

St Louis Grammar School



Policy on the use of Reasonable Force and Safe Handling (New Terminology: Restrictive Practices & Supportive Practices)

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<i>Reviewed by: Ms B.Cunningham</i>
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Policy on the use of Reasonable Force and Safe Handling

St Louis Grammar School is a Catholic community within which both staff and students work in the pursuit of all aspects of spiritual, educational and personal excellence. Saint Louis Grammar School, a co-educational establishment, based on the philosophy of education of the Sisters of Saint Louis, seeks to establish a friendly, supportive and caring ethos where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. Saint Louis Grammar school is committed to the protection of all its pupils.

All staff in St. Louis Grammar have a responsibility for the Pastoral Care, general welfare and safety of the children in our care and we carry out this duty by providing a caring, supportive and safe environment, where each child is valued for his or her unique talents and abilities, and in which all our young people can learn and develop to their full potential. All staff, teaching and non-teaching should be alert to the signs of possible abuse and should know the procedures to be followed. This Policy sets out guidance on the action, which is required where abuse or neglect of a child is suspected and outlines referral procedures within our school

Principles

St. Louis Grammar believes that:

- Each child has the right to be educated in a safe and secure environment where each child's moral, intellectual, personal, social and emotional development is promoted.
- Parents and carers are informed and reassured that their children are being educated in a safe, caring and respectful atmosphere.
- All staff have the right to work in a safe and secure environment.

These principles underpin our school ethos and culture.

Purposes

The following purposes underpin St. Louis Grammar policy and practices to:

- create a learning environment in which young people and adults feel safe;
- protect every person in the school community from harm;
- protect all pupils against any form of physical intervention, which is unnecessary, inappropriate, excessive or harmful; and

- develop and implement guidance for staff (teaching and non-teaching) so that they are clear about the circumstances in which they might use reasonable force to restrain pupils and how such force might be applied.

Legislative Framework

This policy has been formulated with due consideration to the following legislation:

Consultation: Statutory Guidance on the Reduction and Management of Restrictive Practices in Educational Settings in Northern Ireland: Understanding and responding to behaviour in crisis situations (September 2023)

- Children (NI) Order 1995 – duty to protect and child protection responsibilities/ fulfilling responsibility;
- UN Convention on The Rights Of The Child 1989 – (Articles 12, 16 and 19); UK 1991;
- Education (NI) Order 1998 (Part II Article 4(1));
- Human Rights Act 1998 – Articles 3 and 5 of the European Convention on Human Rights;
- Health and Safety at Work Act (NI) Order 1978;
- Education and Libraries (NI) Order 2003 – Articles 17, 18, 19.
 - (NI) Order 2005 (SENDO)

Links with Other Policies

- This policy is one of the overall pastoral policies and dovetails into the school's existing policies:
 - Positive behaviour policy
 - Anti-bullying policy
 - Child protection policy
 - Special needs policy
 - Health and safety policy
 - Complaints policy
 - Staff code of conduct
 - Teaching and learning policy
 - Staff development

Children with Special Educational Needs (SEN)

The Special Educational Needs and Disability (NI) Order 2005 (SENDO) places duties on educational settings not to directly discriminate against a pupil because of their disability, or to treat disabled pupils any less. A person is regarded as being disabled for the purposes of SENDO if he/she has 'a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities'. This is the same definition as that used in the Disability Discrimination Act 1995.

The school's Special Education Needs Co-ordinator (SENCO) should keep staff informed about pupils with special educational needs who may require individual support with regard to their physical management. Staff should discuss any concerns they have about physical management with the SENCO and/or Principal. This should also include engagement with the pupil and their parents/carers.

Definition of Restrictive Practices:

Restrictive practices are defined as any activity that limits a person's movement, day to day activity or function. Restrictive practices cover a wide range of activities including physical restraint.

Definition of Reasonable Force

The Education (NI) Order 1998 (part II Article 4 (1)) states:

"A member of the staff of a grant-aided 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:

- committing any offence;**
- causing personal injury to, or damage to the property of, any person (including the pupil);**
- 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."**

Based on this legal framework, the working definition of "reasonable force" is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Definition of Supportive Practices:

Supportive practices are interventions used in the best interest of the child for safety, health and well-being purposes. Any supportive practices used should always be the minimum intervention needed to provide the necessary support, and the focus must always be on inclusion of the child / young person in the educational setting.

Preventative Strategies

St. Louis Grammar actively promotes positive behaviour management strategies thus reducing the need for the use of any form of physical intervention, except in emergency situations.

Preventative strategies for inappropriate behaviour(s) are detailed in our school's behaviour management policy especially – defusing and de-escalating conflict/confrontation or aggression.

Risk Assessment

Risk assessment is one of our preventative strategies to minimise the risk of an incident escalating unnecessarily and will be a normal practice for our school where a pupil or a small number of pupils are known to exhibit disturbing or distressing behaviour (EBD).

Risk assessment will be considered only for those pupils where there is a foreseeable risk and enables the school to plan and train accordingly. Risk assessment will be considered from two perspectives (a) environmental risk assessment or (b) individual risk assessment. This should form part of the pupil's education plan.

Supportive Spaces

A dedicated area: (Nurture) has been set up in September 2023 to allow pupils space who need to refocus and regulate their emotions. They can return from Nurture when they choose in consultation with key staff members/parents. In some instances, access to Nurture is timetabled as part of a multi-disciplinary approach. Pupils are not left unattended in these spaces. This space also includes a supportive sensory space which will be useful for some pupils to aid self-regulation.

Procedures - Support Structures

The following procedures have been agreed by the staff and adopted by the Board of Governors. Parents and pupils will be informed of the school's procedures and support structures.

Roles and Responsibilities

Reasonable force/safe handling can be used by any member of staff who is authorised by the principal to have lawful control or charge of pupils, e.g. teachers, classroom assistants, supervisory assistants. The principal will confirm with all staff those who are authorised to be in charge of pupils at any given time.

Insurance

Schools in all sectors would be advised to clarify with their **employing authority** that **all staff and any other adult** authorised by the principal to supervise pupils are adequately covered by insurance and have followed the school's policy and practice.

Procedures

We understand that there may be circumstances when a member of staff may have to decide between making an intervention/using reasonable force by placing him/herself in a dangerous situation or standing back and thereby allowing colleagues or pupils to face a potential danger. There will always be an element of personal judgment in these decisions and there is the possibility of someone being injured. However, it is reasonable to expect a member of staff to engage in some risk where there is evidence of danger to others and intervention has a good chance of being effective.

Staff should not, however, put themselves in personal danger merely to safeguard property.

Reasonable force/safe handling can be used by a teacher or other authorised person(s) on the school premises or when authorised elsewhere e.g. supervision of pupils in bus queues, a field trip, on other authorised out of school activities such as a sporting event or educational trip.

Reasonable force should be limited to emergency situations and used only as a last resort when all other behaviour management strategies have been exhausted and where:

- action is necessary in self defence or because there is imminent risk of injury to another pupil or person;
- there is a developing risk of injury to another pupil or person, or significant damage to property;

Examples that fall into the above categories are:

- a pupil attacks a member of staff, or another pupil;
- pupils are fighting;
- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects;
- a pupil is running in an area in which s/he might cause an accident likely to injure her/himself or others;
- a pupil absconds from a class or tries to leave school (Note: this will only apply if a pupil could be at risk if not kept in the classroom or at school);

- a pupil is at risk during a practical activity

- a pupil persistently refuses to obey an order to leave a classroom;
- a pupil is behaving in a way that is seriously disrupting a lesson.

Forms of Reasonable Force

When other behaviour management strategies have failed - it should be the minimum intervention or force that should reasonably be employed depending on the age, sex, physical strength, size, understanding, medical condition and any special needs of the pupil and used in a way that preserves the dignity and respect of all concerned.

The use of reasonable force/ safe handling should involve **a calm and measured approach** at all times appropriate to the particular pupil and be in accordance with the school's agreed strategies and the following procedures:

- tell the pupil to stop the inappropriate behaviour;
- ask the pupil to behave appropriately, clearly stating the desired behaviour;
- tell the pupil that physical intervention will take place if inappropriate behaviour continues;
- during the incident repeatedly reassure the pupil and tell him/her that physical contact will stop as soon as he/she is ready to behave appropriately;
- if the teacher, classroom assistant or supervisory assistant feels at risk, e.g. from a large or older group of pupils, send for the nearest staff support.

The forms of reasonable force that our members of staff may use will depend on the individual circumstances and are:

- separating pupils who are fighting, or who are about to fight;
- blocking a pupil's path;
- holding;
- leading a pupil by the arm;
- herding a pupil away by placing hands on the backs of elbows;
- using more restrictive holds (in extreme circumstances).

Forms of Safe Handling

The forms of safe handling that our members of staff may use will depend on the individual circumstances and are:

- reacting instinctively to a situation by holding or restraining a child who is running onto a busy road or into a place of danger;
- physically prompting a young child as part of an educational or behaviour programme;

- duties in line with our intimate care policy

Health and Safety

When using reasonable force/physical intervention/restraint/safe handling, the pupil's health and safety must always be considered and monitored.

Physical interventions should involve the minimum amount of force necessary to resolve the situation and calm the pupil.

Limits on the Use of Force

The law strictly prohibits the use of force, which constitutes the giving of corporal punishment. The use of force as a punishment or to intentionally cause pain, injury or humiliation would contravene our Safeguarding and Child Protection Policy. Staff should never act in a way that might reasonably be expected to cause injury, for example by:

- holding around the neck;
- any hold that might restrict breathing;
- kicking, slapping or punching or using any implement;
- forcing limbs against joints;
- tripping;
- holding or pulling by the hair;
- holding the pupil face down on the ground;
- staff should also avoid touching or holding a pupil in any way that might be considered indecent.

The use of reasonable force is only to be employed in exceptional circumstances or an emergency where a pupil appears to be unable to exercise self-control of emotions and whose behaviour is presenting a threat to himself/herself or others. A member of staff should not intervene in an incident without help if there is a risk that he/she may be injured or may endanger his/her life.

Record Keeping

All incidents involving the use of reasonable force must be recorded in our pro-forma **“Record/Report Of The Use Of Reasonable Force”**. The Principal will keep an accurate up-to-date record of all such incidents. Immediately following any incident the member of staff concerned must inform the Principal or a senior member of staff and provide the contemporaneous written record/report.

(Appendix 2 Incident Record Form)

The Chairperson of the Board of Governors and the Principal will review **annually** the entries in the incident book. Records of incidents will be kept until the date of the child’s twenty-first birthday. In the event of the young person being over 18 when they leave school, records should be kept for 3 years after their date of leaving. Confidentiality and the young person’s right to privacy will need to be ensured.

The pupil’s views should also be recorded as soon as possible, preferably on the same day. Ref Appendix 2 Specimen Incident Record Form.

The use of physical intervention can be upsetting to all concerned, therefore, it is important to ensure that staff and pupils are given emotional support and where required basic first-aid treatment. Immediate action should be taken to ensure that medical help is accessed for any injuries that require more than basic first-aid. All injuries should be reported and recorded in accordance with the school’s procedures – parents/carers must be informed and allowed an opportunity to discuss.

Where it is clear that the teacher/member of staff concerned needs further support, advice or training, the Principal should take prompt action to ensure it is provided.

Contacting Parents

Parents/carers should be contacted as soon as possible and the incident explained to them. This must also be recorded in the **“Record/Report Of The Use Of Reasonable Force”** as defined in the school policy. Any complaint from a parent will be dealt with within the school’s complaints policy/procedures as detailed below.

Complaints

If an incident occurs in St. Louis Grammar School involving the use of reasonable force/restraint by a member of staff, the procedures governing such incidents should be followed. This will include informing the parent(s)/guardian(s) of the child as outlined above.

In the event of a subsequent complaint made against a member of staff either by or on behalf of the child, this will be dealt with in accordance with the School’s Complaints Policy/Procedure and in accordance with the Circular 1999/10, Pastoral Care in Schools – Child Protection.

Staff who themselves are subject to physical violence or assault should be supported, as appropriate, in taking any necessary action against an assailant.

Training and Development

The Principal has responsibility for providing guidance to staff on the use of reasonable force/safe handling and for implementing and supporting the school’s procedures.

All staff will have regular awareness raising of issues relating to the use of reasonable force/safe handling, procedures and practices relating to behaviour management and child protection policy and procedures. All staff will receive appropriate training and development, in line with the school’s staff development policy, in the use of preventative strategies and approaches for managing difficult situations when they may arise.

Policy Development and Guidance

Consultation

The following people will be consulted about this policy:

- children and young people;
- parents and carers;
- all members of staff
- Board of Governors.

Date policy agreed by Board of Governors and staff

Signed Chair of Governors

Date for review of policy

Appendix 1 Risk Assessment

A small number of pupils may exhibit disturbed or distressing behaviour which may require some form of physical intervention by staff. To minimise the risk of incidents escalating unnecessarily due to lack of foresight, planning and training, schools should carry out a risk assessment from two perspectives:

- environmental risk assessment;
- individual risk assessment/ **RRAP (Risk Reduction Action Plan)**

Environmental Risk Assessment

- Identify situations or locations where there is increased risk of incidents happening.
- Analysis of past incidents to identify medium to high risk locations.
- Staff and pupils consulted.
- Individual pupil consulted.
- Decide the appropriate type and level of supervision.
- Principal and Class Teacher to make recommendations to Board of Governors on type and level of supervision to minimise risk.
- Implement plan.
- Review plan.

Individual Risk Assessment

Where a member of staff/class teacher thinks it is likely that a pupil will behave in a disruptive way that may require the use of reasonable force/safe handling, the school should plan its response by:

- consulting the pupil, as appropriate;
- consulting the parents – specific action the school may need to take;
- briefing staff – what action they should be taking (may require training or guidance);
- managing the pupil – e.g. reactive strategies to de-escalate a conflict;
- ensuring that additional support can be summoned wherever possible;

Risk Reduction Action Plan **(as set out by EA guidance)**

Risk reduction should include:

- proactive measures to support the child effectively and prevent difficulties emerging;
- early interventions to help the child in difficult situations and avert problems; and

- planned measures to manage the child and others safely, when unavoidable difficulties arise.
- Possible use of Boxall Profile to determine suitability for Nurture Provision if behaviour warrants this.

Appendix 2 Incident Record Form

Date of Incident _____

Pupil's Name: _____ **Class:** _____

Staff Involved in use of restraint: _____

Role _____

Events Leading up to the Incident

Where did the incident start? _____

What was happening at the time? _____

Describe the Event that Occurred

When did the incident occur?

Date: _____ Time: _____

Where did the incident occur? _____

What action was taken to try to de-escalate the situation before using restraint?

What behaviour was the child presenting that warranted restraint/physical intervention (Please tick appropriate box)

At risk of injury to self or others

☐

At risk of significant damage to property

☐

Compromising good order and discipline

☐

At risk of committing a criminal offence

☐

What do you believe would have happened if there had been no physical intervention?

How was the pupil held?

How long did the pupil need to be held?

Was anybody injured? Yes/No

If yes, please give details

Name of member of staff who verbally checked pupil for injury after the hold:

Has the pupil been physically restrained before?

Yes

No

☐☐

Implications for Future Planning

Does this pupil have an individual behaviour programme/education plan? **YES/NO**

Do changes need to be made to any of the following?

(Please tick appropriate box)

The environment eg organisation, curriculum ☐ Targets for teaching new skills ☐

Reinforcement strategies ☐ Defusing and calming strategies ☐

Other ☐ Please specify _____

Do other agencies need to be involved in the future? **YES/NO**

If yes, please specify who and with what aim _____

Follow Up Action

Medical intervention was needed **YES/NO**

Has school nurse/doctor been informed **YES/NO**

Please specify other recording procedures:

☐☐☐

Accident book

Accident form

Child Protection Record

Parent/carer informed by: Telephone ☐ Letter ☐ Direct Contact ☐

Form completed by _____

Post held _____

Principal's signature _____ Date _____

A copy should be given to the chairperson of the Board of Governors.

Appendix 3

RISK ASSESSMENT (for Staff)

Name:

Class:

Date:

Other Support involved:

Background Information:

Targets to address Risk/s:

- 1.
- 2.
- 3.

Antecedents – (Trigger Points): (e.g. time of day/subject/)

Prevention Strategies:

Positives / strengths to build on:

Management Plan

Do's	Don'ts

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Monitor; Review Date set: Eg. HOY/FT/SENCO

Signed: Date

Appendix 4 St. Louis Grammar

OVERVIEW OF THE RISK ASSESSMENT PROCESS INVOLVED WHEN SUPPORTING PUPILS WHO ARE DISPLAYING SOCIAL,

Follow clear guidelines – Positive Behaviour Policy;
Systems for reporting and recording behaviour

Access and gather comprehensive information relating to the pupil's behaviours using a range of methods
e.g. *SIMS, ABC charts, school reports, consultations with pupil, parents/carers, other services*

Complete the Risk Assessment Grids using the information gathered

Score of 15 or less

Start IBP-PSP

Meet with relevant staff

Set agreed SMART targets

Calculate the Risk Scores ($L \times F$)

Child Centred Inclusive Approach

Score of 15 or more

Start RRAP

Meet with relevant staff

Set agreed SMART targets

Risk Assessment

TYPES OF BEHAVIOUR CAUSING CONCERN: *LIKELIHOOD AND FREQUENCY*

Pupil Name: Alle McComb

BEHAVIOUR (what)	Very Likely 5	Likely 4	Quite Possible 3	Possible 2	Unlikely 1	Frequency Hourly- 5 Daily- 4 Weekly- 3 Monthly- 2 Termly- 1	Total L x F	Supporting Documentation:
Vandalism				x		3	6	☐ SIMS
Misuse of digital device				x		3	6	☐ Teacher Report
Use of banned substance		x				3	12	☐ Pupil Report
Physical contact: • Pushing • Hitting • Punching • Kicking • Fighting	x					5	25	☐ Parent Report ☐ Other: specify
Possession of weapon					x	1	1	
Threatening abusive language					x	1	1	
Sexualised language/behaviour					x	1	1	
Absconding (please specify)		x				4	4	Absconding from class
Impulsive Dangerous Behaviour (please specify)		x				4	4	Dangerous play with peers during break/lunch/lesson transition
Self-harms					x	1	1	
Medically related behaviour (please specify)					x	1	1	
Other (Please specify)								Next steps: ☐ Complete a RAP ☐ Complete a PSP/IBP

TO WHOM BEHAVIOUR IS EXHIBITED Indicate in the columns e.g. Behaviour/s (1), (2), (3)	Very Likely	Likely	Quite Possible	Possible	Unlikely
Subject specific teacher (Please specific)					X
Substitute teacher					X
Classroom assistant					
Ancillary Staff (lunchtime supervisors, caretakers) Office staff					X
Member of SMT					X
Male Staff					X
Female Staff					X
Other Pupils in Class/ School	X				
Male Pupils	X				
Female Pupils				x	
Younger Older Pupils	X				
Other; e.g. Ethnic Minority Pupils					X

RISK ASSESSMENT

ENVIRONMENTS AND TIMES OF GREATEST RISK – FLASH POINTS/HOT SPOTS

PUPILS NAME: _____

[illegible]

This numerical evaluation of risk is not an absolute but simply affords a pupil's predisposition and risk frequency to be compared.

Level of Likelihood	X	Frequency	= Risk Factor
Very Likely	5	X Hourly 5 =	25 highest
Likely	4	X Daily 4 =	16
Quite Possible	3	X Weekly 3 =	9
Possible	2	X Monthly 2 =	4
Unlikely	1	X Termly 1 =	1 lowest

Caveat:

Should there be a significant one-off incident; the school may deem it necessary to progress with a RRAP

**IBP-PSP
BEHAVIOUR PLAN – PUPIL SUPPORT PLAN**

Informed by outcome of attached DE risk assessment grids (up to 12)

SCORE	RISK	ACTION
15-20 25	High Very High	Immediate action must be taken. Draw up a detailed Risk Reduction Action Plan (RRAP) with the involvement of the pupil, parents and external agencies as appropriate. Complete a Do & Don't form. Seek support, advice and training as appropriate. Teach the skills necessary for learning. Track, Monitor, and Review effectiveness of the intervention. Follow Code of Practice (COP) process
8-12	Medium	Draw up an Individual Behaviour Plan (IBP) - Pupil Support Plan (PSP). Set targets and agree strategies and supports to be implemented. Involve the pupil in the plan. Complete Do and Don't form. Teach skills appropriate and necessary for learning. Track, Monitor, and Review effectiveness of the interventions. Follow Code of Practice (COP) process
6-10	Low	Gather necessary data from the reporting and recording process. Refer to Positive Behaviour Policy, SEN Resource File; Good Practice Guidelines. Complete Do and Don't form. Track, Monitor and Review effectiveness of intervention.
1-5	Very Low	Monitor and keep under Review.

SCHOOL: _____ PUPIL: _____ Year: _____

PUPIL INFORMATION: *i.e. medical conditions, diagnoses, personal circumstances etc.* PUPIL STRENGTHS - INTERESTS

RISK FACTOR (RF) = Likelihood (L) x Frequency (F)

Score	Level	Behaviour 1	RF	Score	Level	Behaviour 2	RF	Score	Level	Behaviour 3	RF
8-12	medium			8-12	medium			8-12	medium		
6-10	low			6-10	low			6-10	low		
1-5	very low			1-5	very low			1-5	very low		

This plan has been drawn up in consultation with:

Pupil: _____ Date: _____

Parent/Carer: _____ Date: _____

SENCo: _____ Date: _____

Principal: _____ Date: _____

Key Adult/ Mentor: _____ Date: _____

Member of staff with responsibility for monitoring and reviewing IBP -PSP with the pupil

Code of Practice - Stage: _____

IEP/BP linked: Yes: ☐ No: ☐ *(please tick)*

Review process: Weekly/Monthly/Termly *(please indicate)*

By whom: _____

Review date _____

Further Action required: yes ☐ no ☐

Pupil Name: _____ School: _____ YEAR: _____

Pupil Information: <i>(i.e. medical conditions, diagnoses, personal circumstances)</i>	Pupil's Strengths - interests
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Likelihood (L) x Frequency (F) = RISK FACTOR (RF)

Behaviour 1	RF	Score	Level	Behaviour 2	RF	Score	Level	Behaviour 3	RF	Score	Level
		21-25	Very High			21-25	Very High			21-25	Very High
		15-20	High			15-20	High			15-20	High

This plan has been drawn up in consultation with:

Pupil: _____ Year: _____ Date: _____

Teacher/SENCo: _____ Date: _____

Principal: _____ Date: _____

Key Adult/Mentor: _____

(with responsibility for monitoring and reviewing the RRAP with the pupil)

Parent/Carer input: _____ Date: _____

Code of Practice Stage: _____

IEP/IBP/PSP Linked: Yes: ☐ No: ☐ *(please tick)*Review process: Weekly/Monthly/Termly *(please indicate)*

By whom: _____

Review date agreed: _____

Further action required: yes ☐ no ☐

Action Plan

Pupil name: _____

Date: _____

Targeted Behaviour & Context <i>Pupil and staff will work together to reduce the number of:</i>	Strategies in place (agreed) <i>Pupil and staff use the following strategies:</i>	Further Strategies <i>(Pupil) and staff have agreed to implement the following strategies:</i>	Action By Whom	Action When	Success Criteria <i>(Pupil) and staff will together assess the level of success based on observable & measurable outcomes listed below:</i>
1 Targeted Behaviour:		<i>When pupil begins to feel (insert examples of current behaviours) he/she will choose to try: (strategies)</i> <i>E.g. Ref to Ed Psy: CAMHS</i>	<i>Pupil</i> <i>School/parent</i> <i>Ed Psy</i> <i>CAMHS</i>	<i>Ongoing</i> <i>asap</i>	<i>Pupil shows understanding of the strategies and uses them appropriately. (strategies) reduction in incidents</i> • • <i>Staff consistently use : (strategies agreed)</i> • • <i>Post-incident learning - pupil and staff monitor and review targets and strategies establish efficacy</i> <i>Staff sharing successful strategies</i>
2 Targeted Behaviour:					
3 Targeted Behaviour:					

Comments:

Teacher:
Pupil:
Parent:

Sharing Strategies (for a Class or Individual pupils)

DO (use successful approaches/strategies/resources/language)	DON'T (use unsuccessful approaches/strategies/language)

Class: _____

Pupil: _____

Signed: _____

Date: _____