child.
- any measure involving a child imposing any measure against another child; or
- Any measure involving punishing a group of children for the behaviour of an individual child.

Nothing in this regulation prohibits:

- the taking of any action by, or in accordance with the instructions of, a registered medical practitioner or a registered dental practitioner which is necessary to protect the health of the child; or
- Taking any action that is necessary to prevent injury to any person or serious damage to property.

8. Use of physical intervention

This policy has been written with reference to the Department for Education guidance *Restrictive interventions, including the use of reasonable force, in schools* (2026).

The school acknowledges its legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND). Equality Act 2010, SEN and Disability Code of Practice 0-25 years 2015.

The school fully recognises the responsibility it has under section 175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children. This

includes having a duty of care to our students. This duty of care may lead to a time where it is necessary to use 'reasonable force' to protect the student or others from harm.

Who can use reasonable force?

Section 93, Education and Inspections Act 2006 states All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit. Within Five Rivers we would always promote that this action is taken by those trained to do so. But recognises emergency situations can occur and not being in receipt of training, should not prevent an adult acting in protecting a student from harm as long as this action follows the principles of best interest decision making.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control students or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. This should also always follow the principles and values contained within this policy and be in line with the students IBSP.

Reasonable force must not be used as a routine response to disruption, refusal, non-compliance or behaviour that can be managed safely through less restrictive approaches. Any decision to intervene physically must be based on the circumstances at the time, including the seriousness and immediacy of the risk, the pupil's needs, any relevant disability or SEND, and whether the intervention is necessary, reasonable and proportionate. Staff must use the minimum force required for the shortest possible time.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

In relation to the first three points, staff must exercise extreme caution. Physically interventions in any situation is a serious matter. It has implications for the ongoing relationship between teaching staff and the student. Given the nature of the students accessing education services in Five Rivers as identified above, using force to deal with 'disruption' indicates a failure to have properly taken into account the students' needs in preparation and planning. All decisions to use physical intervention should follow the Last Resort Principle.

The Last Resort Principle

At Five Rivers we only use physical restraint when there is no realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced.

Teaching staff must follow the guidance in a student's Individual Behaviour support plan in accordance with the student's individual risk assessment. Where they are presented with new behaviour, not previously seen, they will conduct a risk assessment and choose the safest alternative within the framework of their training. It also means that we expect staff to reflect and think creatively about any alternatives to physical intervention which may be effective.

Once a new behaviour has been seen and it has required physical intervention, it must be immediately or as soon as is practicable, be recorded on the student's plan.

8.1 Proactive approaches

Primary Prevention

Primary prevention is about reducing exposure to known risk factors. This requires adults to have an understanding of a student's needs and how these are likely to impact on their ability

to function (i.e. understanding any speech and language or sensory processing issues, past trauma, mental health etc.). Within an education setting, it is essential that teachers take these factors into account not only when planning lessons, but also in planning the classroom environment. Staff must utilise strategies taught in their Proactive Approaches training and set out in the student's plan.

Secondary Prevention

Secondary Prevention strategies are how to respond to early warning signs that challenging behaviours are imminent. Staff must follow the student's plan.

8.2 Proactive physical interventions

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the behaviour Support Plan. Examples of this are where a student has shown ritual patterns of behaviour, which in the past have led to them becoming more distressed and violent.

In such circumstances it may be reasonable to withdraw the student to a safer place when the pattern of behaviour begins, rather than wait until they are too distressed and out of control. The paramount consideration is that the action is taken in the interest of the student and that it reduces, rather than increases, risk. Any such intervention needs to be agreed for short time periods and agreed by the clinical team.

8.3 Reasonable and Proportionate

Any responses to behaviour should be planned, reasonable and proportionate to the danger they are intending to prevent.

When physical controls are considered, teaching staff should give thought to the following:

- Is this in the best interest of the student?
- Is a less intrusive intervention preferable?
- Do we have to act now?
- Am I the best person to be doing this?
- Is this necessary?

If teaching staff can answer these questions, it is more likely that a physical intervention will be judged to be reasonable and proportionate.

8.4 Unreasonable use of force

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk (see points above regarding managing 'disruption'). Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted, or should students be deliberately subjected to undignified or humiliating treatment.

Other than as a one-off emergency measure to protect health and safety and until appropriate support to contain the situation arrives, force should never be used to keep a student secluded (forced to spend time alone against their will). Seclusion is only lawful by specific court order, other than in an emergency and cannot become part of a planned strategy.

8.5 Individual Behaviour Support Plans

Risk management is regarded as an integral part of behaviour support planning. All students who have been identified as presenting a risk should have an Individual Behaviour Support Plan. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective, they should be named, along with alerts to any which have proved ineffective or which have caused problems in the past.

Behaviour Support Plans should be considered alongside Individual Education plans, the Statement/EHC Plan and any other planning documents which relate to the student. They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context.

Behaviour Support Plans should result from multi-professional collaboration and be included in the student's individual risk assessments.

8.6 Responding to Unforeseen Emergencies

Even the best planning systems cannot cover every eventuality, and we recognise that there are unforeseen or emergency situations in which teaching staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences.

The key principles are that any physical intervention should be

- In the best interest of the student
- Reasonable and proportionate

- Intended to reduce risk
- The least intrusive and restrictive of those options available which are likely to be effective.

Five Rivers Education applies the definitions and principles set out in current statutory and regulatory guidance on restrictive interventions, including the Children's Homes (England) Regulations 2015 where these apply to residential services. Regulation 2(1) defines restraint as using force or restricting liberty of movement.

"restraint" means using force or restricting liberty of movement.

The DfE guide to the quality standards states that:

'*Restraint includes physical restraint techniques that involve using force. Restraint also includes restricting a child's liberty of movement. This includes, for example, changes to the physical environment of the home (such as using high door handles) and removal of physical aids (such as turning off a child's electric wheelchair). Restrictions such as these, and all other restrictions of liberty of movement, should be recorded as restraint. Some children, perhaps due to impairment or disability, may not offer any resistance, but such measures should still constitute a restraint*.'

Teaching Staff are charged with a duty to protect students by taking all reasonable steps to prevent them from harming themselves, others, or from damaging property.

Teaching staff must not use any intentional application of physical force upon students as a punishment or to force compliance with instructions. Where staff have reasonable cause to believe it is necessary to prevent the risk of injury to any person or serious damage to property, staff are permitted to use restrictive physical intervention.

In the absence of any clear guidance on the use of 'reasonable force' Five Rivers education is using the Ofsted Social Care Common Inspection Framework definition of restraint that states:

Restraint is used only in strict accordance with the legislative framework to protect the child or child and those around them. All incidents are reviewed, recorded and monitored and the views of the child or child, dependent on their age and understanding, are sought and understood. Conflict management is effective and includes the appropriate use of restorative practices that improve relationships, increase children's sense of personal responsibility and reduce the need for formal police intervention.

Reducing the Need for Restraint and Restrictive Intervention states:

A decision to restrain a child or child is taken to assure their safety and dignity and that of all

concerned, including other children, children or adults present.

To ensure consistency across all services. Five Rivers Education agrees that all use of physical interventions must meet the thresholds stated in The Children's Homes (England) Regulations 2015. Regulation 20 Restraint and deprivation of liberty states that:

Restraint in relation to a child is only permitted for the purpose of preventing:

- injury to any person (including the child);
- serious damage to the property of any person (including the child); or
- A child who is accommodated in a secure children's home from absconding from the home.
- Restraint in relation to a child must be necessary and proportionate.

These Regulations do not prevent a child from being deprived of liberty where that deprivation is authorised in accordance with a court order.

The +Proactive Approaches 'Code of Ethics' are as follows:

- Always promote teamwork, consistency and a commitment to developing effective Individual Behaviour Support Plans.
- Hold a child centred approach which is underpinned by trauma & attachment informed practice.
- Be passionate about the development of 'Attuned' relationships and always strive to re-attune following incidents.
- Recognise the inherent responsibilities in your Duty of Care.
- Don't use 'Restrictive Physical Intervention' if 'Guiding' would work, don't use 'Guiding' if 'Touch' would work, don't use 'Touch' if your 'Presence' would work.
- Only consider physical intervention as a '*last resort'* with a focus on safety and positive outcomes.
- No use of holds against joints, infliction of pain or use of either prone or supine holds.
- Always use minimum force for minimum duration.

8.7 The principles of +Proactive approaches are as follows:

1. It emphasises proactive strategies and child centred planning whilst working with children that display challenging behaviour.

2. Restrictive Physical Intervention (RPI) is a last resort. This is a small part of the comprehensive strategy for supporting and encouraging behaviour.

3. Each service takes all possible and reasonable steps to keep people safe and free from harm.

4. An overall aim of improving the quality of life for the child

5. All restrictive practice interventions use the minimum amount of force and last for the minimum duration possible with the maximum care and attention given.

6. All participants and children are treated with compassion, dignity and kindness. People's human rights are upheld at all times.

7. The least intrusive intervention will always be used first. Our response will give children an opportunity to take ownership over their behaviour and choose a more positive coping strategy and behaviour.

The key principles of +Proactive Approaches are that we emphasis primary and secondary prevention as forms of intervention. All staff are trained in de–escalation strategies, intervention approaches and active listening skills as ways of managing conflict and episodes of challenging behaviour. Restrictive Physical Intervention (RPI) is only used as part of a wider strategy with a child. There is a clear framework that places RPI as a last resort and only to be used to ensure the safety of the child, safety of others or significant damage to property with the consequence of harm.

Every Student has an IBSP (Individual Behaviour Support Plan). The joint consultation document with DfE and DoH November 2017 defines behaviour support plans and their use:

Behaviour support plans – to describe how the child or child is to be supported, addressing aspects of their environment which they find challenging and support to help them develop strategies to better meet their own needs.

Behaviour support plans will typically detail the responses used by staff when a child starts to become anxious, aroused or distressed and which aim to prevent the situation escalating into a crisis, for example, distraction or diversion. They will also include guidance on how people should react when a child's behaviour further escalates to a point where they place themselves and/or others at significant risk of harm. Plans should be kept under review as the child grows and develops.

Along with this, each IBSP will also include the details of a positive way of working with a student. It highlights the student's likes, dislikes, potential triggers and behaviour support strategies to use with each student. Students are involved in creating this plan and agree to the behaviour targets as a way of encouraging positive behaviour. IBSP's are regularly reviewed and updated.

Each member of staff receives this training within their probationary period and are assessed as being competent through this training programme. Each member of staff then attends a refresher course every 12 month to refresh knowledge, practice key skills and to maintain their certification. There are, additional training in staff meetings and twilight sessions.

8.8 Planned and unplanned interventions

Planned interventions are interventions where teaching staff follow the guidance in each students IBSP. Action to restrain a student will be based on a careful risk assessment, including an understanding of their needs and evidence about the risks faced.

Where a student presents new behaviours, not previously seen or in cases where the students are placed in an emergency and little or no information is available in advance, it may be necessary to provide support without planning. In these instances, the unplanned intervention require professional judgement to be exercise in line with the values and attitudes of the organisation and with this policy.

It is recognised that these judgements are made in difficult situations often requiring split-second decisions in response to unforeseen events or incidents where not all teaching staff are trained. Such decisions, known as dynamic risk assessments, will include a judgement about the capacity of the student at that moment to make a safe choice. Staff training and supervision of practice should support dynamic risk assessment. Unless the situation is urgent, staff should seek assistance from appropriately trained staff. If such assistance is not available, any response must be reasonable, proportionate and use the minimum force necessary in order to prevent injury and maintain safety and in line with the values and attitudes of the organisation and with this policy.

Once a new behaviour has been identified it must be added to the IBSP as soon as is practicable.

It is not possible to set out here the circumstances which warrant physical intervention because situations change by the minute and may demand different responses. However, all use of restraint must be proportionate, and no more force than necessary should be used. This will be the minimum amount of force necessary to avert injury or serious damage to property applied for the shortest possible time.

If, for example, a student is kicking a door, it may not automatically be a cause for physical intervention. If, on the other hand, it is a serious effort to gain entry to attack another person, physical intervention could be justifiable if there was nothing else that could be done to prevent the attack.

In all cases, the use of restrictive physical intervention is based upon an assessment of risk. This should be achieved with colleagues, but it is accepted that sometimes immediate action

may be necessary to avert injury or serious damage to property. Any attempt to physically hold a student carries risks. These include causing serious physical injury, psychological trauma or emotional disturbance. Staff will need to take into account:

- the age and understanding of the student; the size of the student.
- the relevance of any disability, health problem or medication to the behaviour in question and the action which might be taken as a result.
- the relative risks of not intervening.
- the students previously sought views on strategies that they considered might de-escalate or calm a situation.
- the method of restraint which would be appropriate in the specific circumstances.
- the impact of the restraint on the carer's future relationship with the student

It must be possible to demonstrate that, unless immediate physical intervention is taken, there are strong indicators that injury or damage to property would follow. In deciding whether to use physical intervention, staff should ask themselves the following questions:

Is it necessary to act immediately to prevent a child from injuring themselves, others or from seriously damaging property (with a consequence of harm)?

If "yes":

Have all other non-physical methods of persuasion or control been tried and have failed?

Or:

(b) Do you honestly, reasonably, and instinctively believe other non-physical methods would not work in the circumstances.

If the answer to (a) and (b) is "yes", it may be reasonable to use physical intervention.

8.9 Monitoring of the student following the use of restrictive physical intervention

The student's Individual Behaviour Support Plan must address how they will be supported, and their safety and welfare monitored, following a physical intervention, in the aftermath of the immediate de-escalation process, for example, through further discussion about their feelings, distraction with an activity, some quiet time on their own, or a phone call to a family member or care staff where appropriate.

Whatever a student's outward demeanour following a physical intervention, the experience

will have been emotive in some way and, although appearing outwardly calm, they may be continuing to experience a range of feelings such as shame, anger, rejection, loss or hopelessness.

For a student at risk of self-harm the period following a physical intervention may be a particularly vulnerable one. The Royal College of Psychiatrists has identified that an argument with a parent or close friend is the most common trigger for a child to commit an act of self-harm. For some of our students, whose primary relationships may be with residential care staff or key teachers, the experience of being held by these staff might also trigger an incident of self-harm.

Particular consideration should be given to how a student will be supported following an incident of physical intervention during the evening. In this case communication between the home and school is essential so that the student may not be left alone in their room, unmonitored until the following morning. In these circumstances regular visual checks must be made throughout the night over and above those made in the immediate aftermath of the intervention. If this is the case, it is essential to be guided by the home to ensure this is resolved with them the following day in school.

9. Restriction of Liberty and Deprivation of Liberty

With students aged 16+ The deprivation of liberty can only be authorised in accordance with a court order.

The deprivation of liberty may occur where a student is both under continuous supervision and control and is not free to leave the school. Schools cannot routinely deprive a child of their liberty without a court order, such as a section 25 order to place a child in a licensed secure children's home, or, in the case of children aged over 16 who lack mental capacity, a deprivation of liberty may be authorised by the Court of Protection following an application under the Mental Capacity Act 2005.

It may be necessary to prevent a student from leaving the school site where there is clear evidence they are likely to be placing themselves at risk of significant harm (I.e. in the case of a student who has a history of involvement in county lines, who are at risk of criminal exploitation or sexual exploitation.

The use of restraint in the circumstances described above must not become an institutional practice and if any student continues to put themselves at risk by leaving the school without permission, then a meeting must be held with the placing authority and all other relevant agencies to review the placement to ensure that it continues to meet the student's needs.

The use of locked gates as part of security fences, locking of external doors for the purpose

of protecting the students from external threats, or doors to hazardous materials, may be acceptable as a security precaution if applied within the normal routine of the school.

10. Recording

All records of any measure of control, discipline or restraint, hard copy and electronic records must be completed promptly within 24 hours of the event.

As soon as possible the school leader or person authorised by the Leader must have spoken to the member of staff involved about the measure and have checked the record to confirm that it is accurate.

Within 5 days of the use of the measure, School leader or person authorised by the leader must have spoken to the child about the measure and signed off the record to confirm this.

Record of the incident on Physical Intervention Record form / Consequences Record is also held on Cura.

Complete the 'Re-attunement' process with the student.

Any student who has been physically held should be given the opportunity express their feelings about their experience of the restrictive physical intervention as soon as is practicable, ideally within 24 hours of the incident, taking the age of the student and the circumstances of the restraint feelings, so a record that the student has talked about their feelings should be made no longer than 5 days after the incident of physical intervention.

Students should be encouraged to add their views and comments to the record of physical intervention. Students should be offered the opportunity to access an advocacy support to help them with this. Students must be actively encouraged to read and agree sign the record.

In reviewing the incident, reading the reports and discussing the incident with all those involved the school leader, or person delegated the task by the Leader should consider the following:

- Has anyone sustained any injuries? If so, arrange medical attention.
- Are the appropriate records complete?
- Do the staff or students require any immediate support?
- Does the student (or do the staff) wish to make any representation or complaint?
- Are there any other immediate actions which should be taken?
- Are there any Child Protection or Disciplinary matters which require immediate attention?

If so:

- Has the LADO/DOFA been informed?
- Social Worker/ SEN case worker been informed?
- Is it necessary to inform the Police?

All such decisions/actions must be made in consultation with the Head Teacher or DSL for the school.

All staff involved in or witnessing a restrictive physical intervention must also be fully debriefed. The debrief for both student and staff will be recorded via the incident form, that's stored on Cura.

Parents and carers must be informed if their child has been in an RPI in writing. See attached letter template below. Appendix B

11. Managers Monitoring

The Head Teacher or their appointed deputy should ensure that all incidents of control, discipline and restraint are subject to systems of regular scrutiny to ensure that their use is fair and conform to regulatory requirements.

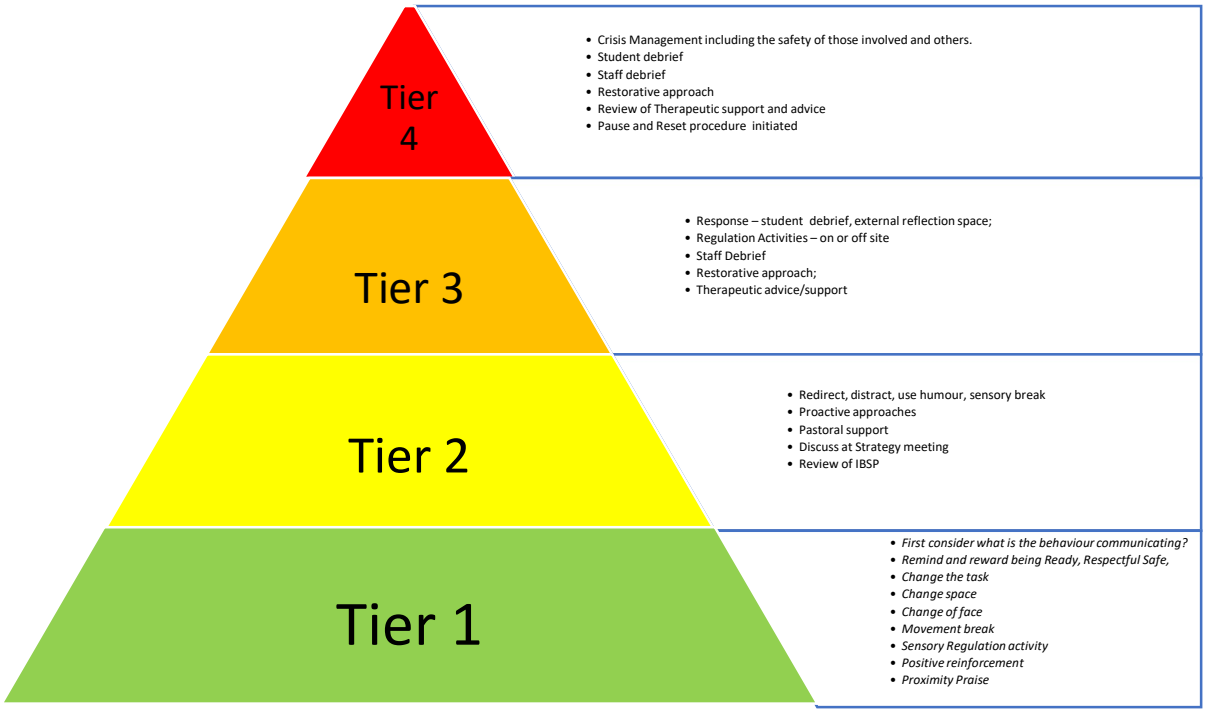
School leaders monitoring should be used to assist in identifying trends and patterns that will assist in improving support available to students, practice in the class or subject lesson and wider policies. This process is especially important in services where student's histories and needs may not be known, or well understood and individual planning is not possible (i.e. in the case of a subject teacher who is unfamiliar with a student).

Records of restraint must be clear and sufficiently detailed in order to enable the Head Teacher and senior staff to review the use of control, discipline and restraint to identify effective practice and respond promptly where any issues or trends of concern emerge. The review should provide the opportunity for amending practice to ensure it meets the needs of each Student.

12. Our Response to Behaviour

Any consequences used to address poor behaviour should be restorative in nature, to help children recognise the impact of their behaviour on themselves, other children, the staff caring for them and the wider community.'

Our response to behaviour uses a tiered process to support pupils in understanding their behaviour and the impact of this



LEVEL	TIER 1
Behaviours observed	**Low Level Behaviours** E.g. refusal, repetitive conversational swearing, disruptive behaviour in the classroom, off task, not following instructions, mood change.
Response	First consider what is the behaviour communicating? Remind and reward being Ready, Respectful Safe, Change the task Change space Change of face Movement break Sensory Regulation activity Positive reinforcement Proximity Praise
Actions and Reporting- Where, Who, When	Discuss at Strategy Meeting Pupil log – daily Reward system for Ready, Respectful, Safe

LEVEL	TIER 2
Behaviours observed	*E.g. Minor Damages (classroom resources, destruction of displays), repeated refusal of learning or instructions, leaving the classroom, throwing objects , bullying*
Response	*Redirect, distract, use humour, sensory break* *Proactive approaches* *Pastoral support* *Discuss at Strategy meeting* *Review of IBSP*
Actions and Reporting- Where, Who, When	*Pupil log - daily* *Individual Behaviour Support Plan - updated* *Tutor to communicate with relevant parties in school.*

LEVEL	TIER 3
Behaviours observed	*E.g. Directed verbal or physical aggression, threatening use or possession of unsafe paraphernalia (Drugs/Smoking/Weapons), suicidal ideation, evidence of self-injurious behaviour. Absconding from School. Persistent Bullying*
Response	***Response –** student debrief, external reflection space;* *Regulation Activities – on or off site* *Staff Debrief* *Restorative approach;* *Therapeutic advice/support*
Actions and Reporting- Where, Who, When	*RACC MEETING* ***AMBER FLAG MEETING*** *Clearcare record* *Pause and Reset* *Inform parents/carers/Key professionals without delay before the end of the school day.* *SLT or Headteacher to communicate with relevant parties.* *Review of Therapeutic support* *Update Risk Assessment and IBP* *SEND review* *Alternative Provision e.g. 1 ACE*

LEVEL	TIER 4
Behaviours observed	**High Level Behaviours** *E.g. Directed violent or abusive behaviours towards another person,* *use of weapon towards another person.* *Self harm,* *suicidal behaviours,* *safeguarding* *Absconding & Missing from School.*
Response	*Crisis Management including the safety of those involved and others.* *Student debrief* *Staff debrief* *Restorative approach* *Review of Therapeutic support and advice* *Pause and Reset procedure initiated*
Actions and Reporting- Where, Who, When	***RED FLAG MEETING*** *Clearcare record, informing parents/carers/Key professionals without delay before the end of the school day.* *Headteacher to communicate with relevant parties.* ***Follow Pause and Reset Procedure*** *Emergency Annual Review and Review of Placement* *Reintegration Meeting and Plan with parents/carers, local authority, SEND officer, & key staff (in 48 hours)* *Update Risk Assessment and IBP*

13. Pupil Support Systems

All our pupils are individuals which we respect and value. Each pupil will present with different behaviours and respond differently to particular strategies. We are committed to tailoring our support to pupils needs by:

- Assessing pupil needs and behaviours
- Using our tiered system to create actions for reporting and recording
- Developing Individual Education Plans for all pupils
- Identifying strategies which have a positive impact
- Tracking progress that pupils make with behaviour
- Rewarding and celebrating progress
- Engaging parents/carers in plans to improve behaviour
- Daily pupils focused strategy meetings which inform pupils risk assessments and individual plans.
- Hold internal Referral And Complex Case meetings (RACC) to discuss the next steps of support for individuals

14. Debriefs and Repair meeting

Following an incident all pupils will be supported through a de-brief and repair process.

This will usually be led by the class teacher/ Tutor but may include other members of staff as required. A meeting may also be delayed if a child is upset or distressed until a more appropriate time. Staff members are encouraged to use proactive approaches to help support this. During the meeting it is important that the staff member validates what the pupil has experienced and helps to link cause and effect. This is an opportunity for both the adult and pupils to reflect.

Staff should attune to the pupil's experience during these meetings and reflect upon the behaviour displayed

15. Suspension

We know that learning and development take place more effectively and rapidly when students are in school. However, on rare occasions, the school's intervention strategies may have a limited impact on the child's ability to self-regulate and be safe within the learning environment. At this point, decisions are made regarding the wider aspect of the child's educational experience, and the Head Teacher may make the decision to issue a suspension to enable the relevant services to come-together to review the provision in the best interests of the child.

15.1 Suspension Pause & Reset

We are considerate of the prior experiences of our students, many of whom have negative experiences of school and may have previously experienced suspensions or permeant exclusion. We understand that exclusions and the language around exclusions can have a detrimental effect on the young person and potentially their parent/carer. In order to remain therapeutic and supportive of our student's journey, we have opted not to use the terminology of exclusion in our schools. We do however recognise that there will remain times in which it is in the best interest of the student to have a short period of time away from school, in such cases we will focus on a student centred 'Pause and Reset'. As the technical term for this process remains a suspension, we have an obligation to ensure that these 'Pause and Reset' periods are documented as such.

15.2 Reasons for a Pause & Reset

Keeping everyone in school safe sometimes means that a student will need to be removed from a situation or have time away from school. We use a suspension only as a last resort. Sometimes this is the only suitable response available to a Head Teacher if all other internal strategies and approaches in our Behaviour Policy have been exhausted or will not be appropriate.

A decision to issue a Pause and Reset (Suspension) will usually be taken if allowing a student to remain in school would:

- cause serious harm to the health, safety or welfare of others in the school;
- cause serious harm to the education of the student or others within the school.

The following examples of unacceptable or dangerous conduct may lead to a Pause & Reset (Suspension):

- physical assault, serious actual or threatened violence against others;
- misuse, supply, or intent to supply drugs or alcohol in school;
- carrying or use of an offensive weapon in school; including imitation weapons
- fire starting or arson;
- There may be other situations where the Head Teacher decides that it is not safe for a pupil to remain onsite, and that suspension is the only appropriate action and sanction. Whilst we would not wish to criminalise students, we may consider police involvement for any of the above incidents. Suspension is an extreme sanction and an absolute last resort.

15.3 Procedure for a Pause & Reset (Suspension)

The Head Teacher will review all available evidence, speak to all concerned, including the student, before reaching a decision to exclude.

In rare emergency situations, the fact finding may need to take place after a pause and re-set has been issued.

We carefully consider the needs of our pupils and reflect upon if the young person was experiencing a crisis situation and if so, what were they communicating.

The Headteacher will then consult with the Head of Education, in the Head of Educations absence- the Director of Education or Education Advisor to the Board, in order to make a collaborative decision. This process enables a period of reflection and discussion about suitable, inclusive alternatives.

If the decision is made that a young person needs to be suspended, a timescale will be recommended by the Head of Education and will be dependent on context. We will use the language 'Pause and Reset' as opposed to suspension, to prevent the negative stigma for the child and their parent.

Parents/ Carers will be contacted immediately to discuss the situation and reasons for suspension.

A letter will be sent to Parents/ Carers and the Local Authority commissioner giving details of the suspension, length and date the suspension will end.

The letter will remind Parents/ Carers that for the first five days of any suspension, they are legally responsible for the whereabouts of their child. If their child is found in a public place during school hours, they could be issued with a penalty notice. Parents/ carers can designate a responsible adult, for example, an aunt, to fulfil this duty.

The suspension letter will provide information about the right to challenge a decision and how to make representation about the decision to the Head of Education, using the Complaints Policy and Procedure'.

Reasonable steps will be taken to set and mark work for the first five days of suspension. The school will continue to remain in communication with the pupil/parents and carers during the period.

Any suspension should be appropriately recorded on the student's file.

From the sixth day of a suspension, the school will provide suitable education in a place of learning, which may not be on the school premises.

15.4 Reintegration meeting

A Reintegration Meeting will be held at the end of the suspension period. This will be pupil focused and detail how we can support the pupil moving forward.

The meeting will be attended by the Head Teacher or other senior leaders, the Parents/ Carers and the student.

Strategies will be agreed to support a smooth and appropriate return to school and if required an alternative programme that better meets their needs may be explored.

It is best practice to review the situation leading to exclusion with the student and discuss

how they could have managed things differently. Staff will identify supportive mechanisms to help the student with modifying their behaviour and avoiding the need for further exclusion.

15.5 Permanent Exclusion

We do not permanently excluded pupils. Instead, our Tier process would be initiated the team around the young person would work collaboratively to review and decide upon the most appropriate provision for the individual to be successful.

Our mission is to turn children's lives around, therefore we aim to exhaust all options. We also want to ensure that we are able to continue to safeguard our pupils and even though sometimes there are significant concerns, being in school might still be the safest place for them.

16. Terminating a placement at our school

In rare circumstances, the Head Teacher and other professionals in the team around the child might agree that the school can no longer meet the needs of a student. Sometimes a student's needs and personal situation may change significantly, leading them to require a very different type of provision. In these situations, exclusion is not usually considered but a well-managed placement move might be appropriate. Professionals' meetings will take place, where possible including Parents/ Carers. Potential next steps will be agreed with the Local Authority.

17. Appendix A: Pause & Reset Document

Pause & Reset

Reintegration Meeting- Young Person Centred

Date of meeting:

People present:

PUPIL DETAILS	
Pupil's name: **Date of birth:**	**Year group/tutor:** **Name of parent/guardian:**
Safeguarding Is the pupil in care? Is the pupil subject to a child protection plan?	**Special Educational Needs** Is the pupil identified as having special educational needs (SEN)? If yes, please give details:

DETAILS OF PAUSE AND RESET:	
Date of Pause & Reset: **Total number of days:** **What Education was provided during this period?**	**Date of return to school:**
Details of why a Pause and Reset was required:	

REVIEW OF CURRENT ATTENDANCE	
Attendance this term Number of days absent: Attendance (%):	**Attendance this year** Number of days absent: Attendance (%):
Details of any previous 'Pause and Reset' periods:	

Discussion and Reflection (non-shaming- be mindful that some pupils may not be able to reflect upon this due to their trauma or experiences)	
Impact upon the young person- What is the behavior communicating?	**Impact Upon Others (peers)**

Discussion and Reflection (non-shaming- be mindful that some pupils may not be able to reflect upon this due to their trauma or experiences)	
Impact Upon Others (staff)	Pupils Personal Reflection:

Actions: How to help the young person to return and be successful			
Action	How will we achieve this?	Timescale/review date	Who is responsible for this Action

Other actions agreed

Restorative meeting ☐ Review of curriculum offer ☐ Additional SEN support ☐ Outreach- ☐
1ACE 1 Ace Virtual Review of therapeutic support

Emergency Annual Review ☐ Community based sessions ☐ Reduced timetable ☐
TAC meetings (detail frequency) _____

ADDITIONAL COMMENTS		
Pupil's comments:	Parent/guardian's comments	School's comments:

Signed _____ (pupil)

Signed _____ (parent/guardian)

Signed _____ (school)

18. Appendix B: Parent Contact form and Physical Intervention Checks (Home)

Name of child: _____
Date: _____
Time of Physical Intervention: _____

Your child has been involved in a Physical intervention today at school the keyworker will be calling as usual to inform in more detail.

All the Physical Interventions we use have been risk assessed and medically checked to ensure they are safe. However we would always monitor a Child's health following an incident to ensure they have not been physically affected.

If a child is held during the day we would monitor them every 5 mins for the first 30 mins and then every 30 mins for the next 2 hours to check for any signs that would give us concern. Given the time that this Physical Intervention took place we would not be able to do this. So it is important that you check in with your child and are aware of how they are. Some of the signs that would need medical attention if they occur after a physical intervention are:

- Child saying that they cannot breathe.
- Change in facial skin tone, swelling or blood spots to the neck or face.
- Raised veins in neck.
- Struggling to breath.
- Cyanosis (blueness or ashen grey tone to the lips and skin).
- Vomiting and/or blocked airway.
- Person going limp or not responding verbally.
- Loss of consciousness.
- Respiratory or cardiac arrest.

Please dial 999 immediately if any of the signs are witnessed.

Please contact school for more information if required.