



**Chestnut
Nursery
School**



Restraint Policy

including

Reasonable Force and Positive Touch

Exeter Children's Federation

Approved by: Executive Headteacher	Martyn Boxall
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Approved by: Portfolio Holder for Vulnerable Pupils	Emma Maguire
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Adopted on:	5 th February 2018
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Next review due by:	Spring 2019
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Introduction

When considering the use of a physical intervention, two principles of care for young people need to be taken into account:

- The duty of a member of staff to care for and protect the young person
- The rights and liberties of that young person

A policy framework cannot give guidance for every situation in which a physical intervention might be necessary. The judgement of staff remains critical at all times. Staff need to be aware of this policy when making professional judgements. The policy should be read in conjunction with our 'Behaviour' policy and also our Special Educational Needs policy.

The use of corporal punishment is not allowed under any circumstances. The law forbids a teacher to use any degree of physical contact which is intended to deliberately intend to punish a pupil, or which is primarily intended to cause pain or injury or humiliation (sections 548 to 550 of the 1996 Act). The ban applies in all circumstances, and has applied since 1987. Neither is this document intended to encourage the use of any inappropriate physical intervention. It does, however:

- give examples of circumstances in which physical intervention might be appropriate, and factors that adults should bear in mind when deciding whether to intervene
- discuss the meaning of 'reasonable physical intervention'.

Teachers and other persons who are authorised by the Executive Headteacher or Head of School to have control or charge of pupils should only use such intervention as is reasonable to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- injuring themselves or others
- causing damage to property (including the pupils own property)
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere

The provision applies when a teacher, or other authorised person, is on the premises, and when he or she has lawful control or charge of the pupil concerned elsewhere e.g. on a field trip or any authorised out of school activity.

The use of force has two main purposes:

1. To control pupils
2. To restrain pupils

Section 550A of the Education Act 1996 - Power of members of staff to restrain pupils.

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

- (a) committing any offence,
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- (c) engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.

(2) Subsection (1) applies where a member of the staff of a school is—

- (a) on the premises of the school, or
- (b) elsewhere at a time when, as a member of its staff, he has lawful control or charge of the pupil concerned;

but it does not authorise anything to be done in relation to a pupil which constitutes the giving of corporal punishment within the meaning of section 548.

(3) Subsection (1) shall not be taken to prevent any person from relying on any defence available to him otherwise than by virtue of this section.

(4) In this section—

- “member of the staff”, in relation to a school, means any teacher who works at the school and any other person who, with the authority of the head teacher, has lawful control or charge of pupils at the school;
- “offence” includes anything that would be an offence but for the operation of any presumption that a person under a particular age is incapable of committing an offence.

Reasonable Force

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

‘Reasonable in the circumstances’ means using no more force than is needed.

As mentioned above, schools generally use force to control pupils and to restrain them.

- **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in away that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Avoiding The Use Of Physical Interventions

Our school Behaviour Management Policy is designed to create a calm, caring atmosphere in which incidents of physical interventions are less likely to occur. Where the need for physical intervention might arise, staff need to employ non-physical behaviour management techniques first before physical intervention is considered. Staff should at all times seek to de-escalate a conflict and demonstrate that they are able to remain calm even when provoked or challenged.

Physical interventions are always best avoided unless it is felt that a child is about to endanger their own safety or that of others (staff and pupils), the adults at hand, must use their professional judgement in deciding whether to implement a restraint in line with this policy. Only adults trained may carry out a restraint, unless the action is covered by the law on self defence.

In considering whether to use reasonable force, adults must take into account the legal duty to make reasonable adjustments for disabled pupils and children with special educational needs.

Following a physical restraint, the adults involved must hand write a restraint reporting form. This must be given to the SENCO or Safeguarding team by the end of the day. The SENCO and Head of Inclusion will monitor these. For all pupils who have been subject to three restraints a behaviour care plan must be written with appropriate amendments and provision detailed to address the individual needs of the pupil. Where pupils have been subject to one restraint, the SENCO and Head of Inclusion must evaluate whether a behaviour care plan is necessary at this stage or if the provision needs to be amended.

Authorised Staff to use restraint

The Act allows all teachers at a school to use a reasonable physical intervention to control or restrain pupils. It allows other people to do so in the same way as teachers, provided they have been authorised by the Executive Headteacher to have control or charge of pupils. Those might include classroom assistance, care workers, midday supervisors, specialist support assistances, educational welfare officers, escorts, caretakers, or voluntary helpers including people accompanying pupils on visits, exchanges or holidays organised by the school. This power applies to any member of staff at the school. It also applies to people whom the Executive Headteacher or Head of School has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

In normal practice, only staff who have undergone specific training in the use of physical intervention are authorised by the Executive Head or Head of School to restrain pupils, A list of all adults who have been trained to use appropriate restraint is maintained by the Head of Inclusion.

In emergency situations, where trained members of staff are unavailable, all staff are authorised to use reasonable force and prevent pupils:

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- injuring themselves or others
- causing damage to property (including the pupils own property)
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere

Power to search pupils without consent

In addition to the general power to use reasonable force described above, Executive Headteachers, Heads of School and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”.

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

NB: Force cannot be used to search for items banned under the school rules.

Action in self-defence or in an emergency

Section 550A does not cover all the situations in which might be reasonable for someone to use a degree of physical intervention. For example, **everyone** has the right to defend themselves against an attack provided they do not use a disproportionate degree of physical intervention to do so. Similarly, in an emergency, for example if a pupil was at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene. The purpose of Section 550A is to make it clear that teachers, and other authorised staff, are also entitled to intervene in other, less extreme, situations.

Types of Incidents

There are a wide variety of situations in which reasonable physical intervention might be appropriate, or necessary, to control or restrain a pupil. They will fall into two broad categories:

- where action is necessary in self-defence or because there is an imminent risk of injury
- where there is a developing risk of injury, or significant damage to property

Examples of situations that fall within one of the first two categories:

- 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 damage or vandalism to property
- a pupil is causing, or at risk of causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- a pupil is running in school in 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 a class or tries to leave school

The Conditions Of Permissible Forms Of Intervention

Any person who touches another person without his or her consent runs the risk of being accused of committing an unlawful act. Using physical interventions should be the last resort of any incident. It is important to ensure (and be able to demonstrate) that staff have exhausted all other means in attempting to avert the danger to people or property.

No more force must be used than is reasonably necessary under the circumstances.

Staff are authorised to physically intervene under the circumstances above, and might be deemed negligent if they fail to do so. If the school is aware that an individual child has special education needs and/or is likely to behave in such a way that physical intervention is necessary, it will plan how to respond. Such planning will include training for staff in advance of the child's arrival, detailed communication with parents/carers and agreed strategies amongst all staff on de-escalating a conflict. The plan will form part of the pupil's Individual Education Plan / My Plan.

Reasonable Physical intervention

There is no legal definition of 'reasonable physical intervention'. The use of physical intervention will always depend on the circumstances of the case. There are two relevant considerations:

- the use of physical intervention can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of physical intervention is unlawful if the particular circumstances do not warrant the use of physical intervention. Therefore physical intervention could not be justified to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without physical intervention.
- The degree of physical intervention employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any physical intervention used should always be the minimum needed to achieve the desired result.

Whether it is reasonable to use physical intervention, and the degree of physical intervention that could reasonably be employed, might also depend on the age, understanding and gender of the pupil.

Risk Assessment

In all cases of physical intervention, staff should call for assistance of a second member of staff. They must consider the age, relative gender, physiques and medical conditions of the intervener and the young person.

Before physically intervening, consideration should be given to:

- The presence of a second member of staff to assist, supervise or witness
- The presence of other pupils (audience) and the affect they may have
- The scope to secure further assistance
- Spectacles, hearing aids, jewellery or clothing worn by the young person
- The capacity of the intervener to remain calm
- The location of the intervention and any risks posed by surroundings
- The young person's experience of being contained and their likely reactions
- The presence of any weapons

Methods Of Handling

Any technique used to physically intervene with a young person should always use minimum force for the minimum amount of time. Where practical, staff should arrange that a staff member of the same gender as the young person is present during incidents of physical intervention. Physical handling must not involve deliberately inflicting pain, hitting, poking or pulling ears, hair etc. It must not restrict the person's breathing. During physical interventions, the member of staff must avoid touching sensitive areas such as the breasts, buttocks or genital areas of the young person.

During the course of the physical intervention, the member of staff should:

- Not employ another young person to assist the holding
- Avoid moving the contained young person (this can be dangerous and should only be considered if the original location would pose even greater danger)
- Avoid generating fear of injury in the young person
- Continually offer verbal reassurance in a calm manner
- Intermittently give clear messages under what conditions the intervention will cease

A panel of experts (Physical Control in Care Medical Panel -2008) identified that certain restraint techniques presented an unacceptable risk when used on children and young people. These techniques **must not** be used. The techniques in question are:

- the **'seated double embrace'** which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the **'double basket-hold'** which involves holding a person's arms across their chest; and
- the **'nose distraction technique'** which involves a sharp upward jab under the nose.

Practical considerations

Before intervening physically, an adult should, wherever practical, tell the pupil who is misbehaving to stop, and what will happen if he or she does not. The teacher should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraining will stop as soon as it ceases to be necessary. A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil.

Application of Physical Intervention

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupils or blocking a pupil's path
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back
- (in extreme circumstances) using more restrictive holds (usually by trained staff)

Staff should not act in a way that might be expected to cause injury, for example by:

- holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe
- slapping, punching or kicking a pupil
- twisting or forcing limbs against a joint
- tripping up a pupil
- holding or pulling a pupil by the hair or ear
- holding a pupil face down on the ground

Staff should always avoid touching or holding a pupil in a way that might be considered indecent. They should always try to deal with a situation through other strategies before using physical intervention. All teachers need developed strategies and techniques for dealing with difficult pupils and situation which they should use to defuse and calm a situation. As the key issue is establishing good order, any action

which could exacerbate the situation needs to be avoided. The use of physical intervention should never be used as a substitute for good behaviour management.

FOLLOW-UP ACTION

Pupil

Physical interventions can be stressful to all parties involved. Once the situation has calmed down and the young person has regained his/her composure, it is important to explain why a physical intervention was used. This should happen as soon as possible after the incident.

Parents/carers should be informed as soon as possible if a physical intervention incident has involved their child.

Members of staff

The member of staff involved must log any incident of physical intervention. A report of the incident should be completed as soon as possible on forms at the end of this document. Staff are advised to seek advice from senior colleagues or a representative of their Professional Association when compiling a report.

Staff should be given the opportunity to have a period of time to reflect on the incident, if they require it. Senior staff will arrange for a support session for any member of staff involved if this is asked for or deemed appropriate.

Senior Staff

It is the role of senior staff to ensure that the pupil who has been contained is considered safe to return to their lesson. If this is not the case then it may be appropriate for the student to be educated in another area of the school for a reasonable time. It must be recognised that incidents of this nature can be stressful for all involved. Senior staff should ensure that staff involved are 'OK' and offer appropriate 'time out' or support as required.

Head of School

It is the role of the Head of School to evaluate the circumstances and decide on the appropriate course of action to be taken next with regard to the student who has been contained, in line with the behaviour policy. It may be appropriate to arrange for a meeting with staff and parents/carers to discuss the circumstances of the incident and to formulate a strategy to avoid or deal with future incidents.

If the Head of School feels that the school's guidelines have been seriously breached and that further investigations are warranted, action will be taken in accordance with Child Protection Procedures. Any in-school investigations will cease and no further statements will be taken. The Head of School will also contact the LEA Personnel Division and will advise the member of staff to consult his/her Professional Association.

Recording Incidents

- It is important that there is a detailed written report of any occasion where physical intervention is used. It may help prevent any misunderstanding or misrepresentation of the incident, and where it will be helpful should there be a complaint. Immediately following any incident, the member of staff concerned should tell the Head of Inclusion, SENCO or Safeguarding Team member and provide a written report as soon as possible afterwards. This should include;

The reporting form for this can be found at the end of the policy. Adults **MUST** fill in this form and upload it to CPOMS. This cannot be delegated to a colleague. Adults **MUST** be aware that their recount of the incident must be factual, truthful and without omissions.

For a critical incident, support for the young person and member of staff is available from the Education Psychology Service. It should be noted that the monitoring process will inform risk assessment and risk management.

Incidents involving the use of physical intervention can cause the parents of the pupil involved great concern. It is always advisable to inform parents of an incident involving their child, and give them an opportunity to discuss it. The Head of School, or member of staff to whom the incident is reported, will need to consider whether that should be done as soon as possible and no later than the end of that day, and whether parents should be told orally or in writing.

Complaints

A dispute about the use of physical intervention by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under the child protection procedures. DfEE Circular 10/95: Protecting Children From Abuse gives guidance about the latter, and about procedures for dealing with allegations against teachers.

The possibility that a complaint might result in a disciplinary hearing, or a criminal prosecution, or in a civil action brought by a pupil or parent, cannot be ruled out. In those circumstances it would be for the disciplinary panel or the court to decide whether the use and degree of physical intervention was reasonable in all the circumstances. In that event, however the panel, or court, would have regard to the provisions of section 550A.

Positive Touch

There may be some children for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact because of their cultural background, or because they have been abused. Staff should bear in mind that even innocent and well intentioned physical contact can sometimes be misconstrued.

There are occasions when physical contact with a pupil may be proper or necessary other than those covered by Section 550A of the 1996 Act. Some physical contact may be necessary to demonstrate exercises or techniques during PE lessons, sports coaching, or if a member of staff has to give first aid. Young children and children with special educational needs may need staff to provide physical prompts or help. Touching may also be appropriate where a pupil is in distress and needs comforting. Teachers will use their own professional judgement when they feel a pupil needs this kind of support.

At our school, we have a touch policy. This means that as a member of staff you are able to physically guide, touch or prompt children in appropriate ways at the appropriate times. It is extremely important that you have read and understood this policy to appreciate the reasons why we may choose to hold/touch children and the appropriate ways in which we do so.

We are aware of the importance of touch to promote children's learning and emotional wellbeing. From the moment we are born we use our sense of touch to find out about the world around us. Touch plays a significant role in our early understanding of our surroundings but touch also enables us to feel secure and cared for. Research shows that 80% of our communication is non-verbal

It is essential that this policy is viewed in the context that all staff are familiar with the schools child protection policy and procedures. If staff are concerned about a child's actions or comments this should be discussed with the schools Designated Person for Child Protection or Deputy and recorded as appropriate.

Enabling Children to Feel Valued as Individuals through Touch

Non-verbal communication is a very important part of our relationships. As adults we know that if we are

greeted with a handshake as we enter a room we are more likely to feel relaxed. We only have to consider the language of touch to be able to understand how important physical contact is to our emotional well being. We might say 'Your comments touched me deeply' or 'Well done give yourself a pat on the back.'

Research has shown that touch has a very positive effect on emotion and physical well-being. We believe that it is important to be open and honest about the ways in which touch can be used to enhance children's educational experience.

Supporting Students who have become unsafe

We are aware that children who have become unsafe may need to be held. They should be held until they are calm. They should be told that if they become unsafe again, they will be held until they are safe again.

Talk to the child in a soothing way throughout any holding to help them calm.

Do not discuss the reasons for the event happening until the child is calm.

Pupils within the schools will be taught to;

- Respect individual's personal and intimate space.
- Comfort distressed children with their agreement by offering to sit with them and by offering to hold their hand or put their arm around them.
- Use a setting specific acknowledgement of achievement e.g. give themselves a pat on the back.
- Discuss their feelings and ask for support from others if they need it.
- Understand the importance of appropriate touch to their wellbeing.
- Respond appropriately when others ask them not to touch them and seek appropriate adult help if necessary.
- Feel confident about asking others not to touch them.
- Discuss and develop their understanding of positive and appropriate touch when working with other children.

Adults within the schools will;

- Ensure that they remain 'safe' with regard to any personal touch with a child. Whilst it is entirely appropriate to comfort a child through touch, staff should try to do this where they are observed by other adults.
- Staff should move the child to a public, rather than a private space to offer comfort.
- If children seek comfort, staff must take the lead and only offer appropriate support.
- Respect individual's personal and intimate space including your own.
- Have an understanding that not all people feel comfortable about physical contact and that they have a right to have their feelings respected.
- Acknowledge children's learning both verbally and through touch, where appropriate e.g. hand on the shoulder, handshake, pat on the back, high five, or light brief touch on the hand
- Welcome parents and visitors to the classroom both verbally and if appropriate with a handshake or light touch. Staff should be aware that some children have sensory issues that mean they do not like or want to be touched.
- Model appropriate behaviour, through greeting people with a handshake and acknowledging achievements of other adults through hand on the shoulder, handshake, pat on back.
- Reward appropriate behaviour e.g.; asking children to pat themselves on the back or shake hands. [Situation specific]
- Approach distressed children from the side by offering to sit with them or by offering to hold their

hand or putting arm around them. Occasionally a child requires a higher level of physical contact e.g. a hug or sitting on an adults lap. [Situation specific]

- Ensure that positive touch takes place appropriately, always in public, and sometimes with verbal explanation.eg” you look upset do you need a cuddle”
- Be aware that children may seek comfort through touch.
- Also be aware that some children with sensory issues may not want this type of support.
- Follow the schools related policies e.g. Behaviour, Child Protection.
- In some circumstances, staff will feel that there is a need to make a record of an incident. The majority of these should be recorded in behaviour records. If you have any safeguarding concerns speak to The Senior Designated Officer or his Deputy for advice.

Monitoring and Review

The Head of Inclusion will monitor and report to Governors on the number of restraints each term, narrating the follow up actions and impact for the pupils.

This written policy was drawn up by the Executive Headteacher and will formally be reviewed in annually. The next review date in January 2019

Physical Restraint Reporting Form

Must be hand written



**Chestnut
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Incident Report Completed for:

1. Staff members reporting a restraint to the SENCO and Safeguarding team: any person who imposes a restraint must report its use to the SENCO / Safeguarding team as soon as possible, but no later than the end of the school day it was used. The staff **MUST** complete this Restraint Reporting Form and attach it to the child's CPOMS. The written form **MUST** be handed to a member of the SENCO/Safeguarding team.
2. The SENCO should discuss the incident with the Head of Inclusion whenever one of the following apply:
 - There is a death, injury or hospitalisation to staff or pupil/s as a result of the restraint
 - An individual member of staff has used restraint on 3 separate occasions on any pupil/s
 - A restraint was applied for more than 15 minutes
 - A pupil has been restrained 3 or more times in one school year
 - A pupils has been restrained more than once in a school day
 - A student has been restrained who is not on a behaviour care plan
 - A restraint has been used by an adult, in an emergency, who has not been restraint trained
3. The Head of Inclusion will decide which members of staff from the SENCO/Safeguarding team will carry out the staff debrief/s required and collate all paperwork.
4. The Head of Inclusion will discuss the case with the Head of School, if any points in section 2 above apply, and will together decide how to proceed. The Behaviour policy, SEND policy, Staff Conduct policy and any other relevant policies should be taken into account.

Core Information

Name(s) of the pupil(s) involved		Date of restraint	
Names of other staff who supported or witnessed the restraint		Names of pupils who witnessed the restraint	
Time the restraint began		Time the restraint ended	
Length of restraint		Please tick if appropriate <ul style="list-style-type: none"> • Pupil has an EHCP • Pupil has Behaviour Care Plan • Pupil has Behaviour Contract 	
Where did the incident take place			
What led up to the incident?			

<p>Description of efforts made to deescalate and alternatives to physical restraint that were attempted to manage the environment prior to the restraint:</p>	<p>Prompting positive choices / Planned ignoring / Positive Attention / Proximity / Caring Gesture / Directive / Speak Calmly / Isolate person / Redirection / Active listening / Give time/space (highlight those used) give any further information here</p>
<p>Describe the incident that occurred, be precise about the pupil's behaviour, what was said by the pupil and adult, the steps taken to diffuse or calm the situation.</p>	
<p>What is the reason that physical intervention was necessary? How was it in the best interest of the child?</p> <p>Please indicate or give detail</p>	<p>Prevent physical injury to another pupil</p> <p>Prevent physical injury to an adult</p> <p>Prevent self harm</p> <p>Other:</p>
<p>What restraint was used?</p>	
<p>Why did you end the restraint?</p> <p>Please highlight</p>	<p>1.The student demonstrated that he/she is in unnecessary pain or significant physical distress indicating a possible need for emergency medical assistance or that his/her breathing or communication is compromised.</p> <p>2.The student's behaviour no longer poses an imminent danger or physical injury to the student or others or danger to the property.</p> <p>3.Less restrictive interventions were now effective in stopping such imminent danger or physical injury or property damage.</p>
<p>Give details of any injury incurred by the pupil.</p>	
<p>Give details of any injury incurred by the adult.</p>	

Pupil Voice Record



Pupil's name:	
Name of staff member supporting the pupil to record their views:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who else was involved?	
What were you thinking and feeling at the time?	
How do you think what you did effected other people?	
How do you feel now?	
What do you think should happen next?	

Restraint Staff Debriefing



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Within two (2) school days of the use of restraint, a documented debriefing by appropriate staff must occur, including staff involved. The purpose of the debriefing is to review the incident and the specifics surrounding it, and take any necessary actions to reduce the chances that such an incident will reoccur. Those attending the debriefing meeting shall have the opportunity to review the Physical Restraint Data Reporting Form documenting the incident. The purpose of the meeting is to further understand the incident and make appropriate decision on any amendments to the provision required. The meeting may highlight training needs, policy amendments or other improvements.

A. Student Information

Student Name:	Date of Birth:	Gender: Male Female	Race/Ethnicity
Class:	School		

Date of Debriefing Meeting:	Time of Debriefing Meeting:
Attendees	
1.	5.
2.	6.
3.	7.
4.	8.

B. Debriefing Information

1. Were there environmental factors that may have been involved?

2. Could the trigger for conflict have been prevented?

