

SUPREME START SCHOOL

POSITIVE BEHAVIOUR POLICY

Behaviour Support, De-escalation, Physical Intervention and Post-Incident Support

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This policy should be read in conjunction with all related safeguarding, risk management, and staff training documentation.

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1. Purpose and Vision

Supreme Start School is committed to creating an educational environment where every pupil feels safe, valued, respected, and understood. This Positive Behaviour Policy sets out our approach to supporting children and young people to develop positive relationships, manage their emotions, and engage successfully in learning and school life.

We believe that behaviour is a form of communication. Pupils at Supreme Start School frequently present with significant additional needs, including the impact of adverse childhood experiences, trauma, neurodevelopmental differences, and social, emotional and mental health (SEMH) needs. Their behaviour, including behaviour that challenges, must be understood in this context rather than viewed as wilful non-compliance.

Our vision is grounded in the following core commitments:

- ***Every pupil has inherent worth and dignity, regardless of their behaviour.***
- ***Positive, trusting, and consistent relationships are the foundation of meaningful learning and change.***
- ***A trauma-informed and therapeutic lens guides all decisions and interactions.***
- ***The least restrictive, most pupil-centred response is always our first choice.***
- ***Pupils are active participants in their own support and have a voice in how their needs are met.***
- ***Our staff are skilled, reflective, and supported to do this work with compassion and professional confidence.***

Key Principle: Our Why

Supreme Start School is driven by a clear organisational 'Why': to empower emotionally available adults who bring compassion, skill, and consistency to every interaction with the pupils in our care. Everything we do — our training, our planning, and our responses — flows from this commitment. We are also committed to continuous improvement, regularly reviewing our practice and processes in light of emerging evidence, reflection, and feedback to ensure that our approaches remain effective, safe, and responsive to the needs of our pupils

2. Scope

This policy applies to:

- All teaching staff, support staff, volunteers, agency workers, and students on placement working within Supreme Start School.
- All settings and locations, including off-site activities, educational visits, transport, and community-based provision operated by the school.
- All pupils enrolled at Supreme Start School.

This policy must be read in conjunction with the following:

- Supreme Start School Safeguarding and Child Protection Policy

- Individual Behaviour Support Plans and Risk Assessments
- Staff Code of Conduct
- Education, Health and Care Plans (EHCPs)

This policy supports compliance with the Education (Independent School Standards) Regulations, in particular the standards on behaviour and safeguarding (Part 3 and Part 1 as applicable).

3. Legislative and Regulatory Framework

This policy has been developed in compliance with the following legislation, statutory guidance, and regulatory frameworks:

3.1 Educational Setting

- Education Act 1996 and 2011
- Children and Families Act 2014
- SEND Code of Practice (DfE/DoH, 2015)
- Keeping Children Safe in Education (DfE, 2025)
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2024)
- Use of Reasonable Force in Schools (DfE, 2013) — *to be superseded by "Restrictive Interventions, including Use of Reasonable Force, in Schools" (DfE, December 2025), coming into force 1 April 2026*
- Supporting Pupils with Medical Conditions (DfE, 2015)
- Reducing the Need for Restraint and Restrictive Intervention (DfE/DoH, 2019)

3.2 Underpinning Principles

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All actions taken under this policy must be consistent with the following legal and ethical frameworks:

- **The United Nations Convention on the Rights of the Child (UNCRC)**, particularly:
 - **Article 23** – the rights of disabled children to receive appropriate support and participate fully in society
 - **Article 28** – the right of every child to education
- **The Equality Act 2010**, including the duty to make reasonable adjustments for disabled pupils and to avoid discrimination arising from disability.
- **The Human Rights Act 1998**, including:
 - **Article 5 of the European Convention on Human Rights** – the right to liberty and security, relevant where restrictive interventions may limit a pupil's freedom of movement.
 - **Article 8 of the European Convention on Human Rights** – the right to respect for private and family life, relevant to dignity, physical intervention, record-keeping and information sharing.
- **The Children and Families Act 2014**, including the rights of pupils with Special Educational Needs and Disabilities (SEND), particularly in relation to **Education, Health and Care Plans (EHCPs)** and person-centred planning.

All interventions must be **lawful, necessary, proportionate and used only as a last resort**, with the primary aim of **safeguarding the child and those around them while respecting the child's dignity and rights**.

Regulatory Note

Supreme Start School is registered with Ofsted and is subject to inspection under the Education Inspection Framework (EIF). This policy reflects the expectations set out within the EIF and forms part of the school's safeguarding and behaviour practice. All staff are expected to be familiar with and implement this policy as part of their professional responsibilities.

4. Underpinning Approaches

4.1 Trauma-Informed Practice

Some pupils attending Supreme Start School may have experienced adverse childhood experiences (ACEs), such as bereavement, family separation, instability in care arrangements, or other significant life challenges. These experiences can affect a child's emotional regulation, behaviour, relationships, and engagement with learning.

The school recognises that pupils may arrive with a wide range of life experiences and therefore adopts a **trauma-informed and supportive approach**, focusing on understanding behaviour as communication and providing consistent, nurturing support to promote emotional safety, wellbeing, and positive development.

This approach means that staff:

- Seek to understand **“what may have happened to the child”** rather than simply focusing on “what is wrong”.
- Recognise that behaviours which may appear challenging can sometimes represent **adaptive responses to stress or earlier adversity**.
- Understand that pupils may experience **stress responses such as fight, flight, freeze, or fawn**, which can be triggered by situations that may appear minor to others.
- Prioritise the child's **sense of emotional and physical safety**, recognising that learning and positive behaviour are more likely when pupils feel safe and supported.
- Promote **predictability, structure, and consistent relationships**, helping pupils develop trust, emotional regulation, and resilience.

Our approach reflects the six key principles of trauma-informed practice:

- **Safety:** Safety: ensuring all pupils feel physically and emotionally safe at all times.
- **Trustworthiness:** Trustworthiness: maintaining transparency and consistency in all interactions.
- **Choice:** Choice: maximising opportunities for pupils to exercise meaningful choice.
- **Collaboration:** Collaboration: working with pupils and families as partners in support planning.
- **Empowerment:** Empowerment: supporting pupils to develop agency and self-efficacy.
- **Cultural sensitivity:** Cultural sensitivity: recognising, respecting, and embracing diversity and individual identity.

4.2 Relational Practice

Positive, attuned relationships between staff and pupils are the cornerstone of our model. We recognise that for many pupils, building trust with adults may be a gradual and non-linear process, involving testing, rejection, and repair. Staff are trained to maintain warmth, consistency, and unconditional positive regard through these challenges, understanding that relationship repair following rupture is itself a powerful therapeutic experience.

Key elements of our relational practice include:

- Named key adults who hold consistent, meaningful roles for individual pupils.
- Time and space for informal, relational interaction, not only structured learning activities.
- Co-regulation: staff actively model and support emotional regulation before expecting self-regulation from pupils.
- Attunement and empathic responding to the emotional state underlying the behaviour.

4.3 Restorative Approaches

When behaviour impacts upon others, we use restorative approaches to repair relationships and support learning. Restorative practice is not primarily a consequence, but an opportunity:

- to listen
- to reflect,
- to understand the impact of one's actions
- and to make things right

Our restorative approach involves:

- Creating space for the pupil to share their perspective and experience.
- Supporting understanding of the impact of behaviour on others.
- Exploring how things could be managed differently in the future.
- Facilitating meaningful repair between individuals where appropriate.

Team Teach Alignment

Team Teach training includes the 'Listening and Learning' framework, which directly supports our restorative approach. Following any significant incident, staff engage in a structured Listening and Learning process with the pupil, beginning with the pupil's own perspective and feelings, before exploring impact and future strategies. This should be undertaken at an appropriate time and in a comfortable, private, and neutral environment.

4.4 Strengths-Based Practice

All support planning is conducted through a strengths-based lens. We identify and build upon each pupil's skills, interests, relationships, and positive qualities. Progress, however incremental is noticed, celebrated, and used to build self-esteem and motivation. We avoid deficit-focused language in all documentation, discussions, and interactions.

4.5 Therapeutic Approaches

Where individual pupils require more intensive therapeutic support, the school will commission or facilitate access to appropriate therapeutic services, which may include:

- Therapeutic life story work
- Dyadic Developmental Psychotherapy (DDP) or equivalent attachment-based therapy
- EMDR or trauma-focused CBT
- Occupational therapy and sensory integration support
- Speech and language therapy
- Art, play, or drama therapy

Therapeutic approaches inform all behaviour support planning and are embedded within each pupil's EHCP.

5. Roles and Responsibilities

5.1 Headteacher

- Holds overall responsibility for the implementation, monitoring, and review of this policy.
- Ensures that all staff are trained in accordance with this policy and the school's training requirements.
- Reviews and approves all Behaviour Support Plans and risk assessments.
- Ensures that all incidents involving physical intervention are reviewed and reported appropriately.
- Acts as the escalation point for complex or high-risk cases.
- Reports to the Proprietor / Governing Body on policy compliance and behaviour data.

5.2 Deputy Headteacher / Senior Leaders

- Supports the Headteacher in the day-to-day implementation of the policy.
- Undertakes supervisory review of all incident records and post-incident reports.
- Ensures staff have access to reflective supervision following incidents.
- Coordinates the development and review of Behaviour Support Plans.
- Deputises for the Headteacher in their absence.

5.3 Class Teachers and Teaching Assistants

- Hold primary responsibility for the day-to-day support of pupils in their class.
- Develop and maintain up-to-date knowledge of each pupil's Behaviour Support Plan and EHCP.
- Implement individual strategies as outlined in EHCPs and Behaviour Support Plans.
- Complete accurate and timely incident records.
- Raise concerns regarding individual pupils promptly with their line manager.
- Participate in reflective supervision and team meetings.

5.4 All Staff

- Read, understand, and act in accordance with this policy at all times.
- Maintain awareness of individual pupils' support plans and known triggers.
- Seek help and support from colleagues and managers as needed.
- Use only approved Team Teach-trained techniques when physical intervention is required.
- Complete all required training and refresher courses.
- Report any concerns regarding the behaviour of colleagues in relation to pupils.
- Maintain professional boundaries and appropriate relationships at all times.

5.5 Designated Safeguarding Lead (DSL)

- Ensures that behaviour-related concerns with safeguarding implications are escalated promptly.
- Liaises with placing authorities, social workers, and other agencies as appropriate.
- Reviews patterns of behaviour or incidents that may indicate abuse, exploitation, or risk.

5.6 Proprietor / Internal Governing Body

- Ensures that the school has sufficient resources to implement this policy effectively.
- Reviews policy compliance through regular monitoring and governance activities.
- Approves/ amends this policy on an annual basis.

5.7 Pupils

Pupils are not passive recipients of this policy. They are:

- Informed, in age-appropriate terms, of the expectations and support available to them.
- Invited to contribute to the development of their own Behaviour Support Plans.
- Encouraged to share their views on the support they receive.
- Supported to understand their own emotions and triggers.
- Given meaningful opportunities to participate in restorative processes.

Where pupils attend off-site or commissioned provision, the Headteacher assures compatibility of behaviour and restrictive intervention approaches and that incidents are notified back to school and logged in line with this policy.

6. Behaviour Support Planning

6.1 Individual Behaviour Support Plans

Every pupil enrolled at Supreme Start School will have an Individual Behaviour Support Plan (BSP), developed within the first 28 days of admission, or sooner where risk is identified. The BSP is a working document and must be reviewed at a minimum of every three months, or following any significant incident or material change in the pupil's circumstances.

The BSP will include the following components:

a) Strengths and Positive Qualities

A description of the pupil's skills, interests, relationships, achievements, and character strengths — forming the foundation upon which all support is built.

b) Known Triggers and Antecedents

A clear account of situations, environments, sensory experiences, times of day, events, or interactions that are known to increase the pupil's level of distress or likelihood of behaviour that challenges.

c) Early Warning Signs

A description of the early behavioural, physiological, verbal, and non-verbal signals that indicate the pupil is becoming distressed, as drawn from the Stages of Distress framework (see Section 9). These will be unique to each pupil and drawn from direct observation and the pupil's own self-reporting.

d) De-escalation Strategies

A personalised toolkit of approaches that are effective in supporting the pupil to manage distress and return to a calm, regulated state. This must distinguish between:

- Primary strategies, ongoing environmental, relational, and communication approaches.
- Secondary strategies, specific de-escalation techniques used during periods of rising distress.

e) Risk Behaviours and Tertiary Strategies

Where a pupil has a history of behaviours that pose a significant risk of harm to themselves or others, the BSP will include a clear description of those behaviours and the tertiary strategies that may be required, including, where relevant, approved physical intervention techniques. This section must be completed in conjunction with the pupil's risk assessment.

f) Recovery and Post-Incident Support

A description of the pupil's individual recovery needs following a period of distress, including the environment, interactions, and time they require to return to a calm baseline.

g) Communication Preferences

The pupil's preferred communication methods, including visuals, now and next boards, story boards and social stories or other communication tools.

h) The Pupil's Own View

A section capturing the pupil's own perspective on what helps, what doesn't help, and what they would like staff to do differently.

6.2 Involvement of Pupils and Families

The development of each BSP is a collaborative process. Pupils will be meaningfully involved in identifying their own triggers, strengths, and preferred strategies to the fullest extent possible. Families and carers will be consulted where appropriate and in accordance with the pupil's EHCP and placement agreement. Any relevant professionals, including therapists, social workers, and health professionals, may contribute to the BSP.

6.3 Quality Assurance and Governance Oversight of Behaviour Support Plans

All Individual Behaviour Support Plans are subject to a structured quality assurance process. The Headteacher or Deputy Headteacher will review BSPs on a rolling basis to ensure they are current, accurate, and reflective of each pupil's needs. In addition, BSPs will be subject to internal audit by the Governing Body on a termly basis as part of their wider safeguarding and welfare oversight responsibilities. The purpose of this audit is to provide independent assurance that:

- All pupils have an up-to-date and personalised BSP in place.
- BSPs are reviewed within required timescales and following any significant incident.
- Pupil and family voice is meaningfully reflected within each plan.
- Strategies documented within BSPs are being consistently implemented by staff.
- Any patterns or concerns identified across BSPs are escalated appropriately to senior leadership.

All BSPs must be completed using the **Individual Behaviour Support Plan template attached at Appendix A** of this policy. No alternative formats are permitted unless formally approved by the Headteacher. The template ensures consistency of information across all pupils and provides the framework against which internal audits are conducted. Staff responsible for completing or updating a BSP should refer to Appendix A and ensure all sections are fully completed before the plan is submitted for review.

7. Risk Assessment

7.1 Overview

Effective risk assessment is central to our ability to support pupils safely. Supreme Start School operates a dual model of risk assessment: formal (written) risk assessments developed proactively for each pupil, and dynamic risk assessments conducted in real time as situations develop.

7.2 Formal Risk Assessments

A formal written risk assessment will be completed for each pupil within the first 28 days (or sooner where required) and reviewed at a minimum of every three months, or following any significant incident. Formal risk assessments will:

- Identify foreseeable hazards and risk behaviours associated with the individual pupil.
- Assess the likelihood and severity of harm to the pupil, other pupils, staff, or third parties.
- Document control measures, including environmental adaptations, staffing arrangements, and specific intervention strategies.
- Be proportionate, honest, and transparent.
- Be reviewed and signed by the Headteacher or Deputy Headteacher.

The school uses a risk matrix to categorise risk level (Low, Low/Medium, Medium, Medium/High, High) based on the probability and severity of potential harm. All High and Medium/High risks must be reviewed by senior leadership and notified to the placing authority or relevant professional as appropriate.

7.3 Dynamic Risk Assessment

In situations that are rapidly developing or unpredictable, staff are required to conduct a continuous dynamic risk assessment. This involves:

- **Stop and think:** Stop and think: pause and assess the realistic options available.
- **Balance:** Balance: weigh short-term and longer-term risks and benefits.
- **Best interests:** Best interests: consider what action is genuinely in the pupil's best interests.
- **Consider risk to others:** Consider risk to others: assess the safety of other pupils, staff, and members of the public.
- **Restraint reduction:** Restraint reduction: if physical intervention is deemed necessary, use the minimum force for the shortest time, consistent with the pupil's best interests.

Dynamic risk assessment is not a substitute for formal risk assessment. Where a new or unanticipated risk is identified, this must be documented and fed back into the formal risk assessment process promptly.

7.4 Environmental Risk

The school environment will be assessed regularly for potential risk factors, including objects that could be used as weapons, unsafe furniture, restricted exit routes, and areas with limited supervision. Environmental risk assessments will be reviewed at least annually and following any significant incident.

7.5 Proprietor and Governing Body Oversight of Risk Assessment

The Proprietor and Governing Body hold a formal oversight responsibility in relation to the school's risk assessment framework. This oversight includes:

- Receiving a termly summary report from the Headteacher on the status of all current pupil risk assessments, including the number of pupils assessed at each risk level.
- Satisfying themselves that all pupils have a current and reviewed risk assessment in place within required timescales.
- Scrutinising any High or Medium/High risk assessments as part of their governance and safeguarding responsibilities.
- Reviewing patterns or trends in risk levels across the pupil population and considering whether additional resources, staffing, training, or environmental changes are required.
- Ensuring that the school's risk assessment policy and practice are compliant with relevant legislation, statutory guidance, and Ofsted expectations.
- Conducting or commissioning an annual review of the risk assessment framework as part of the school's wider self-evaluation and quality assurance cycle.

The Proprietor retains ultimate accountability for ensuring that the school discharges its duty of care to all pupils and that risk is managed safely, transparently, and in the best interests of every child. Any significant concerns arising from Governing Body scrutiny of risk assessments will be escalated to the Proprietor without delay, and an action plan agreed and monitored to resolution.

All formal risk assessments must be completed using the **Formal Risk Assessment template attached at Appendix B** of this policy. No alternative formats are permitted unless formally approved by the Headteacher. The template ensures a consistent approach to risk identification, scoring, and control measures across all pupils, and provides the framework against which Governing Body oversight and internal audits are conducted. Staff completing or updating a formal risk assessment must ensure all sections are fully completed, including the risk matrix scoring, control measures, and review date, before submission for sign-off by the Headteacher or Deputy Headteacher. Where a risk assessment is updated following a significant incident, the previous version must be retained on the pupil's file to maintain a clear audit trail.

8. Primary Strategies: Creating a Positive Learning Environment

Primary strategies are the broad, proactive, and universal approaches that form the foundation of a positive environment for all pupils. They are embedded in everyday practice and are the first and most powerful tool in our behaviour support toolkit.

8.1 Environment and Routine

- Classrooms and communal spaces are organised, calm, and sensory-aware, with due regard for the sensory needs of pupils with SEND.
- Routines are consistent, predictable, and clearly communicated using visual supports where appropriate.
- Transitions, including between lessons, adults, and settings, are carefully planned and supported.
- Pupils are given appropriate notice of changes to routine or environment.

8.2 Relationships and Communication

- All interactions are characterised by warmth, respect, and genuine interest in the pupil as an individual.
- Staff use the CALM approach (Communication, Assessment and Awareness, Listening and Learning, Making Safe) as a framework for all interactions, particularly during periods of rising distress.
- Positive verbal communication is prioritised: staff state what they want pupils to do, rather than focusing on what they should not do.
- Non-verbal communication — body language, facial expression, tone of voice, and proximity — is used consciously and reflectively to convey safety and care.
- Personal space is respected at all times; staff are mindful of the impact of their physical presence on pupils with trauma histories.

8.3 Celebrating Success

- Progress and achievement — however incremental — are recognised and celebrated.
- Praise is specific, genuine, and proportionate.
- Individual reward and recognition systems are personalised to each pupil's interests and motivations.
- Pupils are supported to internalise a positive self-concept and develop pride in their achievements.

8.4 Neurodiversity and Individual Difference

Supreme Start School recognises and celebrates neurodiversity. Pupils may experience the world in fundamentally different ways, and this must be reflected in all aspects of our practice. Stimming and other self-regulatory behaviours are recognised as healthy responses and are supported rather than suppressed. Staff are trained to understand the specific needs associated with autism, ADHD, learning disabilities, sensory processing differences, and other neurodevelopmental profiles.

8.5 Values and Language

The school is committed to using language that is accurate, respectful, and person-centred. Staff will:

- Refer to pupils by their preferred name and pronouns.
- Avoid diagnostic labels as descriptors of behaviour (e.g., 'he is being autistic').
- Avoid language that implies intentionality, blame, or moral judgement.
- Use identity-first or person-first language in accordance with individual preference.
- Challenge stigmatising or disrespectful language whenever it is encountered.

9. De-escalation: Secondary Strategies

When a pupil begins to show signs of rising distress, staff move into secondary de-escalation strategies. These are targeted, responsive interventions designed to prevent escalation and support the pupil to return to a regulated state without the need for restrictive intervention.

9.1 The Stages of Distress and Support

The school uses the Stages of Distress and Support framework (drawn from Team Teach training) to understand and respond to escalating distress. This model recognises that crises develop through identifiable stages, and that effective early intervention can prevent escalation.

Stage	Possible Behaviours	Recommended Strategies
1 — Anxiety / Trigger	Appearing anxious; hands over ears; hiding face; pacing; repetitive questioning; withdrawal; refusing to speak.	Intervene early; offer reassurance; use help script; explain what will happen; use CALM body language; divert and distract; implement known individual strategies.
2 — Defensive / Escalation	Raised voice; abusive language; pacing; changes in posture or eye contact; low-level property damage; picking up objects.	Continue de-escalation; state desired behaviours clearly; offer limited choices; remove potential hazards; offer a dignified way out; disperse audience.
3 — Crisis	Significant self-harm; harming others; major property damage; absconding into danger; using objects as weapons.	Make environment safer; request help using help script; consider change of face; use physical intervention only if necessary, proportionate, and in pupil's best interests.
4 — Recovery	Hunched posture; hiding face; rocking or stimming; withdrawal; tearfulness; apology.	Give space and time; offer calm reassurance; be present and available; avoid demands; implement individual recovery strategies.
5 — Depression	Crying; shame; withdrawal; negative self-talk.	Offer emotional availability; avoid pressure; positive affirmation; divert with enjoyable activities.
6 — Restoration	Signals readiness to communicate; approaching staff; calmer presentation.	Engage in Listening and Learning process; restore relationship; plan ahead; update BSP if needed.

9.2 CALM Communication

The CALM framework provides a structured approach to communication during periods of distress:

- **Communication:** Communication: use a calm, low, slow voice; reduce volume of speech; simplify sentences; avoid over-talking; use the pupil's name to gain attention.
- **Assessment and Awareness:** Assessment and Awareness: continuously assess the environment and the pupil's presentation; identify risks; plan next steps.
- **Listening and Learning:** Listening and Learning: demonstrate genuine emotional availability; use affirming vocalisations; reflect back what you hear; validate the pupil's emotional experience.
- **Making Safe:** Making Safe: consciously position yourself and others to maximise safety; remove environmental hazards; reduce audience.

9.3 Help Scripts

Staff will develop and practise Help Scripts — pre-agreed verbal communication tools used during periods of escalation. Help scripts provide a practised, consistent, and calm response that does not require spontaneous decision-making in stressful moments. They typically follow a sequence of:

- Addressing the pupil by name.
- Acknowledging what has happened without judgement.
- Expressing emotional availability.
- Offering a clear, simple direction.

Where additional support is needed, staff use the 'Help is Available' and 'More Help is Available' framework, enabling colleagues to offer and receive support in a structured, non-confrontational manner. Accepting and offering help is embedded in our culture as a sign of professional strength, not weakness.

9.4 Personal Space and Non-Verbal Communication

Staff are trained to be aware of their **non-verbal communication, body language, and use of personal space during de-escalation**, in line with the principles of Team Teach.

The school recognises the importance of personal space when supporting pupils:

- **Social space (beyond fingertips)** is generally maintained during initial interactions and de-escalation, as this can help reduce anxiety and perceived threat.
- **Personal space (between fingertips and elbow)** may be entered when appropriate to provide reassurance, guidance, or support, particularly for pupils who may require additional assistance due to their age, SEND needs, or emotional state.
- **Intimate space (between elbow and body)** is used only where necessary, such as during care tasks, supportive guiding, or where a physical intervention is required to maintain safety.

Staff will always aim to **use the least intrusive level of contact**, respect the pupil's dignity, and explain their actions where possible.

9.5 Change of Face

Where a situation is becoming escalated between a particular pupil and a particular member of staff, a 'change of face' — introducing a different staff member — may significantly aid de-

escalation. This is not a criticism of the first staff member but a recognition that fresh relational dynamics can interrupt the cycle of escalation. All staff are trained to offer and accept change of face without judgement.

10. Physical Intervention: Tertiary Strategies

Fundamental Principle

Physical intervention is only ever used as a last resort, in the best interests of the pupil, when all reasonable de-escalation strategies have been exhausted or are not available, and when there is a real and imminent risk of significant harm to the pupil or others. Physical intervention is never used as a punishment, for the convenience of staff, or for reasons of control or compliance.

10.1 Legal and Ethical Framework

Staff have a legal power to use reasonable force in specific circumstances, derived from the Education Act 2011 and the Use of Reasonable Force guidance (DfE, 2013). For an act of physical intervention to be lawful, it must be:

- **Reasonable:** Reasonable: the action taken must be a reasonable response to the risk presented.
- **Proportionate:** Proportionate: the minimum force necessary to achieve the intended purpose.
- **Necessary:** Necessary: no less restrictive option was available or likely to succeed.
- **In the pupil's best interests:** In the pupil's best interests: the intervention must be demonstrably in the best interests of the pupil.

Staff must always be able to articulate why a physical intervention was reasonable, proportionate, necessary, and in the pupil's best interests. This will be assessed as part of every post-incident review.

10.2 Approved Techniques

Only Team Teach-trained and approved techniques will be used by staff. The school has adopted the Team Teach framework because:

- Team Teach techniques are graded and graduated from least intrusive to most restrictive.
- No Team Teach techniques rely upon pain, locks, or control through discomfort.
- Techniques are biomechanically designed to minimise downward pressure and maximise freedom of movement.
- All techniques allow for the free expansion of the chest, abdomen, and airway in all positions.
- The approach is underpinned by therapeutic values and a commitment to preserving dignity.

The school will maintain an up-to-date register of all staff who are currently Team Teach certified, including their certification level, training date, and expiry date.

10.3 Graduated Response

Physical intervention follows a graduated continuum of response:

- Non-contact intervention: verbal de-escalation, environmental management, change of face.
- Prompts and guides: minimal physical prompts to redirect the pupil away from danger.
- Escorts: guiding the pupil to a place of safety with their consent or in the face of immediate risk.
- Holds (non-restrictive): providing physical containment that does not restrict movement or breathing.
- Restrictive physical intervention: as a last resort, only by trained staff, for the shortest possible time.

10.4 Specific Prohibitions

The following actions are absolutely prohibited under any circumstances:

- Any hold or technique that places pressure on the airway, neck, or throat.
- Any technique that involves the prone (face-down) position.
- Any technique that restricts breathing.
- Any technique that involves pain as a method of compliance.
- Any technique not approved within Team Teach training.
- Physical intervention used as punishment or to express frustration.
- Physical intervention carried out by untrained staff, except in a genuine emergency where no trained staff member is available and there is an immediate risk of serious harm.

10.5 Warning Signs During Physical Intervention

Staff must monitor for the following warning signs during any physical intervention and immediately modify, reduce, or cease the hold if any are observed, seeking medical assistance without delay:

- Difficulty breathing or complaints of inability to breathe.
- Vomiting or nausea.
- Swelling, redness, or blood spots on the face or neck.
- Distension of veins in the neck.
- Sudden loss of energy or limpness.
- Blue or grey discolouration of lips, tongue, skin, or nails.
- Loss of consciousness.

Where any of these signs are observed, staff must call for emergency medical assistance (999) immediately.

10.6 Planned Withdrawal

Planned withdrawal to a calmer environment — where the pupil may leave at any time and is supported by a member of staff — is a secondary de-escalation strategy. This is distinct from

seclusion. Any use of seclusion (where a pupil is prevented from leaving an area) must be authorised by the Headteacher, immediately recorded, and reported to the placing authority and relevant authority. Any seclusion must be clearly recorded as such on the incident record and in CPOMS, with duration, staffing and reason documented, and that you will treat any repeated seclusion as a trigger for urgent review of the plan and environment

10.7 Recording and Reporting

All incidents involving physical intervention must be recorded using the **Restrictive Physical Intervention Form attached at Appendix C** of this policy, completed by the staff member involved no later than the end of the school day. Completed forms must be reviewed and countersigned by the Headteacher or Deputy Headteacher and shared with the Internal Governing Body and Proprietor as part of their ongoing safeguarding oversight. Where multiple forms are received within a short period, the Headteacher must notify the Proprietor without delay.

All physical intervention incidents must also be logged on **CPOMS** on the same day, including a factual account of the incident, intervention used, duration, injuries sustained, and parental notification. The Appendix C form and CPOMS entry are complementary records — both are required and neither replaces the other. The DSL must review and acknowledge every CPOMS entry within 24 hours and notify the Proprietor and Internal Governing Body immediately where safeguarding concerns are identified.

The school must maintain a **Physical Intervention Tracker** as a cumulative log of all incidents, recording the date, time, location, pupil name, intervention type and duration, staff involved, injuries sustained, and confirmation of parental notification. The tracker will be reviewed monthly by the Headteacher and presented termly to the Governing Body and Proprietor. The Proprietor retains the right to request access to the tracker, Appendix C forms, and CPOMS records at any time. Any patterns or disproportionate use identified must be escalated to the Proprietor and Internal Governing Body promptly and addressed through the school's quality assurance processes.

11. Post-Incident Support and Reflection

The period following a significant incident is one of the most important opportunities for learning, relationship repair, and growth. The school is committed to a structured and compassionate post-incident process that supports both pupils and staff.

11.1 Immediate Priorities

Immediately following any significant incident, the following actions will be taken:

- Ensure the physical safety of all involved — treat any injuries and seek medical assistance where required.
- Provide calm, compassionate support to the pupil, allowing space and time as outlined in their BSP.
- Check the wellbeing of all other pupils present and provide reassurance.
- Support staff members involved — a debrief with the line manager or senior colleague should occur as soon as practicable.
- Secure the incident scene if there is any safeguarding concern.

11.2 Listening and Learning with Pupils

The Listening and Learning process should be initiated with the pupil at an appropriate point following the incident — when they are calm, in a comfortable and private environment, and when there is sufficient time for the process to feel unhurried. The process should not be rushed or conducted whilst the pupil is still in a state of heightened distress.

The Listening and Learning conversation follows this structure:

- **Listen** — Listen — hear the pupil's own account and feelings first, without challenge or correction.
- **Link** — Link — gently support the pupil to connect feelings with behaviours and understand the impact on others.
- **Learn** — Learn — explore together what could be done differently next time.

Possible exploratory questions include:

- 'What happened? Can you tell me about it from your point of view?'
- 'What were you feeling at the time?'
- 'How have you felt about it since?'
- 'Who else do you think was affected, and how?'
- 'What do you think needs to happen now?'
- 'What would help you if this happens again?'

The outcome of the Listening and Learning conversation should be recorded and, where appropriate, used to update the pupil's BSP and/or risk assessment.

11.3 Staff Debrief and Reflective Supervision

All staff involved in a significant incident will receive a structured debrief with their line manager within 24 hours (or at the earliest practicable opportunity). The debrief serves to:

- Ensure the staff member is physically and emotionally well.
- Review the sequence of events objectively and without blame.
- Explore what worked well and what could be done differently.
- Identify any training, support, or resource needs arising from the incident.
- Review the accuracy and completeness of incident records.
- Plan next steps in relation to the pupil's support.

Staff are encouraged to be open and reflective. The school's culture is one of learning, not blame. Access to formal reflective supervision and, where appropriate, counselling support will be made available to staff following traumatic or distressing incidents.

All staff debriefs must be recorded using the **Post-Incident Staff Debrief Form attached at Appendix D** of this policy. The form must be completed by the line manager conducting the debrief within 24 hours of it taking place. Completed Appendix D forms must be reviewed by the Headteacher, retained on the staff member's supervision record, and made available to the Governing Body and Proprietor as part of their termly governance oversight. The debrief record provides an important audit trail demonstrating that staff wellbeing has been addressed, incident records have been verified, and any training or support needs have been identified and actioned. Where a debrief identifies significant concerns regarding staff conduct, practice, or wellbeing, the Headteacher must notify the Proprietor without delay.

11.4 Relationship Repair

Where possible and appropriate, a planned relationship repair interaction between the pupil and the staff member(s) involved should take place as part of the recovery process. This may be informal (a shared activity, a warm interaction) or more structured (a restorative conversation).

Repair is about demonstrating that the relationship endures and that the pupil remains valued and cared for.

11.5 Systemic Review

Following any significant incident, the school will consider whether the incident reflects a pattern requiring systemic review. This may include:

- Review of the pupil's BSP and risk assessment.
- Review of staffing arrangements, ratios, or deployment.
- Environmental adaptations.
- Additional training needs.
- Referral for additional therapeutic or professional support.
- Review of timetable or curriculum arrangements.
- Notification to the placing authority, EHCP co-ordinator, or other relevant professionals.

12. Recording and Reporting

12.1 Principles of Recording

All incident records must be:

- Accurate, factual, and objective — separating observation from interpretation.
- Completed as soon as practicable following the incident and no later than the end of the school day.
- Written in clear, professional language, avoiding jargon, abbreviations, and subjective or stigmatising terms.
- Signed and dated by the recording staff member.
- Reviewed and countersigned by the duty senior staff member.

12.2 Content of Incident Records

All significant incident records must include:

- Full name and date of birth of the pupil.
- Full names of all staff and other individuals present.
- Date, time, and location of the incident.
- A clear, chronological account of events before, during, and after the incident.
- Details of de-escalation strategies attempted and the response.
- Whether physical intervention was used; if so, the technique(s) used, the staff members involved, the duration, and the reason.
- A statement of why any physical intervention was in the best interests of the pupil.
- Details of any injuries sustained by any party, and whether medical treatment was offered, accepted, or administered.
- Actions taken following the incident, including notifications made.
- The pupil's account, obtained through the Listening and Learning process.
- Outcome of staff debrief and any identified actions.

12.3 Safeguarding Records

Where an incident has safeguarding implications — including any injury to a pupil, any allegation against a staff member, or any disclosure of abuse — the Designated Safeguarding Lead must be informed immediately, and the incident recorded on the school's safeguarding recording system.

12.4 Reporting to Placing Authorities and Parents

Incident Type	Notify	Timescale
Any use of physical intervention	Parent/carer; placing authority; relevant professionals	Same day notification; written within 1 school days
Injury to a pupil requiring medical treatment	Parent/carer; placing authority; DSL	Immediately
Any safeguarding concern or allegation	DSL; LADO; Ofsted (if applicable)	Immediately
Serious incident (self-harm, absconding, significant property damage)	Parent/carer; placing authority	Immediately
Police involvement	Parent/carer; placing authority; Headteacher	Immediately

12.5 Whistleblowing

Any staff member who has concerns about the conduct of a colleague in relation to a pupil — including concerns about the appropriateness of a physical intervention — has a professional and legal obligation to report those concerns to the Headteacher or Designated Safeguarding Lead. Where the concern involves a senior member of staff, it should be escalated to the Proprietor/ Governing Body or, where necessary, directly to Ofsted or the local authority. No staff member will face detriment for raising a genuine concern in good faith.

13. Staff Training and Team Teach

13.1 Commitment to Training

Supreme Start School is committed to ensuring that all staff who work directly with pupils are trained to an appropriate level to implement this policy safely, ethically, and effectively. Training is viewed not as a one-off event, but as part of a continuous professional development journey.

13.2 Team Teach Training

The school has adopted Team Teach as its approved framework for behaviour support and physical intervention training. Team Teach is an accredited training provider certified by ICM and CPD. All staff working directly with pupils must complete Team Teach training at the appropriate level for their role.

13.3 Core Training Content

Team Teach training delivered within the school covers:

- Our Why: the values and principles driving our approach — empowering emotionally available adults.
- Trauma-Informed Approaches: understanding the impact of adverse childhood experiences on behaviour and development.
- Supportive Strategies: the continuum of primary, secondary, and tertiary strategies.
- Functions of Behaviour: understanding behaviour as communication, including the four core functions (avoidance, access, attention, sensory).
- Reacting vs Responding: the neuroscience of stress responses and developing regulated responses.
- Communication and CALM: verbal and non-verbal communication skills, including help scripts and change of face.
- Stages of Distress and Support: identifying and responding to stages of escalating distress.
- Least Restrictive Practice: the legal, ethical, and practical framework for physical intervention.
- Risk Assessment: dynamic and formal risk assessment skills.
- Law and Guidance: the legal framework governing physical intervention and behaviour support.
- Post-Incident Analysis and Support: the Listening and Learning process, recording requirements, and systemic review.

13.4 Additional Training

In addition to Team Teach, all staff receive training in:

- Safeguarding and Child Protection (at induction, with annual refresher).
- Trauma-informed practice and attachment theory.
- Autism awareness and neurodiversity.
- Mental health awareness, including understanding self-harm and suicidal ideation.
- Equality, diversity, and inclusion.
- First aid (including paediatric first aid where required).
- SEND Code of Practice and EHCPs.

13.5 Reflective Practice and Supervision

All teaching and support staff receive formal individual supervision at a minimum of monthly frequency. Group reflective practice sessions are held at least half-termly. Post-incident debriefs provide an additional opportunity for guided reflection. The school is committed to creating a psychologically safe environment in which staff feel supported to reflect honestly on their practice.

14. Equality, Diversity and Inclusion

Supreme Start School is committed to ensuring that this policy is applied equitably and without discrimination. We recognise that pupils from different backgrounds, cultures, identities, and with different needs and disabilities may experience and express distress differently. We are alert to the risk that behaviour support systems may inadvertently disadvantage particular groups, and we monitor our data to identify and address any such patterns.

In implementing this policy, the school will have particular regard to the following protected characteristics under the Equality Act 2010:

- Race, ethnicity, and cultural background
- Disability (including mental health, neurodevelopmental, and physical)
- Sex and gender identity
- Religion and belief
- Sexual orientation
- Age

Physical intervention data — including frequency, type, and duration — will be disaggregated by relevant protected characteristic and reviewed to identify any disproportionality. Where disproportionality is identified, the school will take prompt action to understand and address its causes.

15. Monitoring, Evaluation and Review

15.1 Data Collection and Analysis

The school maintains a comprehensive record of all significant incidents, including all uses of physical intervention. This data is analysed at minimum on a monthly basis by senior leadership within the school, and termly by the Proprietor / Governing Body. The following data will be routinely collected and analysed:

- Number and type of significant incidents (by class, by pupil, by time of day, by location).
- Number and type of physical interventions (including technique, duration, and staff involved).
- Injuries sustained during incidents.
- Number of incidents resulting in police involvement.
- Number of incidents requiring external medical treatment.
- Time elapsed between incident and completion of post-incident paperwork.
- Staff sickness and wellbeing data (where linked to incident involvement).
- Compliance with training requirements.

15.2 Quality Assurance

The Headteacher will undertake a formal monthly review of all incident records, checking for quality, accuracy, and completeness. A random sample of records will be reviewed in depth on a termly basis. BSPs and risk assessments will be quality-assured on a rolling basis.

15.3 Policy Review

This policy will be reviewed annually by the school's accredited Team Teach Trainer, or sooner in the following circumstances:

- A serious incident involving physical intervention or injury.
- A significant change in legislation, statutory guidance, or regulatory expectations.
- A recommendation arising from an Ofsted inspection or any other regulatory review.
- A recommendation arising from a Serious Case Review or local safeguarding partnership review.

- A material change in the school's structure, staffing, or pupil population.

15.4 External Scrutiny

The school welcomes external scrutiny as a means of continuous improvement. All relevant documentation, including this policy, incident records, BSPs, and training records, will be made available to Ofsted inspectors, placing authorities, independent reviewing officers, and other authorised parties on request.

16. Complaints

Any pupil, family member, or professional who has a concern about the application of this policy, or about the conduct of a member of staff in relation to a pupil's behaviour, has the right to raise a complaint. The school's Complaints Policy sets out the procedure for doing so and explains how concerns will be addressed promptly, fairly, and transparently.

Pupils are supported to understand their right to raise concerns or complaints and are provided with information about how to access the complaints process in a format appropriate to their age, understanding, and communication needs.

The school recognises that some pupils may be non-verbal or may communicate in different ways. Systems are in place to ensure that parents or carers are kept appropriately informed about their child's wellbeing, behaviour, and any significant incidents that occur in school. This enables parents or carers to raise any concerns promptly and access the school's complaints or safeguarding procedures where necessary.

Where pupils are looked after by a local authority, they may also seek support from their allocated social worker, independent reviewing officer, or advocacy service where appropriate

17. Appendices

The appendices referenced in the policy are included below for record-keeping purposes.

Supreme Start School

APPENDIX A — Individual Behaviour Support Plan (BSP)

Complete within 28 days of admission · Review minimum every 3 months or after any significant incident · Share with all staff

Part 1 — Pupil Details

Pupil Full Name	
Date of Birth	
Year Group / Class	
EHCP Reference (if applicable)	
Key Worker / Form Tutor	
SENCO	
Date BSP Completed	
BSP Review Date	
Author	

Part 2 — Strengths and Positive Qualities

📌 Begin here. A strengths-based foundation is required before risk or challenge information is documented.

a) What this pupil is good at / enjoys:

b) Positive relationships and trusted adults:

c) What motivates and engages this pupil:

Part 3 — Known Triggers and Antecedents

📌 List situations, environments, sensory experiences, times of day, or interactions known to increase distress. Be specific and evidence-based.

Trigger / Antecedent	What We Know / What Helps

Part 4 — Early Warning Signs

Describe specific verbal, behavioural, and physical signals indicating rising distress (Stage 1–2). These will be unique to this individual.

Verbal Signs	Behavioural Signs	Physical / Non-Verbal Signs

Part 5 — De-escalation Strategies

5a) Primary Strategies (ongoing, everyday approaches):

--

5b) Secondary Strategies (rising distress — Stage 1–2)

How to Apply / Notes

5b) Secondary Strategies (rising distress — Stage 1–2)	How to Apply / Notes

Part 6 — Tertiary Strategies and Physical Intervention

Only complete this section if the pupil has a history of behaviours posing significant risk of harm. Any physical intervention techniques named must be approved Team Teach techniques only.

6a) High-risk behaviours (description):

--

6b) Approved physical intervention techniques (if any):

<p>Technique(s) approved</p> <p>Approved by (name / role)</p> <p>Date approved</p>

6c) Medical / physical considerations that affect intervention:

--

Part 7 — Recovery and Post-Incident Support

What this pupil needs after a period of distress (environment, time, interaction):

--

Preferred Listening and Learning approach for this pupil:

Part 8 — Communication Preferences

Communication Need	Detail
Preferred communication method AAC / Makaton / PECS / Visual Supports	
Language / processing needs	
How to give instructions effectively How NOT to communicate during distress	

Part 9 — The Pupil's Own View

Complete this section with the pupil wherever possible. Use their own words.

What helps me when I'm feeling worried or angry:

What makes things worse for me:

What I would like staff to do differently:

Part 10 — Signatures and Review

BSP completed by	
SENCO sign-off	
Headteacher sign-off	
Parent / Carer consulted (name) Pupil consulted (Y/N) Date of next review	

Review Date	Reviewed By	Pupil Involved (Y/N)	Key Changes Made



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Supreme Start School | SEND Provision School

APPENDIX B — Formal Risk Assessment

Complete within 28 days of admission · Review every 3 months or after any significant incident · Signed by Headteacher

Part 1 — Pupil and Assessment Details

🔗 Record the pupil's details and the dates this assessment was completed and approved. All fields are required before the form is considered valid.

Pupil Full Name	
Date of Birth	
EHCP Reference	
Assessment Author	
Date of Assessment	
Date of Last Review	
Approved By (Headteacher)	
Next Review Date	

Part 2 — Risk Matrix

🔗 Use this matrix to calculate the risk score for each hazard in Part 3. Multiply Likelihood × Severity to get the score, then use the key below to find the rating and required action.

Severity → Likelihood ↓	Negligible (1)	Minor (2)	Moderate (3)	Serious (4)	Catastrophic (5)
Almost Certain (5)	5	10	15	20	25
Likely (4)	4	8	12	16	20
Possible (3)	3	6	9	12	15
Unlikely (2)	2	4	6	8	10
Rare (1)	1	2	3	4	5

Score	Rating	Action Required	Likelihood	Severity
1–4	Low	Monitor; review at next scheduled BSP review	1 = Rare 2 = Unlikely 3 = Possible 4 = Likely 5 = Almost Certain	1 = Negligible 2 = Minor 3 = Moderate 4 = Serious 5 = Catastrophic
5–9	Low / Medium	Specific control measures in place; monitor monthly	1 = Rare 2 = Unlikely 3 = Possible 4 = Likely 5 = Almost Certain	1 = Negligible 2 = Minor 3 = Moderate 4 = Serious 5 = Catastrophic
10–14	Medium / High	Senior management review required; notify LA if EHCP	1 = Rare 2 = Unlikely 3 = Possible 4 = Likely 5 = Almost Certain	1 = Negligible 2 = Minor 3 = Moderate 4 = Serious 5 = Catastrophic
15–25	High	Immediate senior management review; multi-agency discussion; enhanced supervision required	1 = Rare 2 = Unlikely 3 = Possible 4 = Likely 5 = Almost Certain	1 = Negligible 2 = Minor 3 = Moderate 4 = Serious 5 = Catastrophic

Part 3 — Risk Register

✎ List every identified hazard or risk behaviour. Score each one using the matrix in Part 2. Add more rows as needed. Keep descriptions factual and specific.

Hazard / Risk Behaviour	Likelihood (1-5)	Severity (1-5)	Risk Score (L×S)	Rating (L/LM/MH/H)	Control Measures in Place

Part 4 — Control Measures Detail

✎ Expand on each control measure listed in Part 3. State clearly who is responsible and when it should be reviewed or completed. Every measure in Part 3 should have an entry here.

Control Measure (describe in full)	Person Responsible	Target / Review Date

Part 5 — Sign-off

✍ This form is only valid once signed by the Headteacher. The next scheduled review date must be entered before filing.

Completed by (name / role)

Date completed

Headteacher signature

Date approved

Next Scheduled Review Date

Supreme Start School

Appendix C - Significant Incident & Physical Intervention Record

Complete same day · Factual, objective language throughout · Countersigned by senior staff · Section 5 only required if physical intervention was used

Section 1 — Incident Details

✎ Complete all fields as soon as practicable after the incident. Use initials only for other pupils.

Pupil Full Name	
Date of Birth	
Date of Incident	

Time Began		Time Ended	
-------------------	--	-------------------	--

Location	
Lead Staff Member	
Other Staff Present	
Other Pupils Present (initials only)	
Incident Report Number (if applicable)	

Section 2 — Account of the Incident

✎ Write in chronological order. Record what was seen and heard — not assumptions or diagnoses. Be specific about times and actions.

2a) Setting events and context (time of day, mood on arrival, noise, any known triggers):

2b) Main trigger — what immediately preceded the incident:

2c) Description of the incident (chronological — factual, no opinions):

2d) How the incident ended / resolved:

Section 3 — De-escalation Strategies Used

Record every strategy attempted — before and during the incident. Evidence that physical intervention was the last resort.

Strategy Used	By Whom	Pupil's Response

Section 4 — Injuries and Medical Treatment

Record any injury to any person. If none, write 'None' in the first row. Log on CPOMS body map if required.

Person Injured	Nature of Injury	Treatment Given / Refused

Was the young person offered a medical check?

Yes – Accepted

Yes – Declined

Not offered

Notifications (tick when completed)

All applicable notifications must be made on the day of the incident.

✓	Action
<input type="checkbox"/>	Parent / carer notified (same day) — Name: _____ Time: _____
<input type="checkbox"/>	Headteacher notified
<input type="checkbox"/>	SENCO notified

<input type="checkbox"/>	DSL notified — required if any safeguarding concern identified
<input type="checkbox"/>	Local authority notified — required if EHCP pupil AND physical intervention used
<input type="checkbox"/>	Ofsted notified — if required — see guidance
<input type="checkbox"/>	Director of Education notified
<input type="checkbox"/>	Written confirmation sent to parent/carer within 1 school days — Date sent: _____

⚠ Section 5 — Restrictive Physical Intervention (RPI) — Only complete if physical intervention was used

🔗 This section must be completed whenever any physical hold or restraint was applied. All techniques must be approved Team Teach techniques only. Countersignature by Headteacher required.

Was restrictive physical intervention used? YES NO

Lawful basis for intervention (tick all that apply):

<input type="checkbox"/> Serious harm to self	<input type="checkbox"/> Serious harm to others	<input type="checkbox"/> Serious damage to property causing harm
---	---	--

PI Start Time		PI Finish Time	
----------------------	--	-----------------------	--

Staff directly involved in the intervention	
Any other staff present as witnesses	

Describe the agreed holds / techniques used (free text — no need to list every option):

Account of the intervention (chronological description including what was said and done throughout):

Post-crisis support provided to the pupil:

Has the pupil's BSP / risk assessment been reviewed as a result of this incident?

BSP reviewed

Risk assessment reviewed

No review required

Section 6 — Pupil's Account (Listening and Learning)

🗨️ Speak with the pupil once they are calm and ready. Use their own words. Do not lead or prompt. This conversation must happen before the end of the next school day.

Summary of pupil's account:

Date / time of conversation

Conducted by

Section 7 — Signatures

🗨️ Both signatures required. This record is not complete without senior staff countersignature. If physical intervention was used, Headteacher sign-off is required.

Completed by (name / role)

Signature

Date / time completed

Countersigned by (senior staff — name / role)

Countersignature

Date countersigned

**Headteacher sign-off
(required if PI used — name / signature)**

Date of Headteacher sign-off

Supreme Start School

APPENDIX D — Post-Incident Staff Debrief Checklist

Complete within 24 hours · Conducted by line manager or senior colleague · Supportive and learning-focused — not a disciplinary process

Debrief Details

 Complete before beginning the debrief conversation.

Staff member name	
Role	

Incident date		Date and time of debrief	
----------------------	--	---------------------------------	--


Debrief conducted by (name / role)	
---	--

Section 1 — Staff Wellbeing

 Check in on the staff member's immediate physical and emotional state before moving to the reflective review.

✓	Action / Item
<input type="checkbox"/>	Staff member's physical wellbeing checked — any injuries?
	<i>Details:</i>
<input type="checkbox"/>	Staff member's emotional wellbeing checked
<input type="checkbox"/>	Staff member offered access to Employee Assistance Programme / counselling support
<input type="checkbox"/>	Any immediate support needs identified and actioned
	<i>Details:</i>

Section 2 — Reflective Review

 Record the staff member's reflections in their own words. This is a two-way conversation — the debrief lead should listen, not lead.

What happened? (staff member's own account):

What went well? Which strategies were effective?

What would you do differently? What could have been done earlier?

Were there factors that made it harder to respond effectively? (staffing, environment, information gaps)

Section 3 — Practice Review

🔗 Work through each item with the staff member. Any concern identified should be escalated immediately — do not leave blank.

✓	Item
<input type="checkbox"/>	The incident record (Appendix C / Combined Form) has been reviewed for accuracy and completeness
<input type="checkbox"/>	If PI was used: the Physical Intervention details in the Combined Form have been reviewed and are accurate
<input type="checkbox"/>	The four legal tests can be articulated by the staff member: reasonable, proportionate, necessary, in the pupil's best interests
<input type="checkbox"/>	The Team Teach technique(s) used were within the staff member's current certification
<input type="checkbox"/>	Any discrepancy or concern about technique use has been escalated to the Headteacher
<input type="checkbox"/>	No safeguarding concerns have been identified arising from this incident

Section 4 — Actions Arising

🔗 Record any follow-up actions identified during the debrief. Assign a named lead and a realistic target date for each.

Action Identified	Lead Person	Target Date

Section 5 — Signatures

🔗 Both signatures confirm the debrief took place and that the staff member has been supported. Signing does not imply disciplinary action.

Staff member (name / role)	
Staff member signature	

Date	
Debrief conducted by (name / role)	
Signature	
Date	

End of Policy