

## PERTH AND KINROSS COUNCIL

Lifelong Learning Committee – 29 January 2014

**REVISED POLICY ON THE USE OF PHYSICAL INTERVENTION IN EDUCATION  
AND CHILDREN'S SERVICES****Report by Executive Director (Education and Children's Services)****PURPOSE OF REPORT**

This report provides an update on the Policy with regard to the use of Physical Intervention within Education and Children's Services. It reports on developments on the use of Crisis and Aggression Limitation and Management (CALM) techniques within Education and Children's Services as part of a tiered approach to managing aggression and improvements in the recording, monitoring and reporting of its use.

This report includes the proposed updated Policy on the use of Physical Intervention in Education and Children's Services (Appendix 1).

**1. BACKGROUND / MAIN ISSUES**

- 1.1 This report provides an update on the Policy on Management of Physical Intervention, Aggression and Violence previously approved by the Lifelong Learning Committee on 15 January 2003 (Report No 03/6 refers).
- 1.2 Perth and Kinross Council has legal obligations to ensure the safety of its staff and service users which include:
  - Ensuring safe workplace practices;
  - Carrying out risk assessments and taking appropriate action to eliminate or control risks; and
  - Providing appropriate information, instruction, training and supervision for staff.
- 1.3 The main intention of any restraint in any situation is to protect a child from harm, and should only be attempted as a last resort and when it can be achieved without causing harm to the child or to the member of staff involved.
- 1.4 Incidents of violence and aggression in Perth and Kinross schools are infrequent and are carefully monitored at both school and authority level as indicated in the following table.

### Number of Reported Incidents of Violence and Aggression

School Sector	AY 2010/11	AY 2011/12	AY 2012/13
Nursery	9	54	71
Primary	229	307	289
Secondary	70	72	47
Special	37	5	1
<b>Total</b>	<b>345</b>	<b>438</b>	<b>408</b>

*Source: V&A database as at 031213*

However, there is still a need for clear policy guidance for staff and parents who may be involved when circumstances result in behaviours leading to a violent and aggressive situation. The policy further reflects the increasing number of children and young people with additional support needs being included and supported in mainstream environments.

- 1.5 All members of staff within Education and Children's Services have a Duty of Care which requires them to take reasonable steps to prevent injuries (physical or psychological) to children and staff in their establishment, and to prevent damage to property. Damage to property should only be considered a relevant justification for the use of physical intervention when such damage to property could endanger people's lives or result in serious injury.
- 1.6 The policy includes detailed information and guidance for schools and Education and Children's Services staff on assessing risk, implementation and monitoring of behaviour protocols, training and support for staff, ensuring the dignity of children, young people and staff and recognition of the importance of recording and monitoring incidents. It further focusses on proactive measures to be employed to minimise risk occurring and avoid physical intervention or restraint becoming necessary.
- 1.7 The policy reflects guidance from the Scottish Executive with respect to physical intervention and restraint (Safe and Well; Holding Safely, both 2005) and ensures the guidance provided to Education and Children's Services (ECS) staff echoes that from Getting It Right For Every Child (GIRFEC).
- 1.8 The policy clarifies the roles of all staff involved in managing incidents involving physical intervention – from the individual practitioner(s) to their line manager and senior management. It formalises procedures to be followed after a restraint has been required, including reporting details of the incident to parents / carers and providing support to the involved member(s) of staff.
- 1.9 The revised policy introduces an authority-wide recording system to allow for accurate records to be kept of the number of restraints carried out in individual schools or services and across ECS. This will enhance the ability to monitor the frequency and intensity of instances of behaviours occurring which place someone at risk of harm more effectively than current practice.

### Number of Reported Incidents of CALM Interventions

School Sector	AY 2010/11	AY 2011/12	AY 2012/13
Nursery	9	5	12
Primary	153	112	139
Secondary	0	9	10
Special	24	50	59
Total	186	176	220

- 1.10 A programme of staff training has already been developed to support this strategy and includes:
- Level 1 - universal training for raising awareness in all staff including assessing risk and behaviour protocols;
  - Level 2 - focussed training on de-escalation techniques where there is a greater risk of physical intervention; and
  - Level 3 – specialist training where there is an increased likelihood of physical intervention techniques being employed.

This training is essential and will be a central component of the policy.

## 2. PROPOSALS

- 2.1 This policy will form part of the Authority suite of policies under the framework of the Included, Engaged and Involved strategy.
- 2.2 It is proposed that the Committee approves the Policy on the Use of Physical Intervention in Education and Children’s Services, attached as Appendix 1.

## 3. CONCLUSION AND RECOMMENDATIONS

- 3.1 Good relationships, behaviour and skilled management of children and young people’s behaviour by staff are essential prerequisites for effective care and learning environments.
- 3.2 All behaviour is communication and, in most situations, a child or young person’s behaviour can be understood and predicted. For some children and young people that is more of a challenge, and staff need to be supported in helping to manage that behaviour.
- 3.3 This policy recognises that working in partnership with families, respecting confidentiality and sharing of information, and promoting the same values across all working relationships are central to effective care and learning environments for all children and young people.
- 3.4 It further recognises that co-ordinating help and support and building a competent workforce to promote the well-being of children and young people are fundamental if we are to ‘Get It Right for Every Child’.

3.5 It is recommended that the Committee approves the Policy on the Use of Physical Intervention in Education and Children’s Services, attached as Appendix 1.

**Author(s)**

<b>Name</b>	<b>Designation</b>	<b>Contact Details</b>
Frances Graham	Quality Improvement Officer (Inclusion)	<a href="mailto:fegraham@pkc.gov.uk">fegraham@pkc.gov.uk</a> 01738 476367

**Approved**

<b>Name</b>	<b>Designation</b>	<b>Date</b>
John Fyffe	Executive Director	12 December 2013

If you or someone you know would like a copy of this document in another language or format, (on occasion only, a summary of the document will be provided in translation), this can be arranged by contacting *The Communications Manager* [ecsgeneralenquiries@pkc.gov.uk](mailto:ecsgeneralenquiries@pkc.gov.uk)



Council Text Phone Number 01738 442573

## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

<b>Strategic Implications</b>	<b>Yes / None</b>
Community Plan / Single Outcome Agreement	<b>Yes</b>
Corporate Plan	<b>Yes</b>
<b>Resource Implications</b>	
Financial	<b>Yes</b>
Workforce	<b>Yes</b>
Asset Management (land, property, IST)	<b>No</b>
<b>Assessments</b>	
Equality Impact Assessment	<b>Yes</b>
Strategic Environmental Assessment	<b>No</b>
Sustainability (community, economic, environmental)	<b>No</b>
Legal and Governance	<b>Yes</b>
Risk	<b>Yes</b>
<b>Consultation</b>	
Internal	<b>Yes</b>
External	<b>Yes</b>
<b>Communication</b>	
Communications Plan	<b>Yes</b>

### 1. Strategic Implications

#### Community Plan / Single Outcome Agreement

- 1.1 The Policy on the Use of Physical Intervention in Education and Children's Services relates to the delivery of the Perth and Kinross Community Plan / Single Outcome Agreement in terms of the following priority:

- (ii) Developing educated, responsible and informed citizens

By encouraging a culture of respect, trust and of supporting children and young people to recognise potential 'triggers' and consider the impact of their behaviour.

#### Corporate Plan

- 1.2 The Policy on the Use of Physical Intervention in Education and Children's Services relates to the achievement of the Council's Corporate Plan priority:

- (ii) Developing educated, responsible and informed citizens

By encouraging a culture of respect, trust and of supporting children and young people to recognise potential 'triggers' and consider the impact of their behaviour.

1.3 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area:

- Inclusion and Equality

## 2. Resource Implications

### Financial

2.1 Payment of £3500 is required every 3 years for a licence to Crisis and Aggression Limitation and Management Training Services Ltd. to enable Perth and Kinross Council to use CALM methods and techniques. This was paid in September 2012. The annual cost of this training is in the region of £4000.

After Education and Children's Services Senior Management Team approval;

- a tiered training package has been implemented;
- the CALM co-ordinator's post has been clarified to allow reorganisation and prioritisation of training requirements across Perth and Kinross Council;
- a further trainer resource (0.6FTE) has been implemented on a fixed term basis until June 2014 to address the core training requirements (funded from Education – Inclusion services); and
- this additional trainer resource position will be evaluated in June 2014.

### Workforce

2.2 The development of the tiered training package will build capacity within schools and other services.

Level 1 training is a universal support for all establishments and is delivered through the Perth and Kinross council Schedule of Opportunities. The purpose is to embed a culture and ethos of understanding behaviours and of de-escalating situations.

Level 2 training provides theory training elements not already included in the Level 1 training programme for schools for whom the likelihood of violence and aggression issues are identified.

For services where the highest probability of holds and /or restraints are likely, CALM Level 3 practical and theory training is offered.

In all situations, further training in schools is required in relation to their undertaking of risk assessment and behaviour protocols to increase capacity within staff at school level.

This policy has implications for training and development of staff currently employed within Education and Children's Services.

### 3. Assessments

#### Equality Impact Assessment

- 3.1 Under the Equality Act 2010, the Council is required to eliminate discrimination, advance equality of opportunity, and foster good relations between equality groups. Carrying out Equality Impact Assessments for plans and policies allows the Council to demonstrate that it is meeting these duties.

The Policy on the Use of Physical Intervention in Education and Children's Services has been considered under the Corporate Equalities Impact Assessment process (EqIA) with the following outcome:

- (i) Assessed as **relevant** and the following positive outcomes expected following implementation:

This policy is based on early intervention and inclusive practices with the main intention of any restraint in any situation being to protect a child from harm. Due consideration of any protected characteristic is expected.

- 3.2 The Environmental Assessment (Scotland) Act 2005 places a duty on the Council to identify and assess the environmental consequences of its proposals.

The Policy on the Use of Physical Intervention in Education and Children's Services has been considered under the Act, and no further action is required as it does not qualify as a PPS as defined by the Act and is therefore exempt.

#### Legal and Governance

- 3.3 The revised policy complies with the law regarding physical intervention with pupils, although it is recognised that the specific circumstances of any situation must be looked at individually.

#### Risk

- 3.4 A risk profile will be developed with ongoing monitoring to mitigate any identified risks.

### 4. Consultation

#### Internal

- 4.1 A short life working group was established which included a range of practitioners across the service. The Education and Children's Services Finance team have also been consulted on this report. The teacher's side of the JNCT have been fully consulted and contributed to the final draft document.

## External

- 4.2 Crisis and Aggression Limitation and Management Training Services (CALM) were consulted in the development of these proposals and the preparation of the report. They are governed by the British Institute of Learning Disabilities.

## **5. Communication**

- 5.1 The key target audience for this report is staff currently employed and working within schools in Perth and Kinross. This will be communicated through the Schedule of Opportunities, staff development days and will form part of the Authority suite of policies under the framework of the Included, Engaged and Involved strategy.

## **2. BACKGROUND PAPERS**

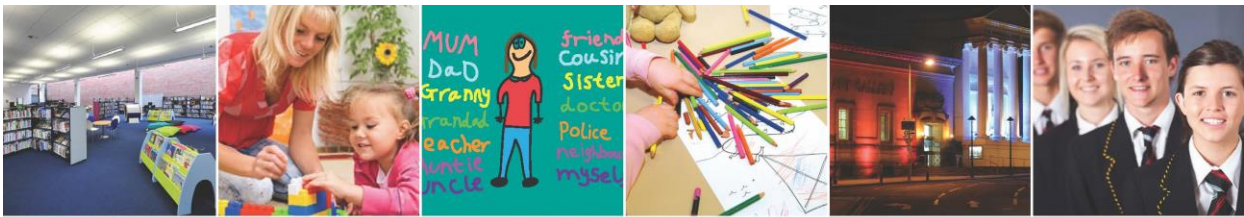
The following papers were referred to in the preparation of this report:-

- European Convention on Human Rights (1953)
- United Nations Convention on the Rights of the Child (1989)
- Management of Health and Safety at Work Regulations (1999)
- Standards in Scotland's schools etc. Act (2000)
- Safe and Well, A handbook for staff, schools and education authorities (Scottish Executive, 2005)
- A Guide to Getting It Right for Every Child (Scottish Government, June 2012)

## **3. APPENDICES**

Appendix 1: Policy on the use of Physical Intervention in Education and Children's Services





Appendix 1

January 2014

# Policy on the Use of Physical Intervention in Education & Children's Services



# Contents

	<u>Page No.</u>
<b>1 Introduction</b>	<b>2</b>
1.1 Purpose of this Policy	2
1.2 Rationale	2
1.3 Principles	3
1.4 Plans, Protocols and Programmes	3
1.5 Definitions	4
<b>2 Background</b>	<b>5</b>
2.1 Health and Safety	5
2.2 Legal Considerations	5
2.3 Education and Child Care Law and Guidance	6
2.4 Human Rights Law	8
2.5 United Nations Convention on the Rights of the Child	8
<b>3 Duty of Care</b>	<b>9</b>
<b>4 Implications of School/child care managers</b>	<b>9</b>
<b>5 Principles relating to physical intervention</b>	<b>10</b>
<b>6 Procedural points following physical intervention</b>	<b>11</b>
<b>7 Staff training</b>	<b>12</b>
<b>8 Links to other policies and procedures</b>	<b>13</b>
<b>9 Monitoring and Reporting</b>	<b>13</b>
<b><u>Appendices</u></b>	
1 Duty of Care	15
2 Risk Assessment Form	16
3 Behavioural Protocol Proforma	21
4 Individual Establishment Restraint Log	25
5 Restraint Recording Form	27
6 Recording Flowchart	33
7 Incident Report Form	35

# **1 INTRODUCTION**

## **1.1 Purpose of this Policy**

- To protect the interests and well being of children and young people for whom staff have a shared responsibility and a Duty of Care;
- To protect staff in the fulfilment of their responsibilities to children and young people;
- To ensure that staff are aware of the associated legal issues;
- To give guidelines about the use of physical interventions with children and young people;
- To give schools and services a framework for writing their own guidelines; and
- To protect the Authority's Education and Children's Services which ultimately has responsibility for the actions of its staff.

## **1.2 Rationale**

Good relationships, behaviour and skilled management of children and young people's behaviour by staff are essential prerequisites for effective care and learning environments.

Every child or young person has a right to the best care and education which can be provided in a partnership between schools, child care services, parents / carers, the Authority and the community.

Staff have a right to work in an environment which is not subject to disruption or aggression.

There can sometimes be occasions in any establishment when the behaviours of children or young people challenge staff to maintain good order. A child or young person's behaviour may disturb other children or young people, or may place him / her or others at risk of harm. All staff need to know the appropriate steps to take to de-escalate situations, to minimise their severity and to avoid physical intervention or physical restraint becoming necessary. For all staff, physical intervention must be seen as the last available option.

### 1.3 Principles underpinning the policy

- **Working in partnership with families:** supported, wherever possible, by practitioners who know the child or young person well, know what they need, what works well for them and what may not be helpful;
- **Respecting confidentiality and sharing information:** seeking agreement to share information that is relevant and proportionate while safeguarding the rights of children and young people to confidentiality;
- **Promoting the same values across all working relationships:** recognising that respect, patience, honesty, reliability, resilience and integrity are qualities which are valued by children, young people, their families and colleagues;
- **Making the most of bringing together each worker's expertise:** respecting the contribution of others and cooperating with them, recognising that sharing responsibility does not mean acting beyond a worker's competence or area of responsibility;
- **Co-ordinating help:** recognising that children, young people and their families need practitioners to work together, when appropriate, to provide the best possible help;
- **Building a competent workforce to promote the wellbeing of children and young people:** being committed to continuing individual learning and development and improvement of inter-professional practice.

(Getting it Right in Perth and Kinross, 2011)

### 1.4 Protocols, Plans and Programme

All behaviour is communication, and in most situations a child or young person's behaviour can be understood and predicted. Staff who know a child or young person well will be able to foresee and plan for the type of situation which may cause that child or young person severe stress or frustration and which may result in an outburst of unacceptable behaviour. All staff should be aware of children or young people whose behaviour is volatile and also those with additional support needs which impacts on their ability to manage their own behaviour. It is imperative that all necessary information relating to a child or young person is shared with all relevant staff members.

Behaviour management protocols (i.e. agreements between the child or young person, their parents / carers and staff about how to prevent, minimise and manage specific, potentially challenging situations) must be agreed and established for all situations in which a child or young person's behaviour may be seriously problematic. These protocols should clearly link to the behaviour and learning targets which are included in the child or young person's Care Plan, Individualised Educational Programme (IEP), Individual Behaviour Plan (IBP), Personal Education Plan (PEP) or Co-ordinated Support Plan (CSP).

## 1.5 Definitions

The terms 'physical intervention' describes a wide range of actions. Broad distinctions can be made between:

Non-restrictive physical interventions	Where the child or young person's movement is not restricted or where they are held supportively, but in such a way that they will be released immediately if they so wish	Examples: <ul style="list-style-type: none"><li>• Guiding/shepherding a person from A to B</li><li>• Use of a protective helmet to prevent self-injury</li><li>• Removal of a cause of distress</li></ul>
Restrictive physical interventions	To prevent, impede or restrict movement or mobility. To use direct force. Restraint.	Examples: <ul style="list-style-type: none"><li>• Holding a child or young person</li><li>• Blocking a person's path</li><li>• Interpositioning</li></ul>

Both are acts of care and control aimed at ensuring the safety of the child or young person and / or of others.

## **2 BACKGROUND**

This policy is set within a context of good practice and also takes account of the legal framework.

### **2.1 Health and Safety**

Perth and Kinross Council has legal obligations to ensure the safety of its staff and of service users. These obligations include:

- Ensuring safe workplace practices;
- Carrying out risk assessments and taking appropriate action to eliminate or control risks; and
- Providing appropriate information, instruction, training and supervision for staff.

Whilst the legal liability of health and safety laws remain with the Council, each Headteacher / manager is responsible for the day to day management of all health and safety measures as they relate to his / her establishment.

All employees are expected to co-operate in the implementation of the Council's Health and Safety policy by:

- a) acting in the course of their employment with due care for their own safety and that of others, who may be affected by their acts or omissions at work;
- b) co-operating, so far as is necessary, to enable the Council to perform any duty or comply with any requirements, as a result of any health and safety legislation which may be in force; and
- c) using correctly all work items provided by the Council in accordance with the training and the instructions they receive to enable them to use the items safely.

### **2.2 Legal Considerations**

The use of physical interventions involves important legal and ethical considerations, which need to be fully explored by the service concerned. Any physical intervention must employ the minimum level of force, for the least amount of time needed. It cannot be used solely to force compliance with staff instructions, unless refusal to comply would lead to safety being seriously compromised and possible injury.

It is a criminal offence to use physical force, or to act in a way that leads another person to use force (for example, by raising a fist or issuing a verbal threat), unless the circumstances give rise to a 'lawful excuse' or justification for the use of force. Such justification may be to prevent an injury to oneself or to others or to prevent serious damage to property. In these circumstances, a reasonable amount of force may be used.

The use of any degree of force is unlawful if the particular circumstances do not warrant such use. Therefore physical force could not be justified to prevent a service user from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force. The degree of force 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. The degree of force and the duration of its application should always be the minimum needed to achieve the desired result. Often it is a matter of patience and time; and our job is to give that patience and time, instead of reflecting back negative patterns of resolving issues that children and young people have seen elsewhere.

Justification also includes the right of every citizen to 'self defence', which applies for all situations for all staff and children or young people. The force used in any instance must be appropriate for the circumstances, to be justifiable in court.

Physical interventions need to be service user specific, integrated with other less intrusive approaches, and clearly part of a care plan approach to reduce risk, when needed. They must not become a standard way of coping, as a substitute for training in people related skills.

## **2.3 Education and Child Care Law and Guidance**

Any act by which the civil, legal or human rights of a child or young person may be infringed must be fully justifiable. As a result, making a decision regarding the use of physical intervention naturally raises staff member's anxiety and may lead to a failure to act. However, opting to do nothing is as much a decision as is responding; staff have a duty of care to the children and young people in their charge and in some circumstances, failure to intervene in a situation at some level could be viewed as negligence.

Section 16 of the Standards in Scotland's Schools etc Act (2000) remains the most recent legislation for schools. It states that:

“Corporal punishment shall not be taken to be given to a pupil by virtue of anything done for reasons which include averting –  
(a) an immediate danger of personal injury to; or  
(b) an immediate danger to the property of,  
any person (including the pupil concerned).”

This infers that a physical intervention by a staff member, for one of the above reasons, is permissible. It is recommended however, that damage to property should only be considered a relevant justification for the use of physical intervention or restraint when such damage to property could endanger people's lives or result in serious injury.

Safe and Well: A Handbook for staff, schools and education authorities (Scottish Executive, 2005) provides more detailed guidance for staff, recognising many of the difficulties surrounding the use of physical interventions. This document notes:

.....'The main intention of any restraint is to protect a pupil or member of staff from harm, and should only be attempted as a last resort and where restraint is considered necessary to achieve this result.'

Holding Safely (A Guide for Residential Child Care Practitioners and Managers about Physically Restraining Children and Young People (2005)) also recommends that damage to property should not always result in the use of a physical intervention or restraint. This document states:

“. . . you may only physically restrain a child when it is the only practicable means of securing the welfare of that child or another child and there are exceptional circumstances. You must reasonably believe that:

- a child will cause physical harm to themselves or another person;
- a child will run away and will put themselves or others at serious risk of harm; or
- a child will cause significant damage which is likely to have a serious emotional effect or create a physical danger.”

Physical intervention and restraint can only be justified if all other intervention strategies and non-physical methods have proved ineffective and there is an immediate danger of physical harm to individuals. No member of staff is expected to undertake physical intervention or restraint when doing so would place them in danger of physical harm.

All staff have a duty of care and will need to use their professional judgement as to whether or not to use reasonable force to avoid a situation escalating out of hand. Members of staff may, if acting in accordance with this policy, intervene to avert such immediate dangers. Failure to act at any level when there is evidence that a greater or more significant harm may occur could result in allegations of negligence and consequent civil litigation.

Excessive use of force may result in criminal proceedings for assault, or in civil proceedings for damages. In addition, disciplinary action may be taken against a member of staff if there is evidence that the force used was excessive or unreasonable.

### Getting It Right For Every Child (GIRFEC)

GIRFEC is a consistent way for people to work with all children and young people. The approach helps practitioners focus on what makes a positive difference for children and young people – and how they can act to deliver these improvements.

Getting It Right For Every Child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.



The wellbeing of children and young people is at the heart of GIRFEC. The approach uses eight areas of wellbeing in which children and young people need to progress in order to do well now and in the future. These eight areas are set in the context of the 'four capacities', which are at the heart of the Curriculum for Excellence.

The eight Wellbeing Indicators are:

1. Safe
2. Healthy
3. Achieving
4. Nurtured
5. Active
6. Respected
7. Responsible
8. Included

The four capacities aim to enable every child and young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

These are the basic requirements for all children and young people to grow and develop and reach their full potential.

A Guide to Getting It Right For Every Child  
Scottish Government  
June 2012.

Staff members involved in supporting children and young people who may demonstrate challenging behaviours should be aware of the Wellbeing Indicators and keep them in mind when intervening in a situation.

## **2.4 Human Rights Law**

Article 3 of the European Convention on Human Rights (1953) prohibits inhumane and degrading treatment. Any inappropriate or unjustified restraint (see paragraph 5.5 p10) may fall into this category as well as being dealt with through criminal and civil law.

## **2.5 United Nations Convention on the Rights of the Child**

Article 19 of the United Nations Convention on the Rights of the Child (1989) gives children and young people the right to be free from all forms of violence, and article 37 states that governments must do everything to protect children and young people from torture or other cruel, inhuman or degrading treatment or punishment.

Where a member of staff uses physical intervention or restraint, they must take all measures to ensure that they are only doing so as a last resort when all other options have been considered and restraint is necessary.

### **3. DUTY OF CARE**

Perth and Kinross Council recognise that many staff fear that any form of physical intervention leaves them open to allegations of misconduct. However, Perth and Kinross Council staff working directly with children or young people have a duty of care in relation to the physical wellbeing of children and young people, and colleagues. Failure to act on some level when there is evidence that a greater and significant harm may occur could result in allegations of negligence and consequent civil litigation.

When the action taken is in line with this policy then Perth and Kinross Council, as part of its duty of care to staff, will support its employees.

### **4. IMPLICATIONS FOR HEADS OF ESTABLISHMENTS**

All establishments must adopt this policy, and use it to develop their own policies, taking into account the specifics of each service.

Headteachers/Managers must ensure that:

- a) Risk assessments are carried out where necessary, for the purpose of establishing appropriate protocols;
- b) Behaviour protocols are agreed and developed with the child or young person, parents and relevant agencies involved;
- c) Behaviour protocols are monitored, reviewed and updated on a regular basis;
- d) Staff members, where appropriate, are offered training in approved methods of physical intervention;
- e) Staff are reassured that their senior managers and other colleagues care for their welfare and protection;
- f) Staff members are supported to recognise that, as human beings, they will experience an emotional response to challenging situations that it is normal. Where staff members feel their emotional response is affecting their ability to respond to pupils calmly, they must feel able to call on the support of other staff without feeling compromised;
- g) Staff members are encouraged to see that the reporting and recording process associated with physical intervention and restraint is not negative or punitive. In all services the information will be used to support staff, prevent further incidents and enable an assessment of further training requirements for staff or the need for further action or support for the child; and
- h) Staff members understand that responding on the spur of the moment may lead to staff members taking action which colleagues who have not been involved directly may regard as inappropriate. Senior management responses should ensure that learning is the main outcome of any situation, and seek to resolve issues while respecting the dignity of children and young people and staff involved.

## 5 PRINCIPLES RELATING TO PHYSICAL INTERVENTION

It is essential that every member of staff is aware of these principles and applies them to their practice:

- a) Physical intervention, up to and including physical restraint, should be used only as a last resort when all other strategies have been considered;
- b) Such physical intervention should serve to de-escalate or prevent a violent or potentially violent situation; and
- c) Physical intervention should not be used as a method of enforcing discipline or compliance when there is no serious risk to individuals.

**5.1** If all steps have been taken to ensure that a child or young person does not exhibit violent behaviour towards another person and the situation continues then the child or young person should, where possible, be made aware that if they do not desist physical restraint may be used. Other persons present should be removed to a place of safety if it appears that a situation may escalate and require the use of force.

**5.2** When it is apparent that a child or young person is not responding to the emotional and behaviour management strategies being used by an individual member of staff and a violent incident seems imminent, then wherever possible another member of staff must be summoned (as per school / service protocol). This will not be seen as failure, the presence of a second adult could prove helpful in ensuring safety, objectivity and calm control, as well as providing a witness to what takes place.

**5.3** When it becomes necessary to restrain a child or young person, staff should maintain a calm and reassuring manner, without analysing the incident at this point.

**5.4** Restraint must at all times be “reasonable” and judgement of what constitutes “reasonable” rests with the member of staff at that point in time. “Reasonable” is the minimum restraint a responsible adult would exercise to prevent physical injury, always bearing in mind danger to those concerned.

**5.5** Care must be taken to avoid pain or injury to the child or young person.

### **Restraint must never:**

- a) Interfere with breathing, blood supply or genital areas;
- b) Involve holding the head, throat, wrists, joints or fingers.

**5.6** Restraint should be relaxed and released as soon as possible to allow the child or young person to regain self-control. The child or young person should be told what will happen next to avoid unnecessary anxiety. At the appropriate stage, if the member of staff is going to release the grip and stay quietly with the child or young person, this should be explained.

**5.7** Restraint should always be an act of care, never of punishment.

**5.8** A child or young person must never be asked to restrain another child or young person.

- 5.9** When considering whether a staff member should undertake training in restraint, managers must take into account the need for this type of training, and the appropriateness of allowing that individual to undertake this type of physical task.
- 5.10** Staff members should not physically intervene to prevent damage to property when doing so would place them at increased risk.

## **6 PROCEDURAL POINTS FOLLOWING PHYSICAL INTERVENTION**

Any incident where physical intervention has been used must be reported to the head of establishment immediately, or as soon as is feasible, and the circumstances and justification recorded.

- 6.1** Parents / carers must be contacted by the head of establishment at the earliest opportunity, preferably on the same day. Any use of Crisis and Aggression Limitation and Management (CALM) techniques must be logged on the appropriate form (Appendix 4). Higher level techniques must also be recorded on the restraint record form (Appendix 5). The flow chart in Appendix 6 illustrates this for staff.
- 6.2** Both the child or young person and their parents / carers must be made aware of the reasons why restraint was necessary. The views of the child or young person and their parents / carers should be recorded at the time of discussion (Appendix 5 part 2).
- 6.3** Where a physical intervention has been used, involved staff members should also complete an Incident Record form (Appendix 7).
- 6.4** The head of establishment should discuss the incident and reasons with the member of staff involved and support should be provided as appropriate.
- 6.5** After the incident, time must be taken to ensure that the member of staff involved has the opportunity to discuss the incident and their feelings around it. Personnel directly involved may require some protected time to reflect. After a serious incident it is sometimes helpful for staff to have an opportunity to discuss with someone (possibly a colleague) who is external to the establishment and / or not in a line management relationship to them.
- 6.6** This will also be an appropriate time to reconsider the strategies in place and re-assess risks in light of what has happened.
- 6.7** The effectiveness of this policy will be monitored by Education and Children's Services and this will ensure that the use of physical restraint is always appropriate.

## **7 STAFF TRAINING**

- 7.1** Effective care and learning can only happen in an environment where positive relationships are fostered and where partnership working between staff and children or young people and parents is promoted and supported. Staff members play a major role in developing this partnership by utilising their skills to manage the children or young people effectively. These skills include those of effective planning and organisation, and those of preventing, minimising and managing potentially problematic situations. Education and Children's Services offer training to support staff in developing these skills through the Schedule of Opportunities. It is essential that managers continue to support their staff to attend these events.
- 7.2** Where there are concerns about the possibility of volatile behaviour, managers must ensure risk assessments are carried out to identify potentially violent situations and appropriate strategies to attempt to prevent these situations occurring, thus minimising the need for staff to employ physical restraint techniques. This may include offering training to staff in procedures to minimise the dangers of harm to children and young people, themselves and others. In settings where such training makes a significant contribution to ensuring the safety of staff and pupils, job specifications may include the need to undertake this training. Where staff are unable to undertake this training further consideration will be given to their deployment within the service.
- 7.3** The only training in physical restraint allowed by Perth and Kinross Council Education and Children's Services is that provided by CALM Training Services Ltd, and staff who use these methods must have received the required training. CALM techniques must not be cascaded to other staff by staff members who have undertaken the relevant training.
- 7.4** Staff trained in the use of recommended techniques must maintain their skills and have time protected to allow them to undertake the appropriate level of practice and annual re-accreditation. Both individual members of staff and Perth and Kinross Council are vulnerable to legal action if staff use the CALM methodology without valid and up-to-date accreditation.
- 7.5** This policy will be issued to all Education and Children's Services establishments and should be reflected in individual establishment policies.
- 7.6** Staff members who have taken all reasonable measures in line with this policy can be assured of PKC support.

## 8 LINKS TO OTHER POLICIES AND PROCEDURES

It is important that there is clarity and consistency regarding how staff groups and individuals manage situations where physical intervention or restraint becomes necessary. It is important to ensure that any action will be part of a process following risk assessment and effective planning and that this policy is read and implemented in conjunction with the following documents:

Corporate Policy on Workplace Aggression and Violence

Risk Assessment Policy

Child Protection Inter Agency Guidelines

Health and Safety Policy

Employee Health and Attendance Procedure

Occupational Stress Procedures

Guidance on Lone Working

## 9 MONITORING AND REPORTING

Regular monitoring and reporting at all levels is required to support the implementation of this policy.

### **Key responsibilities:**

#### At school and service level

- A CALM link person must be identified in each school where there are staff trained in Physical Intervention and / or Small Holds techniques. This person will be responsible for facilitating communication between staff and the Senior Learning and Development Officer, and will be required to ensure that appropriate restraint logs (Appendix 4) and record of restraint forms (Appendix 5) are submitted to the Senior Learning and Development Officer – restraint logs on a termly basis and restraint forms within ten days of the incident. The restraint log must be shared with a line manager and / or Senior Management Team.
- Headteachers or Team Leaders are required to ensure that all CALM trained staff receive regular refresher training opportunities to ensure that all staff are working within the legal framework outlined by the Management of Health and Safety at Work Regulations (1999).
- In addition, Headteachers or Team Leaders are responsible for monitoring and evaluating the use of CALM techniques within the establishment, and for the analysis of statistics that will feed into the school or service improvement plan.

#### Senior Learning and Development Officer (Challenging Behaviour)

- To provide training opportunities for all Education and Children's Services (ECS) staff as required
- To provide support and advice to ECS establishments with regards to challenging behaviour

- To keep up to date records regarding CALM trained staff and practice session attendance
- To collate returns and provide statistics to ECS Senior Management regarding training demands, use of CALM techniques within the authority and 'hot spots'.

#### At authority level

- To work with the school or service to develop a culture where the use of CALM techniques is minimised by building capacity within the staff team to de-escalate aversive situations
- Analysis of statistics submitted by the Senior Learning and Development Officer and development of performance indicators that are outcome focussed
- To use the Extended Learning and Achievement Visit (ELAV) process to monitor and evaluate the outcomes from the school, or Care Inspectorate visits to evaluate the service improvement plan, with regard to the use of CALM techniques
- To ensure all schools and services are working within the legal framework.

## **Duty of Care**

Holding Safely: A Guide for Residential Child Care Practitioners and Managers about Physically Restraining Children and Young People (2005) describes a Duty of Care as:

**“ . . . a responsibility to take reasonable steps to prevent injuries to children and staff in the establishment (and prevent damage to property). Injuries can be physical or psychological.”**



## **Risk Assessment Form**

Under Health and Safety legislation, headteachers and managers are responsible for ensuring that appropriate risk assessments are carried out as part of their overall Health and Safety procedures.

The following form comes from 'Holding Safely' and allows for the assessment and management of expected risks for children and young people who present challenging behaviour. In completing the form, account must be taken of both the specific risks posed by the individual child or young person, as well as the risks towards any child or young person who may require to be restrained.

Each child or young person has their own history and personality, which will result in different reactions to stress and other situations. These individual differences must be reflected in the way their risk is assessed and behaviour managed.

**FORM FOR ASSESSING AND MANAGING EXPECTED RISKS FOR CHILDREN WHO  
PRESENT CHALLENGING BEHAVIOUR (page 1 of 4)**

**Name of child:** \_\_\_\_\_

**Group or class:** \_\_\_\_\_

**Key worker or teacher:** \_\_\_\_\_

**Establishment:** \_\_\_\_\_

<b>Identification of risk</b>	
<b>Describe the risk</b>	
<b>Is the risk possible or actual?</b>	
<b>List who is affected by the risk</b>	

<b>Assessment of risk</b>	
<b>In which situations does the risk usually happen?</b>	
<b>How likely is it that the risk will arise?</b>	
<b>If the risk arises, who is likely to be injured or hurt?</b>	
<b>What kinds of injuries or harm are likely to happen?</b>	
<b>How serious are the outcomes?</b>	

**Assessment completed by:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signature of child (if appropriate):** \_\_\_\_\_

**Date:** \_\_\_\_\_

**FORM FOR ASSESSING AND MANAGING EXPECTED RISKS FOR CHILDREN WHO  
PRESENT CHALLENGING BEHAVIOUR (page 2 of 4)**

<b>Options to reduce the risk</b>			
<b>Measures</b>	<b>Possible options</b>	<b>Benefits</b>	<b>Drawbacks</b>
<b>Deliberate action to prevent risk</b>			
<b>Early action to manage risk</b>			
<b>Action to respond to negative outcomes</b>			

<b>Agreed behaviour management plan</b>		
<b>Focus of measures</b>	<b>Measures to be employed</b>	<b>Level of risk</b>
<b>Deliberate action to prevent risks</b>		
<b>Early action to manage risks</b>		
<b>Action to respond to negative outcomes</b>		

**Agreed by:**

---

**Relationship to child:**

---

**Signature:**

---

**Date:**

---

**Signature of child (if appropriate):**

---

**Date:**

---

**FORM FOR ASSESSING AND MANAGING EXPECTED RISKS FOR CHILDREN WHO  
PRESENT CHALLENGING BEHAVIOUR (page 3 of 4)**

<b>Communicating the behaviour management plan</b>		
<b>Plans or strategies shared with</b>	<b>How this was done</b>	<b>Date</b>

<b>Staff training issues</b>			
<b>Identified training needs</b>	<b>Training provided to meet needs</b>	<b>Name of staff trained</b>	<b>Date training completed</b>

**FORM FOR ASSESSING AND MANAGING EXPECTED RISKS FOR CHILDREN WHO  
PRESENT CHALLENGING BEHAVIOUR (page 4 of 4)**

<b>Evaluating the behaviour management plan</b>		
<b>Measures set out</b>	<b>Effectiveness in supporting the child</b>	<b>The effect on the risk</b>
<b>Deliberate action to prevent risks</b>		
<b>Early action to manage risks</b>		
<b>Action to respond to negative outcomes</b>		
<b>Action for the future</b>		

**Plans and strategies evaluated by:**

---

**Relationship to child:**

---

**Signature:**

---

**Date:**

---

**Signature of child (if appropriate):**

---

**Date:**

---

## **Behaviour Protocol Proforma**

Information from Risk Assessments can be used to develop an individual behaviour protocol. This can in turn influence the IEP, Care Plan, PEP etc. The behaviour protocol requires to be as specific as possible, stating the sequence of behaviours present in the individual child or young person's escalation, followed by the procedures to be used to minimise the escalation of these behaviours.

Clarification of the roles of all staff members involved, in addition to specific strategies identified as being appropriate for the individual child or young person should be recorded in this form. This will ensure maximum consistency in dealing with the challenging behaviours presented by the child or young person.

\_\_\_\_\_ Behaviour Support Protocol

Name

Class

Date of plan

**Behavioural History**

**Behaviour Target**

Indications of \_\_\_\_\_ displaying negative behaviour and required staff responses

Behaviour

Response

### **Support Personnel Role/Procedures**

In this section the roles of all involved members of staff should be outlined,  
i.e.

Pupil Support Assistant

Pupil Support Teacher

Behaviour Support

Headteacher

Social Care Officer

Social Worker



**Exit/ Removal strategies**

**Criteria for success**

Plan agreed by:

\_\_\_\_\_ HT / Manager

\_\_\_\_\_ Class Teacher / Social Worker

\_\_\_\_\_ Child or Young Person

\_\_\_\_\_ Parent / Carer

\* add others as required.

## Restraint Log

The following form must be completed in education and child care settings for every incident where there is a physical intervention or physical restraint used. This form will be used to compile the information about the use of CALM holds which is required for the annual CALM return.

Where appropriate and in accordance with existing procedures, a 'Reporting Incidents of Violence & Aggression against Teaching and Non Teaching Staff in Schools' form should also be completed by staff working in educational establishments (Appendix 7) and staff in Children's Services should complete the second form 'Incident Report Form' (Appendix 7).

The Head of Establishment should carefully monitor these forms to establish if any patterns are developing or if further action should to be taken, and by whom.



## Recording Restraints Form

This form must be completed when any of the following techniques are used by members of staff who are trained in CALM Physical Intervention techniques, or CALM Small Holds:

T6/1 - Directing part 2	SH7 – Armchair Descent
T9 - Figure Four Hold	SH8 – Standing Control
T6/2 – Cross Hold	SH9 – 2 Person Child Restraint
T11 - Seated	
T10b – Figure Four to Sit	
T26 – Armchair Descent	

When completing this form, avoid the use of subjective language. Be as specific about the incident as you can as this may help to identify potential triggers or patterns of behaviour. It is imperative that the child or young person's views of the incident are also recorded. This need not be written by the child, but can be dictated to a staff member, or done in any other suitable format.

Once completed, a copy of the form should be retained in the establishment and the original sent to:

Hazel Johnstone  
Senior Learning and Development Officer (Challenging Behaviour)  
Education and Children's Services  
Navigate  
George Inn Lane  
Perth  
PH1 5LG  
[HazelJohnstone@pkc.gov.uk](mailto:HazelJohnstone@pkc.gov.uk)

**REPORT FOR RECORDING INCIDENTS WHERE YOU RESTRAIN A CHILD (page 1 of 5)**

**Part 1 A (Fill this in immediately after the incident and no later than 24 hours afterwards)**

**Name of establishment:**

**Child's name:**

**Date of birth:**

**Time of incident:**

**Adults involved:**

**Other children involved:**

**Witnesses to incident:**

**If appropriate, please attach any witness statements.**

**Day and date of incident:**

**Place of incident:**

**Events leading to incident**

(What was happening for the child before the incident, what seemed to trigger the behaviour, who else was involved or present.)

**Behaviour of child**

(What behaviour alerted you that the child was struggling to cope?)

**Response from adults**

(Which techniques did you use to de-escalate the situation? Before restraining the child what was the response from them and others?)

**REPORT FOR RECORDING INCIDENTS WHERE YOU RESTRAIN A CHILD (page 2 of 5)**

**Reason for the restraint**

(What was the specific risk to the welfare of the child or others?)

**Description of restraint**

(What method or type of hold did you use and were there any complications that arose during the restraint?)

How long did the restraint last?

**Conclusion of restraint**

(How did the restraint come to an end, and what help and support did you offer to the child?)

Staff signature:

Date:

**REPORT FOR RECORDING INCIDENTS WHERE YOU RESTRAIN A CHILD (page 3 of 5)**

**Part 1 B (A member of staff not involved in the restraint must fill this in.)**

**Injuries**

Was the child injured?                      Yes                       No                       If 'Yes', what were the injuries?

Was a member of staff injured?                      Yes                       No                       If 'Yes', what were the injuries?

Did someone get medical help?                      Yes                       No

Was first aid given?                      Yes                       No

Was an accident form filled in?                      Yes                       No

Were the police involved?                      Yes                       No                       If 'Yes', please say why, who called and when, and the outcome of their involvement.

**Who was told about the restraint?**

	Name of person told	Date	Time	Initials of Informing Staff
Appropriate manager	_____	_____	_____	_____
Parent/Carer	_____	_____	_____	_____
Social worker (if appropriate)	_____	_____	_____	_____
Witness to the incident	_____	_____	_____	_____
Other	_____	_____	_____	_____

**Staff signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Part 2 (This must be filled in as soon as possible, but at the latest within one week.)

Discussing the incident with the child

(If you need a separate sheet, please attach it and put a reference to it in this box.)

Name of child:

Date of discussion:

Staff involved:

**Child's point of view**

(What did they hope to achieve, what did they think the staff member's motivation was, and what was their view of the restraint?)

**Other main points of discussion**

(What could have been done differently by the child and by staff, how has the relationship been affected, what is the staff member's view of what is going on for the child, and has this kind of situation arisen before?)

**Outcome of discussion.**

(What other behaviour could the child use in future? What further steps to can be taken, what action is planned for the child and what is the plan of action for staff?)

**If the situation is still not fully resolved, please give details of the options explored and the outcome.**

(This should involve discussions with other staff, managers, social workers or advocates offered, other communication and expression tried and the offer to complain.)



**REPORT FOR RECORDING INCIDENTS WHERE YOU RESTRAIN A CHILD (page 5 of 5)**

**Part 2 continued**

**Personal Plan or Care Plan**

**Was this action in line with the part of the child's plan that deals with violent or otherwise dangerous behaviour?**

Yes  No  If 'No', please explain.

**Does the care plan need to be changed?**

Yes  No  If 'Yes', please explain.

**Is a statutory review needed?**

Yes  No

**If 'Yes', has a date been made?**

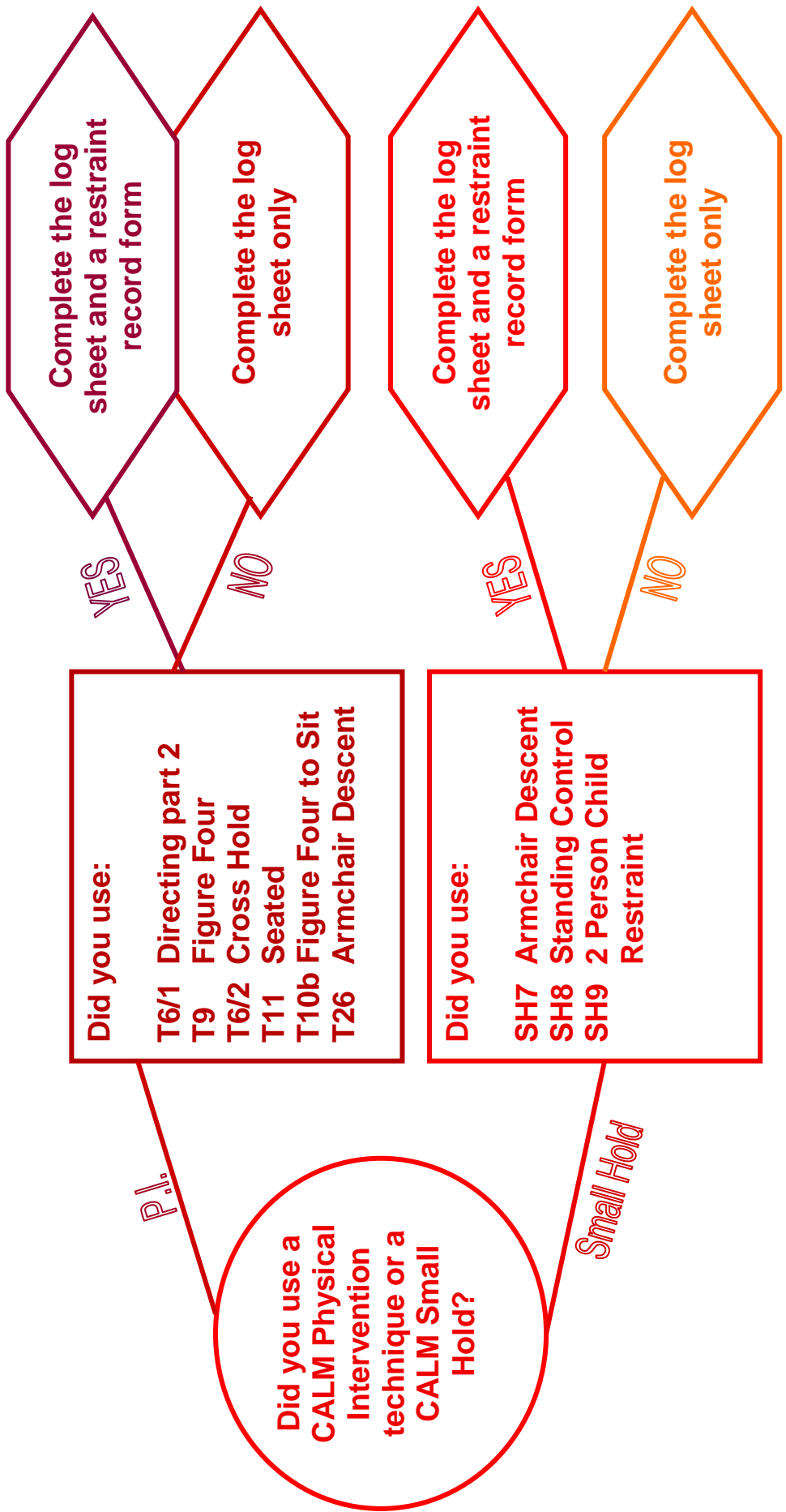
Yes  No

**Signatures**

	<b>Print name</b>	<b>Signature</b>	<b>Date</b>
<b>Staff involved</b>	_____	_____	_____
<b>Young person</b>	_____	_____	_____
<b>Establishment managers</b>	_____	_____	_____
<b>Other manager</b>	_____	_____	_____

**Flowchart**

The flowchart on the following page should be used to support staff to complete the appropriate forms following the use of any physical intervention techniques.



**Perth & Kinross Incident Report Form**

Perth & Kinross Council has procedures for reporting violent or aggressive incidents.

Staff in Education Establishments should complete the first form below:

**Reporting Incidents of Violence & Aggression against Teaching and Non Teaching Staff in Schools,**

and those in Children's Services should complete the second form: **Incident Report Form.**



## Session 2013/14

# Reporting Incidents of Violence & Aggression against Teaching and Non Teaching Staff in Educational Establishments

For Centre Use Only

Incident Report No:

/ 1314

Date passed to QIO:

/ /

Date returned to school:

/ /

### Part 1: To be completed by the member(s) of staff concerned

Name of Establishment: \_\_\_\_\_ Nursery / Primary / Secondary / Special / Specialist Provision

Staff Name: \_\_\_\_\_ Status: Teaching Staff / Non Teaching Staff

Date of Incident: \_\_\_\_\_

#### Details of person responsible for alleged incident

Name: \_\_\_\_\_ Status: Pupil / Ex-Pupil / Parent / Other \_\_\_\_\_

Stage: Nursery P1 P2 P3 P4 P5 P6 P7 S1 S2 S3 S4 S5 S6  
Special Specialist Provision Nurture Group Autistic Base

Gender: Male / Female ASN: Yes / No / Being Tested / Not known Ethnicity: (see appendix on page 5) \_\_\_\_\_

#### Nature of Incident (please tick the most appropriate box / boxes below)

Physical Assault	<input type="checkbox"/>	Damage to Council Property	<input type="checkbox"/>	*Assault with weapon	<input type="checkbox"/>
Verbal Threats of Assault	<input type="checkbox"/>	Damage to Staff Property	<input type="checkbox"/>	*Assault with improvised object	<input type="checkbox"/>
Verbal Aggression/Swearing	<input type="checkbox"/>	Threatening Behaviour	<input type="checkbox"/>	*Throwing a Missile	<input type="checkbox"/>
*Brandishing a Weapon	<input type="checkbox"/>	*Please state object/weapon/missile used: _____			

#### Type of Incident (please tick the most appropriate box if applicable)

Racially motivated	<input type="checkbox"/>	Sexually motivated	<input type="checkbox"/>	*Involving an improvised object	<input type="checkbox"/>
Motivated by disability	<input type="checkbox"/>	Motivated by homophobia/sexual orientation	<input type="checkbox"/>	*Involving a weapon	<input type="checkbox"/>

#### Details/Information on the Incident (please use page 2 of this form for additional information if required)

---



---



---

Was the assault linked to both teaching & non-teaching staff?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Was a CALM hold used?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Did the incident result in exclusion?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Were the Police notified?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

#### Consequence of incident (where applicable please indicate number of hours / days)

No time off

Time off - no treatment \_\_\_\_\_ hours / days

Time off - treatment for emotional injury / physical injury / emotional & physical injury \_\_\_\_\_ hours / days

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

**This form should be completed and returned within 5 working days of the incident to:  
Information Assistant, Performance & Scrutiny Support Team,  
Education & Children's Services, Pullar House, 35 Kinnoull Street, Perth PH1 5GD**










(Code table supplied by The Scottish Executive Education Department)

<b>Code</b>	<b>Description</b>
01	Asian – Bangladeshi
02	Asian – Chinese
03	Asian – Indian
04	Asian – Pakistani
05	Asian – other
06	Black – African
07	Black – Caribbean
08	Black – other
09	White – UK
10	White – other
11	Mixed
12	Occupational traveller
13	Gypsy traveller
14	Other traveller
15	Other
16	Not disclosed
17	Not known
18	Refugee
19	Asylum seeker

 <b>Incident Report Form</b>	Service		Division				
	Location/Team						
	Date/Time of Incident						
Location of Incident (please include address)							
<b>1. Type of Incident</b> <input type="checkbox"/> Injury <input type="checkbox"/> Illness <input type="checkbox"/> Damage to Equipment <input type="checkbox"/> Near Miss <input type="checkbox"/> Other							
<b>2. Injured party details</b> <input type="checkbox"/> Employee (add job title) <input type="checkbox"/> Client/Service User <input type="checkbox"/> Volunteer <input type="checkbox"/> Visitor <input type="checkbox"/> Pupil <input type="checkbox"/> Contractor <input type="checkbox"/> Member of public  Name: <input style="width: 150px;" type="text"/> Date absence started: <input style="width: 80px;" type="text"/> Date absence ended: <input style="width: 80px;" type="text"/> DOB: <input style="width: 150px;" type="text"/> Time absence started: <input style="width: 80px;" type="text"/> Length of absence (days): <input style="width: 80px;" type="text"/>							
Home address <input style="width: 850px;" type="text"/>							
<b>3. Reporting requirements</b> <table style="width:100%; border: none;"> <tr> <td style="width: 30%; border: none;"> <b>HSE Reportable</b>  <input type="checkbox"/> Fatality  <input type="checkbox"/> Major injury (inc. hospitalisation for &gt;24 hours)  <input type="checkbox"/> &gt; 3 day absence from work  <input type="checkbox"/> Reportable Disease  <input type="checkbox"/> Reportable Dangerous Occurrence  <input type="checkbox"/> Member of public taken to hospital           </td> <td style="width: 40%; border: none; vertical-align: middle;">           These are reportable to the HSE, form F2508 should be completed and sent to: - Belford House, Belford Road, Edinburgh, EH4 3UE. Visit <a href="http://www.riddor.gov.uk">www.riddor.gov.uk</a> to access this form.         </td> <td style="width: 30%; border: none;"> <b>Non HSE Reportable</b>  <input type="checkbox"/> &lt; 3 day absence  <input type="checkbox"/> No absence/lost time (i.e. &lt; 2 hours)  <input type="checkbox"/> Road traffic accident  <input type="checkbox"/> Stress-related illness or incident  <input type="checkbox"/> Any other injury/illness/damage/near miss/other incident           </td> </tr> </table>					<b>HSE Reportable</b> <input type="checkbox"/> Fatality <input type="checkbox"/> Major injury (inc. hospitalisation for >24 hours) <input type="checkbox"/> > 3 day absence from work <input type="checkbox"/> Reportable Disease <input type="checkbox"/> Reportable Dangerous Occurrence <input type="checkbox"/> Member of public taken to hospital	These are reportable to the HSE, form F2508 should be completed and sent to: - Belford House, Belford Road, Edinburgh, EH4 3UE. Visit <a href="http://www.riddor.gov.uk">www.riddor.gov.uk</a> to access this form.	<b>Non HSE Reportable</b> <input type="checkbox"/> < 3 day absence <input type="checkbox"/> No absence/lost time (i.e. < 2 hours) <input type="checkbox"/> Road traffic accident <input type="checkbox"/> Stress-related illness or incident <input type="checkbox"/> Any other injury/illness/damage/near miss/other incident
<b>HSE Reportable</b> <input type="checkbox"/> Fatality <input type="checkbox"/> Major injury (inc. hospitalisation for >24 hours) <input type="checkbox"/> > 3 day absence from work <input type="checkbox"/> Reportable Disease <input type="checkbox"/> Reportable Dangerous Occurrence <input type="checkbox"/> Member of public taken to hospital	These are reportable to the HSE, form F2508 should be completed and sent to: - Belford House, Belford Road, Edinburgh, EH4 3UE. Visit <a href="http://www.riddor.gov.uk">www.riddor.gov.uk</a> to access this form.	<b>Non HSE Reportable</b> <input type="checkbox"/> < 3 day absence <input type="checkbox"/> No absence/lost time (i.e. < 2 hours) <input type="checkbox"/> Road traffic accident <input type="checkbox"/> Stress-related illness or incident <input type="checkbox"/> Any other injury/illness/damage/near miss/other incident					
<b>4. Describe what happened:</b>							
<b>5. Details of injury/ill health/damage/near miss (e.g. parts of body, side of body , stress, asthma, dermatitis, musculoskeletal or potential effects material/equipment damaged, fire):</b> <input style="width: 850px;" type="text"/>							
<b>6. Immediate action taken:</b> <input type="checkbox"/> First Aid: <input type="checkbox"/> Hospital details: <input type="checkbox"/> Other:	<b>Details:</b> <input style="width: 850px;" type="text"/>						
<b>7. Type of event: tick box</b>							
<input type="checkbox"/> Contact with moving machinery <input type="checkbox"/> Contact with moving vehicle <input type="checkbox"/> Moving/falling object <input type="checkbox"/> Collision with people/object  <input type="checkbox"/> Violence and aggression ... <input type="checkbox"/> Physical assault <input type="checkbox"/> Attacked by animal <input type="checkbox"/> Threats of assault <input type="checkbox"/> Threats against family/property <input type="checkbox"/> Physical restraint used (CALM)	<input type="checkbox"/> Anxiety/stress <input type="checkbox"/> Sharp object <input type="checkbox"/> Repetitive movement <input type="checkbox"/> Hot objects/substance <input type="checkbox"/> Manual lifting/handling/ carrying <input type="checkbox"/> Failure/collapse/overturning object, vehicle, lifting device <input type="checkbox"/> Fall from height: <input style="width: 50px;" type="text"/> m <input type="checkbox"/> Damage to Council property <input type="checkbox"/> Verbal aggression <input type="checkbox"/> Incidents of being stalked <input type="checkbox"/> Racial abuse	<input type="checkbox"/> Harmful substance/lack of oxygen <input type="checkbox"/> Slip, trip, fall on same level <input type="checkbox"/> Electricity/electrical shock <input type="checkbox"/> Explosion/fire/flammable material <input type="checkbox"/> Noise/vibration/radiation exposure <input type="checkbox"/> Other, please state <input style="width: 150px;" type="text"/> <input type="checkbox"/> Damage to private property <input type="checkbox"/> Brandishing of a weapon <input type="checkbox"/> Threatening behaviour <input type="checkbox"/> Spitting <input type="checkbox"/> Other type of incident					
Name & status of aggressor if known?	<input style="width: 200px;" type="text"/>	Police action taken?	<input style="width: 150px;" type="text"/>				
<b>8. Witnesses</b> – <input type="checkbox"/> Yes <input type="checkbox"/> No (Attach statements to this report)	<b>Witness Name &amp; Address</b> <input style="width: 200px;" type="text"/>	<b>9. Manager/supervisor making this report</b> <input style="width: 200px;" type="text"/>					

Please send these initial details to your Service-based H&S Team within 24 hours of the incident

# Incident Investigation

10. Investigation level  High  Medium  Low

11. Investigator Details (please identify who carried out the investigation, their name and job title)

12. Person(s) interviewed: position/relationship, attach statements -  Yes:

13. Investigative outcomes - causes (tick all that apply):

<i>Immediate causes</i>	<i>Underlying causes</i>	<i>Root Causes</i>
<input type="checkbox"/> Operating equipment without authority	<input type="checkbox"/> Poor design of premises	<input type="checkbox"/> Poor communications
<input type="checkbox"/> Making safety devices inoperable	<input type="checkbox"/> Poorly allocated responsibilities	<input type="checkbox"/> Lack of information/direction
<input type="checkbox"/> Using defective equipment	<input type="checkbox"/> Inadequate training/instruction	<input type="checkbox"/> Inadequate emergency arrangements
<input type="checkbox"/> Failure to use PPE	<input type="checkbox"/> lack of consultation/co-operation	<input type="checkbox"/> Inadequate safe working procedures
<input type="checkbox"/> Reckless behaviour/intentional mistake	<input type="checkbox"/> Poor job design	<input type="checkbox"/> Work pressures
<input type="checkbox"/> Unintentional mistake, explain: <input type="checkbox"/>	<input type="checkbox"/> Poor motivation	<input type="checkbox"/> Safe working procedures not followed
<input type="checkbox"/> Poor housekeeping		<input type="checkbox"/> Lack of risk assessment
<input type="checkbox"/> Inadequate/inappropriate equipment		<input type="checkbox"/> Inadequate risk assessment
<input type="checkbox"/> Poorly maintained premises		<input type="checkbox"/> Inadequate supervision
<input type="checkbox"/> Safe working procedure not followed		
<input type="checkbox"/> Inadequate guards/barriers		

14. Investigative outcomes – other notes and details

15. Recommendations to prevent reoccurrence

Action	Responsible person	When by	Complete
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>

16. Signature of investigator: \_\_\_\_\_ Signature of manager: \_\_\_\_\_  
Date: \_\_\_\_\_ Date: \_\_\_\_\_

17. Copies sent to:  H&S Officer  Staffing Contact  Other:

18. Check documentation used during investigation for filing:

<input type="checkbox"/> Witness statements	<input type="checkbox"/> Risk Assessment	<input type="checkbox"/> Recommendation records
<input type="checkbox"/> Copies of photographs	<input type="checkbox"/> Safe system of Work	<input type="checkbox"/> Investigation
<input type="checkbox"/> Training records	<input type="checkbox"/> HSE F2508 form details	<input type="checkbox"/> Maintenance
<input type="checkbox"/> Diagrams/plans		

**A copy of this form should be sent to your Service based H&S Team, and the original kept on file by the Service at the relevant location.**  
**Information will be place on incident database for corporate reporting and analysis..**  
**All Incident re cords must be archived for a minimum of 4 years from the date of incident.**  
**For further advice please read the accompanying guidance note to this form, or contact either your Service H&S Officer or the Corporate H&S Team on 01738 475470/71/72/73/81 or [handsenquiries@pkc.gov.uk](mailto:handsenquiries@pkc.gov.uk)**

For H&S Officers / Corporate H&S Team use only

Reference Number	Date received	Date entered onto system
Further action?		

