
SUPPORTIVE PRACTICES

Supportive practices are those used for safety, health and well-being purposes and are defined as follows:

Physical support

Direct physical contact to assist in movement, emotional well-being, feeding and personal care needs such as changing etc.

Medication and healthcare support

The use of medication (whether orally or intravenously) and relevant healthcare interventions, including the use of equipment, that are prescribed by a registered and trained Health professional and administered for the treatment of a medical, healthcare and/or mental health condition.

Therapeutic support

The use of aids and treatment interventions to help support physical, emotional wellbeing or developmental need that is used to enhance a pupil's safety and functional needs and that is used in line with an assessed need and, where appropriate, under the direction of relevant trained Health Care professionals. This guidance does not include the use of seatbelts or other mechanical supports required in common law.

Supportive Space

Quieter areas or rooms of a building, or an outdoor space away from noise or other people that pupils can normally access of their own free will when needed to refocus and regulate their emotions and can return from when they choose, or in some instances for pupils with severe learning difficulties, for whom access is timetabled as part of a multi-disciplinary approach. Pupils are not left unattended in these spaces. The statutory guidance will include more information on the use of supportive spaces.

Seclusion for Health Reasons

This should be in line with a plan signed off by health and social care professionals and agreed with the school and parents and would be considered supportive practice in meeting the needs of an individual pupil.

Behaviours of concern

Behaviours of concern is defined as when it is of such an intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others.