



LINSLADE LOWER SCHOOL

Positive Handling Policy

Governor Approval: June 2026
Review Cycle: Triennial

Policy review chronology:

March 2022	Policy ratified	Approved
June 2026	Policy Updated in line with new DfE guidance- Restrictive interventions, including use of reasonable force, in schools	Approved

Principle

An effective behaviour and discipline policy should secure an orderly and purposeful atmosphere in which activities and learning can take place. There may, however, be rare occasions when staff will need to use 'reasonable force' and the use of restraint or physical interventions in order to prevent injury, damage to property, the breakdown of discipline, or control children or young people for safety reasons.

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of reasonable force to control or restrain a pupil. The terms 'physical intervention' or 'restraint' are used when reasonable force is used to overcome active resistance. Restraint is a safeguard, not a sanction. The purpose of any physical contact, including restraint, is to safeguard and promote the welfare of the person being held, along with anybody else whose welfare is being threatened.

Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 (with no amendments in the Education Act 2011) describes the circumstances in which teachers and others authorised by the Headteacher may use reasonable force to control or restrain pupils. Such action may be reasonable in order to prevent injury to people, damage to property or the breakdown of discipline. A clear and consistent positive handling policy supports pupils who have social emotional and behavioural difficulties within an ethos of mutual respect, care and safety, where positive relationships are pro-actively fostered.

The Governors and staff of Linslade Lower School take seriously their duty of care towards pupils, employees and visitors to the school. At Linslade Lower School situations requiring positive handling are very unusual. Staff protection is an important part of child protection and safeguarding; both depend on confident and competent staff who feel supported by the management. This policy has a clear focus.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

It is created to ensure that, should the situation arise, staff and parents are aware of the correct procedures. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary and to show how we implement the

guidance at Linslade Lower School. It should be considered alongside the most recent national guidance in positive handling as well as alongside the following relevant policies:

- Behaviour Policy
- Health and Safety Policy
- Safeguarding/Child Protection Policy

This policy has been written with reference to the following documents:

Restrictive interventions, including use of reasonable force, in schools April 2026Equality

Act 2010: advice for schools July 2022

Searching, Screening and Confiscation in Schools guidance

Suspension and Permanent Exclusion guidance

Mental Health and Behaviour in Schools

Keeping Children Safe in Education

Behaviour in Schools Advice for headteachers and school staff February 2024

LLS Health and Safety Policy

CBC Health and Safety Policy

LLS Complaints Policy

LLS Behaviour Management Policy

LLS SEND Policy

LLS Safeguarding Policy

This policy does not authorise the use of corporal punishment.

Positive Behaviour Management

All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward and encourage pupils to take responsibility for improving their own behaviour. Part of our preventative approach to reducing risk involves looking for early warning signs, recognising and communicating any factors which may influence bad behaviour and taking steps to divert behaviours leading towards foreseeable risk. Pupils are encouraged to participate in the development of their own Positive Handling Plans by focusing on positive alternatives and choices. Parents are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if and when they occur.

Alternatives to Physical Controls

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They will:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for pupils to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.

- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

Well-chosen words

A well-chosen word can sometimes avert an escalating crisis. When pupils are becoming angry, there is no benefit in arguing. Telling people to calm down can actually escalate feelings. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

Proactive Physical Interventions

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances, it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the **best interest of the child** and that it reduces, rather than increases, risk.

The legal context

Restraint should only be used as a **last resort**.

The ‘Last resort’ Principle

Holding should only be used when all the other reasonable methods of managing the above situations have been tried. 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. National guidance is clear on this point.

“If necessary staff have the authority to take immediate action to prevent harm from occurring even if the harm is expected to happen sometime in the predicted future”

Para 10 page 4 Department of Health – 1997- “The Control of Children in the Public care: Interpretation Of the Children Act 1989 – London HMSO

It does mean that we expect staff to conduct a dynamic risk assessment and choose the safest alternative. It also means that we expect staff to think creatively about any alternatives to physical intervention which may be effective.

In what circumstances can physical intervention be used

School staff are able to use such force as is reasonable in the circumstances to prevent a child from doing, or continuing to do, any of the following:

- Committing any criminal offence (or for a child under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury to, or damage or vandalism to the property of, any person (including the pupil themselves)
- Prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise.

In school this translates as:

- To protect people or property
- To move children to a safer place
- To prevent children from behaving in such a way that seriously disrupts school activities
- To require a child to comply with a reasonable instruction

Examples of situations that fall within these categories are:

- A pupil attacks a member of staff or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate significant damage or vandalism to property;
- Misuse of equipment or dangerous materials;
- Carrying and/or using weapons;
- A pupil is running in such a way in which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from class or tries to leave school (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school).
- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.
- Behaviour which causes significant concern for the health and safety of a group or class.

The decision to use physical intervention will be taken in the context of the level of risk presented by the behaviour, the seriousness of the incident and the relative risks of the use of physical intervention compared with any available alternative. Force will not be used in situations which are trivial, e.g. minor property damage or ignoring low-level instructions where other de-escalation strategies would be more appropriate. The use of physical intervention will take into account the characteristics of the pupil, including their age, gender, SEN, physical needs or disability, developmental level or cultural issues.

Reasonable and Proportionate

Any response to extreme behaviour should be reasonable and proportionate. 'Reasonable' is the minimum force needed to avert injury or damage to property or to prevent a breakdown of discipline, applied for the shortest period of time. The use of force is illegal if the physical circumstances do not warrant it. The force used should always be the minimum needed to regain and ensure safety and control for everyone involved or present.

Staff must not react in anger. If they feel they are becoming angry, they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered, staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

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

Reasonable physical interventions

Restrictive physical interventions may include:

- Bodily contact- where the physical presence of one or more people is used to control a pupil, e.g. physically interposing between pupils; blocking a pupil's path; holding or 'shepherding' a pupil; using agreed, approved restricted holds.
- Environmental- where a change is applied within the environment, for example, shutting a door to prevent access to a particular area.

Unreasonable use of force/Prohibited forms of Restraint or Holding

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. 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 pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs)

Reasonable force **DOES NOT** include the following actions, or any others that may reasonably be expected to cause injury or be considered indecent. For example:

- Holding around the neck or collar
- Restricting a young person's ability to breathe
- Twisting or forcing limbs against a joint
- Holding or pulling by hair or ear
- Locking a young person in a room
- Corporal punishment (or the threat of it),
- Any act or threat of an act, such as hitting, kicking, slapping, punching, prodding, poking, throwing an object, rough handling etc... which causes or threatens harm or the expectation of harm to a pupil
- Holding a child face down

The above actions are forbidden and could lead to disciplinary action against staff.

Seclusion

- Seclusion - a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave. An incident involving the use of seclusion must be recorded and reported.

Who can restrain?

At Linslade Lower School the following staff are authorised to use reasonable force within a positive intervention: Hazel Farlam and Jo Hogg.

Training

Staff will only be trained where the nature of their role in school requires them to do so. Staff should only use the techniques and methods approved for use in this school. Staff are trained in the pro-active and responsive positive handling strategies and to complement the behaviour management approaches and strategies reflected in the school's Behaviour Policy and Positive Handling Policy. Staff are made aware of where they can access these policies, which are referenced during training.

The level of training recommended is related to the level of risk faced by a member of staff. These staff will be trained by an accredited provider and will be the only staff authorised to use those interventions.

This school has adopted elements of the Team Teach Method for Restrictive Physical Interventions. All training courses have been led by trainers fully accredited by the British Institute of Learning Disabilities (BILD) in accordance with the DfES and Department for Health guidance, and within rigorous guidelines.

General advice for staff

- Be sure that you are aware of and complying with the school policy for behaviour and discipline.
- It is better to defuse or divert situations wherever possible, as this prevents them from escalating to a level where force is necessary.
- Send for the assistance of another member of staff as soon as possible, using the agreed help protocol (see below)
- All those involved should be debriefed after incidents to explore more positive/effective responses to future difficult situations.

Getting Help (Help Protocol)

The expectation at Linslade Lower School is that all staff will support each other. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, seeking help from a colleague, or looking after somebody else's group or class. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. All staff need to understand what manner of assistance may be required and what is available.

When offering support, the following scripts may be used :

“Is help needed?”

“Help is coming”

Or “More help's available” (when they feel that a change of adult is necessary. The member of staff will then take over and explain their actions later – away from the child.

Support Structures

At Linslade Lower School, the following support structures are in place.

- SEN Support Provision maps and behaviour support plans are kept in the Inclusion Folders in each classroom to ensure all relevant information about each pupil is available to all members of staff working with them.
- Current issues and relevant information are shared with relevant people as required via face-to-face meetings, emails or in staff meetings.
- Debrief sessions after a crisis with the pupil (s) involved will occur, reflecting on how the crisis was managed by all involved and identifying any points for review or learning. This will take into account a child's age and special needs where necessary.

Health and Safety

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous occurrences should be reported to the Head teacher (as the person responsible for H&S in the school). We all have a shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with challenging choices. In these circumstances, we have to try and think through the outcomes of the options available, balance the risks and choose whatever course of action seems to involve the least risk.

As a minimum requirement, in order to comply with Health and Safety legislation, each employee has a responsibility to ensure that they are conversant with school policy and guidance, and to cooperate to make the school safer. It is also a requirement that they participate in training if they are directed to do so.

Risk assessment

Informal risk assessment should be a routine part of life for staff working with pupils who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. **If a proposed activity or course of action involves unacceptable risk, the correct decision is to do something else.**

Factors which might influence more immediate risk assessments, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the pupils concerned. Other than in an emergency, **staff should only attempt physical controls when they are confident that such action will result in a reduction of risk.**

Physical Handling Plans

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk (i.e. have been restrained in the past) should have a Risk assessment (see Appendix A). The plan details any strategies which have been found to be effective for that individual, along with any 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 not proved effective or which caused problems in the past. The plans should be considered alongside any other documents which relate to the pupil, e.g. the Statement/Education Health Care Plan (EHCP) or Provision Map. They should take into account age, sex, level of physical, emotional and intellectual development, special needs and social context. Positive Handling Plans should result from multi-professional collaboration, including with parents.

It is important to take into account developmental changes. Gradual changes, such as the child getting bigger, can happen so slowly that staff fail to notice that long-standing practices are becoming inappropriate. These changes should be noted on the Positive Handling Plans.

Responding to Unforeseen Emergencies

Even the best planning systems cannot cover every eventuality, and the school recognises that there are unforeseen or emergency situations in which 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 child
- Reasonable and proportionate
- Intended to reduce risk
- The least intrusive and restrictive of those options available which are likely to be effective.

Where possible staff should always attempt to use diversion or diffusion in preference to physical interventions. Whenever a physical intervention has to be made, there should be a **verbal warning** if appropriate.

The Post-Incident Support structure for Pupils and Staff

Following a serious incident, it is the policy of this school to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided, the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase.

Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. Any injuries should be reported –children in the incident register and both children and staff in the Local Authority Incident Reporting Form. Both are kept in the Head's office. It is important to note that injury in itself is not evidence of malpractice. **Even when staff attempt to do everything right, things can go wrong. Part of the post-incident support staff may require a reminder of this, as people tend to blame themselves when things go wrong.**

Time needs to be taken to repair relationships. When careful steps are taken to repair relationships, a serious incident does not necessarily result in long-term damage.

Time needs to be given to following up on incidents so that children have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspectives. This is an opportunity for learning for all concerned.

Both adults and children may need time to recover and rest or regain composure before returning to class.

Recording

Whenever restraint is used, the incident must be recorded in the Bound and Numbered Book in the Head teacher's office, and a Behaviour Incident Record must be completed. If a member of staff has been assaulted or injured, an accident form is completed and kept in that member of staff's HR file. All staff involved in an incident should contribute to the record which should be completed within 24 hours. These records will be retained and cannot be altered. These records are kept in the school.

Staff Should:

- Read through the school recording form carefully.
- Take time to think about what actually happened and try to explain it clearly.
- Give factual and accurate descriptions when describing a behaviour incident.
- Avoid attributing a motive to a behaviour unless one has been clearly established and agreed through discussion with all the individuals involved.
- Complete all names in full.
- Sign and date all forms.
- All restraint forms are checked and countersigned by a member of the senior leadership team.

The report should contain the following:

- The name(s) and personal details (gender, ethnicity, age, etc) of young person(s) involved.
- The time and location.
- Names of witnesses.
- Details of how the incident was triggered and details of observed behaviour.
- Details and outcomes of the steps taken to defuse the situation.
- A description of the degree of the force used, how applied and for how long.
- Suggested strategies for assessing risk in the future.

Parents/carers must always be notified if their child has been held by phone or by the Head teacher's office directly. Details of the incident and holds will be shared. If a member of staff feels that a child's welfare will be compromised, they should seek advice from the Head teacher.

Monitoring and evaluation of incidents

The school incident log is open to external monitoring and evaluation.

The Headteacher will ensure that each incident is reviewed and instigate further action as required. The records of incidents are scrutinised on a regular basis, at least half-termly. The monitoring process will consider:

- The level of incidents across the school.
- Patterns of incidents: are they occurring disproportionately with particular pupils, particular teachers, in particular year groups.
- The accuracy of recording.
- The extent to which approved interventions are being used.
- The extent to which all aspects of this policy have been followed.

All the information on restraint will be collated, providing clear data on the amount of restraints for each child and any trends. This data may be used to decide on whole school issues, to provide an indication of individual improvement or deterioration in behaviour and to provide evidence when involving outside agencies.

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Positive Handling Plan, behaviour management policy or this positive handling policy. Any further action in relation to a member of staff or an individual pupil will follow the appropriate procedures (see staff and pupil disciplinary policy).

The Headteacher or another senior leader will liaise with the relevant governor, provide him/her with results of the regular monitoring and make an annual report to the governing body on the success of this policy.

Complaints

It is not uncommon for pupils to make allegations of inappropriate or excessive use of force following an incident. Any such allegations should be noted in the debrief.

The school has a formal complaints procedure (see separate Complaints Policy). Pupils and parents should be reminded of the procedure and encouraged to use the appropriate channels. The complaints procedure applies equally to staff. We are an open school and promote transparent policy and practice in order to protect the interests of pupils and staff alike. Any staff concerns regarding the welfare of children should be taken to the designated person for Child Protection (see Safeguarding Policy). Any safety concerns

should be reported to the designated person for Health and Safety (see Health and Safety Policy).

If there is a concern about a staff member using restraint unnecessarily and there is an allegation against the member of staff, the Management of Allegations against Staff Procedures will be followed. The designated officer within the Local Authority (LADO) telephone number 03003008142 will be notified of any allegation against a member of staff and s/he will decide if a Strategy meeting needs to be held.

Parents / Carers

The policy on restraint will be shared with parents/carers, who have the right to raise any questions or concerns directly with the Head teacher.

Every time a child is held, the parents/carers will be informed on the same school day.

Where there are concerns raised by either school or home a meeting will be held to discuss further.

Communication

To be the most effective at dealing with the children's behaviour, we have strategies in place for communicating with everybody concerned with the child. Only then can we provide a consistent approach that meets the individual's needs.

We place great importance on sharing equal and joint responsibility with parents for their children's education and behaviour. We therefore welcome the support and involvement we get from our parents and seek to build on this to help us with our work. There are various ways in which we communicate with parents:

- Parents' evening held every term.
- Home / School diaries.
- Informal meetings before or after school.
- Formal meetings organised following concerns raised by the school or by parents/carers.

Appendix A

INITIAL INCLUSION RISK ASSESSMENT PROFILE

To be completed for pupils with physical, learning, medical conditions attending school. This risk assessment profile should be completed BEFORE the pupil starts at the school so that appropriate measures can be put in place. This form is applicable to both pupils with EHCPs and SEN and those who do not have an EHCP but who have special needs.

Child's Name:	Date:																
School : Linslade Lower School	Class:																
Initial assessment based on information provided by; Previous school/nursery, GP, parent/carer, teachers reports etc. Where did the information come from- what is the evidence? From classroom observations, information from previous setting and parents.																	
Is there any evidence of a history of significant risk? (tick) YES <u>NO</u>																	
Is there any evidence of current risks in the following areas? Select risk rating 0 = no apparent risk 1 = low risk 2 = medium risk 3 = high risk <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Assessment Area:</th> <th style="width: 50%; padding: 5px;"><u>Risk Rating</u></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Physical disability risks (moving and handling)</td> <td style="text-align: center; padding: 5px;">0</td> </tr> <tr> <td style="padding: 5px;">Risk of medical emergency</td> <td style="text-align: center; padding: 5px;">0</td> </tr> <tr> <td style="padding: 5px;">Risk of violence</td> <td style="text-align: center; padding: 5px;">0</td> </tr> <tr> <td style="padding: 5px;">Risk of unsafe behaviour</td> <td style="text-align: center; padding: 5px;">0</td> </tr> <tr> <td style="padding: 5px;">Risk of self harm</td> <td style="text-align: center; padding: 5px;">0</td> </tr> <tr> <td style="padding: 5px;">Risk of damage to property</td> <td style="text-align: center; padding: 5px;">0</td> </tr> <tr> <td style="padding: 5px;">Other- hurting others</td> <td style="text-align: center; padding: 5px;">0</td> </tr> </tbody> </table>		Assessment Area:	<u>Risk Rating</u>	Physical disability risks (moving and handling)	0	Risk of medical emergency	0	Risk of violence	0	Risk of unsafe behaviour	0	Risk of self harm	0	Risk of damage to property	0	Other- hurting others	0
Assessment Area:	<u>Risk Rating</u>																
Physical disability risks (moving and handling)	0																
Risk of medical emergency	0																
Risk of violence	0																
Risk of unsafe behaviour	0																
Risk of self harm	0																
Risk of damage to property	0																
Other- hurting others	0																
Has a behaviour plan been developed? (tick)																	

YES	0	<u>NO</u>	N/A	
Is further full risk assessment necessary (risk rating 2 or above)? (tick)				
<u>YES</u>	0		<u>NO</u>	
If yes, complete a full risk assessment (form RA 2)				
Completed by: Name: Date:				
Distribution (tick)	Headteacher	Teaching/care staff	Other (specify)	

FULL INCLUSION RISK ASSESSMENT

To be completed annually or following a change in circumstances

Child's Name:		Date:	
School : Linslade Lower School		Class:	
Information provided by (TICK):			
Education Welfare Advisers	<input style="width: 30px; height: 20px;" type="checkbox"/>	Parents/Carer	<input style="width: 30px; height: 20px;" type="checkbox"/>
Previous school/nursery/playgroup	<input style="width: 30px; height: 20px;" type="checkbox"/>	EYFS behaviour Support Team	<input style="width: 30px; height: 20px;" type="checkbox"/>
Early Years SEN record/history or risk assessments	<input style="width: 30px; height: 20px;" type="checkbox"/>	G.P/community Paediatrician	<input style="width: 30px; height: 20px;" type="checkbox"/>
School nurse (health care plan)	<input style="width: 30px; height: 20px;" type="checkbox"/>	Learning Support Assistant	<input style="width: 30px; height: 20px;" type="checkbox"/>
Occupational therapist	<input style="width: 30px; height: 20px;" type="checkbox"/>	Transport	<input style="width: 30px; height: 20px;" type="checkbox"/>
Physiotherapist	<input style="width: 30px; height: 20px;" type="checkbox"/>	Access audit	
Speech and language therapist	<input style="width: 30px; height: 20px;" type="checkbox"/>	Other (please specify)	
		Edwin Lobo Centre	
Who is at risk?			
Pupil, staff, other pupils			

What are the hazards (dangers) include risk history and current concerns: Behavioural problems

What are the potential outcomes from the hazards?
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How can we currently control these risks? •
--

What else can we do to control the risk? (to be completed in consultation with Headteacher/ Parent/Carer) :	Action By
Time scale	

Completed by:	Signature:
Designation:	Date:

Risk Assessment to be reviewed in- when whole class returns from lockdown
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Distribution (TICK)	Headteacher	Teaching staff/LSA	Other (please specify)
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Key Agency Contact details •
