

**The LASER Programme**

**Training Needs Analysis**

The following questions were created as part of the Studio 3 LASER programme in order to assess Training Needs Analysis, and as a filter for responses that would direct the training pathway for individual schools. There are two training route options for educational systems in the UK and internationally:

1) Studio 3 Educational Training

2) The LASER (Low Arousal Supports Educational Resilience) Programme

For option 2, potential schools must complete this Training Needs Analysis form in order for the training team to determine, by analysis of their responses, whether the school in question has an ethos, philosophy, and evidence practice/record of an approach that would support the introduction of the LASER programme. For schools whose responses to this questionnaire do not indicate evidence of a philosophy/documented practice base already in place, then Studio 3 Educational Training would be recommended before they could opt-in to the LASER programme, in order to ensure that the programme was successful and sustainable in that school setting.

There are some basic, school-specific questions to begin with in Part 1 (whether the school is mainstream, special education, or a combination of etc).

The main body of the questionnaire, Part 2, has been separated into three sections:

* Section 1 - Incidents involving the school population (students, staff, teachers, TA’s etc)
* Section 2 - Recording
* Section 3 - Governance

**Part 1 - School Particulars**

1. What phase of education is your school?
2. Primary
3. Secondary
4. Special educational
5. Combination of one or more of the above

Details:

1. Is your school:
2. Mainstream only
3. Special education only
4. Combined
5. Mainstream with special education contained within or integrated

Details:

1. Do you have any incidents of the following? Circle yes or no. If yes, please indicate how often:
2. Challenging behaviours: Yes/No

Hourly Daily Weekly Monthly Termly … Other (specify)

1. Assaults involving students with staff and/or other students: Yes/No

Hourly Daily Weekly Monthly Termly … Other (specify)

1. Property damage: Yes/No

Hourly Daily Weekly Monthly Termly … Other (specify)

1. Physical interventions or restraints: Yes/No

Hourly Daily Weekly Monthly Termly … Other (specify)

If you answered any of the above statements in the affirmative, please complete Section 2.

If not, please provide details of how you proactively manage to avoid any incidents:

**Part 2**

**Section 1 – Incidents**

In school settings, there are always the risks of behaviours and incidents occurring that have an emotional, mental, physical and educational impact on both the student and staffing cohorts and their environments. These behaviours and incidents can take several forms, have differing frequencies and intensities, and can be more or less prevalent for some individuals and/or particular groups of students as well staff individuals and staff teams.

Schools look to address those incidents and manage behaviours to provide a productive and supportive environment for all stakeholders, including families/carers and local authorities - not just students, staff, and school boards. Successfully addressing and managing incidents or behaviours can be challenging, and a variety of methods, strategies, and training are necessary. Outcomes for managing these challenges can vary from successful and productive outcomes to failed outcomes of injury, fear, stress, and exclusions.

Please complete the following:

|  |  |  |
| --- | --- | --- |
| Behaviour/Incident | Type | Frequency (please indicate number of instances) |
| Hourly | Daily  | Weekly  | Monthly  | Quarterly  | Other |
| Aggression  | Pupil-pupil |  |  |  |  |  |  |
| Pupil-staff |  |  |  |  |  |  |
| Other  |  |  |  |  |  |  |
| Swearing/abusive language | Pupil-pupil |  |  |  |  |  |  |
| Pupil-staff |  |  |  |  |  |  |
| Other  |  |  |  |  |  |  |
| Threats | Pupil-pupil |  |  |  |  |  |  |
| Pupil-staff |  |  |  |  |  |  |
| Other  |  |  |  |  |  |  |
| Physical incidents | Pupil-pupil |  |  |  |  |  |  |
| Pupil-staff |  |  |  |  |  |  |
| Other  |  |  |  |  |  |  |
| Physical violence/assault | Pupil-pupil |  |  |  |  |  |  |
| Pupil-staff |  |  |  |  |  |  |
| Other  |  |  |  |  |  |  |
| Property damage | Mild  |  |  |  |  |  |  |
| Moderate |  |  |  |  |  |  |
| Serious  |  |  |  |  |  |  |
| Self-Injurious Behaviour | Mild  |  |  |  |  |  |  |
| Moderate |  |  |  |  |  |  |
| Serious  |  |  |  |  |  |  |

Time of the day when incidents are likely to happen:

|  |  |
| --- | --- |
| Time of day | Frequency (please indicate number of instances) |
| Hourly | Daily | Weekly | Monthly | Quarterly | Other |
| Arrival (prior to school day starts) |  |  |  |  |  |  |
| After arrival/start of day |  |  |  |  |  |  |
| Morning/1st period |  |  |  |  |  |  |
| 2nd period |  |  |  |  |  |  |
| Morning break |  |  |  |  |  |  |
| 3rd period |  |  |  |  |  |  |
| 4th period |  |  |  |  |  |  |
| Lunch time |  |  |  |  |  |  |
| 5th period |  |  |  |  |  |  |
| 6th period |  |  |  |  |  |  |
| End of day |  |  |  |  |  |  |
| Departure from school |  |  |  |  |  |  |
| Transitions between lessons |  |  |  |  |  |  |

Challenging behaviour incidents can have outcomes that affect those involved in a variety of ways, and to different degrees.

Complete the following table based on instances of outcomes involving injuries:

|  |  |  |
| --- | --- | --- |
| Injuries | Type | Frequency (please indicate number of instances) |
| Hourly | Daily  | Weekly  | Monthly  | Quarterly  | Other |
| To students | No treatment required |  |  |  |  |  |  |
| In school treatment required |  |  |  |  |  |  |
| External medical attention required |  |  |  |  |  |  |
| Time lost |  |  |  |  |  |  |
| To staff | No treatment required |  |  |  |  |  |  |
| In school treatment required |  |  |  |  |  |  |
| External medical attention required |  |  |  |  |  |  |
| Time lost |  |  |  |  |  |  |
| To others (please specify) |  |  |  |  |  |  |  |

Schools have different strategies to manage behaviours and incidents.

1. Are there restrictive practices or physical interventions used within the school environment? Yes/No

Details:

1. Are these interventions prescribed (i.e. is there an agreed written plan)?

Details:

1. Are these interventions used only on specific individuals, or broadly across the student cohort?

Details:

1. Do you use a Person-Centred approach?

Details:

1. Are staff formally trained in the use of restrictive practices or physical interventions? Yes/No

If yes, please provide the following details:

Is the training provided by an in-house or external trainer?

Who is the training provider?

Duration of Training:

Re-certification period:

1. Are there pupils in your school with a trauma diagnosis? Yes/No

If yes, how many?

1. Are there pupils in your school with Autism Spectrum Condition? Yes/No

If yes, how many?

1. Are there pupils in your school with attachment issues? Yes/No

If yes, how many?

Details:

1. Does the school/staff cohort use low arousal strategies, or do they know what a low arousal strategy is? Yes/No

Details:

1. Do staff have an understanding of the causes of Self-Injurious behaviour (SIB)/Self-Harm? Yes/No

Details

1. Do staff have an understanding of the interventions around SIB/Self Harm? Yes/No

Details:

1. How are behaviours recorded? Please provide details:
2. Do you record physical interventions usage? Yes/No

If yes, please provide details:

|  |  |  |
| --- | --- | --- |
| Interventions  | Type | Frequency (please indicate instances) |
| Hourly | Daily | Weekly | Monthly | Quarterly | Other |
| Restrictive practice | Requiring/requesting pupil to leave learning environment (i.e. class/activity) |  |  |  |  |  |  |
| Non-restrictive practice | Student encouraged or permitted to leave environment |  |  |  |  |  |  |
| Aversive practices | Punishment Type 1:Presentation of something aversive or unpleasant for the pupil (e.g. detention, writing lines, extra homework etc.)  |  |  |  |  |  |  |
| Punishment Type 2: Restrictions on, or loss of privileges (e.g. not allowed time on computer, not getting stars or tokens etc) |  |  |  |  |  |  |
| Non-aversive practices | Reassurance/support from staff when distressed |  |  |  |  |  |  |
| ‘Low arousal’ responses to challenging incidents  |  |  |  |  |  |  |
| Restraint  | Environmental (e.g. secluded in a locked area) |  |  |  |  |  |  |
| Prescribed psychotropic medications/PRN (as needed) |  |  |  |  |  |  |
| Mechanical Restraints (e.g. handling belts, protectors for SIB, seating harness etc) |  |  |  |  |  |  |
| Physical Interventions/restraint (e.g. prone restraint, one-person holds etc) |  |  |  |  |  |  |
| Exclusions (please indicate time periods) | From class |  |  |  |  |  |  |
| From activity |  |  |  |  |  |  |
| From school  |  |  |  |  |  |  |
| External interventions | Family/parent/carer contacted to come to the school |  |  |  |  |  |  |
| Police called |  |  |  |  |  |  |

**Section 2 - Recording**

1. How are incidents/behaviours/injuries recorded? (If available, please attach a copy of an anonymised incident form)

Details:

1. How are they analysed, and by whom?

Details:

1. How are physical interventions, restraints, and restrictions rated in terms of degree of severity?

Details:

1. How does the analysis of incidents feed into behaviour management plans and strategies for:
2. Individual students

Details:

1. The staff group

Details:

1. Does the analyses:
2. Show that some individual students are over-represented?

Details:

1. Show that some students groups/cohorts are over-represented?

Details:

1. Show that some staff members are over represented?

Details:

1. Show that some staff groups/cohorts are over represented?

Details:

1. Show a pattern of triggers, causes, or reasons for incidents?

Details:

1. How are successful interventions (aka not involving the use of physical interventions) recorded, shared and implemented, if at all?

Details:

1. Are physical interventions included in student plans? Are they reviewed, and how often?

Details:

1. How is staff morale impacted after incidents and/or sustaining injuries?

Details:

1. How does stress impact on the school as a whole and staffing levels (i.e. absenteeism, staff retention/recruitment, resilience etc)?

Details:

1. How is staff stress recorded and addressed? Are staff supported after incidents/interventions? How?

Details:

1. How do you incorporate reflective practice within the staff environment? Are staff actively offered debriefing and reflective practice opportunities within working hours?

Details:

**Section 3 - Governance**

1. Does the school have a Restrictive Practices Reduction Strategy?

Details:

1. Are there policies for reducing physical interventions and restrictive practices?

Details:

1. What are the goals to reduce physical interventions and restrictive practices?

Details:

1. Is the school board/board of governors aware of the plan/strategies and are they actively involved in formulation, implementation, and/or reviewing?

Details:

1. Are staff willing to invest in new/different strategies and approaches around their practice, and consider self-reflecting on their role in incidents of aggression or behaviour of concern?

Details:

1. Are you willing to reallocate resources to a new/different approach, including training, coaching, mentoring, and psychological support?

Details:

1. How open and willing is the board of governance to pursue best practices?

Details: