



Lings Primary School

Policy for the restrictive intervention and positive handling of pupils

Date of Last Review: May 2017

Index	Page
Title page	1
Index	2
1. Rationale	3
2. Objectives	
3. Deciding if the use of physical intervention is appropriate	4
4. Using physical interventions	5
5. Alternatives to physical intervention	6
6. Reducing the likelihood of situations arising where the use of physical intervention may be required	7
7. Authorisation of staff to use physical intervention and staff development.	8
8. Positive handling plans	8
9. Recording and reporting incidents	9
10. Post-incident support	10
11. Complaint Procedure	11
Confirmatory Signatures	11
Appendix 1 Positive Handling Training Record	12
Appendix 2 Physical Intervention Incident Record	13

1. Rationale

Lings Primary School is committed to ensuring that all staff and adults with responsibility for pupils' safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour and use physical intervention only as a last resort. If used at all, it will be in the context of a respectful, supportive relationship with the pupil, and be reasonable and proportional to the circumstances of the incident. We will always aim to ensure minimal risk of injury to pupils and staff.

It is recognised in both statutory 1 and Common Law that there is a need to intervene when there is an obvious risk of safety to pupils, staff and property.

This policy is based on DCSF guidance 'The use of force to control or restrain pupils' and NCC guidance for schools on the use of restrictive physical interventions.

2. Objectives

The key objectives of this policy are to:

- ✧ maintain the safety of pupils, staff and visitors;
- ✧ prevent serious damage to property;
- ✧ prevent serious breaches of School discipline.

3. Deciding if the use of restrictive physical intervention is appropriate

Staff will view the use of physical intervention of pupils as a last resort. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent the need for restrictive physical intervention.

In the following situations staff must judge whether or not physical intervention would be reasonable or appropriate.

- ⤴ Risk to the safety of staff, pupils, or visitors
- ⤴ Where there is a risk of serious damage to property
- ⤴ Where a pupil's behaviour is seriously prejudicial to good order and discipline.
- ⤴ Where a pupil is committing a criminal offence.

Any member of staff who undertakes a restrictive physical intervention should be clear as to why it is necessary and be able to show that it was in the pupil's best interest and that it was reasonable and proportionate. For those pupils assessed as being at risk of restrictive physical intervention Positive Handling Plans will be developed. These plans outline what techniques should/should not be used, along with appropriate de-escalation strategies.

The judgement on whether to use physical intervention and what type of physical intervention should be used, should always depend on the circumstances of each case and in the case of pupils with Special Educational Needs, information about the individual concerned.

Staff need to make the clearest possible judgements about the following circumstances (Section 93 of the Education and Inspections Act 2006).

- ⤴ The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used. The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified.
- ⤴ The chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely it is that using force may be justified.
- ⤴ The relative risks associated with physical intervention compared with using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force may be justified.

4. Using physical interventions

Before using restrictive physical intervention staff should, wherever practicable, tell the pupil to stop their specific undesired behaviour and communicate in a calm and measured manner throughout the incident. Staff should be specific in telling the pupil that physical contact or restraint will stop as soon as it ceases to be necessary.

The types of physical intervention could include:

- a. Passive physical contact resulting from standing between pupils or blocking a pupil's path.
- b. Active physical contact such as:
 - ⤴ Leading a pupil by the hand or arm;
 - ⤴ Ushering a pupil away by placing a hand in the centre of the

back;

- ⤴ In more extreme circumstances, using appropriate restrictive interventions, which require specific expertise and training.

The restrictive physical interventions authorised by the school are those techniques in which staff have received appropriate training and development through 'Team Teach'.

The core principles of 'Team Teach' include:

- minimum of two staff involved.
- last resort minimum force and time.
- techniques that do not rely on pain or locks and allow for verbal communication.
- staff safety and protection addressed.
- planned responses and techniques are written out and included in positive handling plans for individual pupils.

Where there is a high and immediate risk of death or serious injury, any member of staff is justified in taking any necessary action (consistent with the principle of seeking to use the minimum intervention required to achieve the desired result.)

5. Alternatives to physical intervention

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- ⤴ ensure that colleagues know what is happening and get help.
- ⤴ show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- ⤴ give clear directions to the pupils to stop.
- ⤴ give clear directions to guide the pupil to a safe place.
- ⤴ remind them about rules and likely outcomes.
- ⤴ remove any audience or take vulnerable pupils to a safer place.

- ✧ make the environment safer by moving furniture and removing objects which could be used as weapons.
- ✧ use 'positive touch' to guide or escort pupils to somewhere less pressurised.

6. Reducing the likelihood of situations arising where physical intervention may be required

All physical interventions at the School are conducted within a framework of positive behaviour management. The School's Behaviour Policy rewards effort and application, and encourages pupils to take responsibility for their own behaviour. The School's Behaviour Policy also outlines the steps the School undertakes to ensure a calm, orderly and supportive school climate which minimises the risk and threat of violence of any kind, thereby reducing the need for physical intervention.

Lings Primary School has adopted a whole-School approach to developing social and emotional skills through 'The Social and Emotional Aspects of Learning' (SEAL) programme along with the more individual and targeted support given by the School's Learning Mentor/Family Worker.

A structured approach to staff development is adopted through the 'Team Teach' programme, which allows staff to develop the skills of positive behaviour management and de-escalating incidents.

Staff should recognise the need to effectively manage individual incidents. It is important to communicate calmly with the pupil, using non-threatening verbal and body language and ensuring that the pupil can see a way out of the situation. Strategies might include, for example, going with the staff member to a quiet room, away from bystanders or other pupils, so that the staff member can listen to concerns; or being joined by a particular member of staff well known

to the pupil.

Whenever practicable, a pupil should be warned that physical intervention may have to be used before applying it.

7. Authorisation of staff to use physical intervention and staff development

All teachers are authorised to use physical intervention as appropriate. Any staff in a supporting role, requires specific authorisation, either temporarily or permanently. This authorisation is given by the Head Teacher (or someone deputising when s/he is absent). Authorised staff will be notified formally.

Staff have been trained in specific physical interventions and de-escalation strategies through the 'Team Teach' approach. Training is provided through the Behaviour and Curriculum Inclusion (BACIN) service. Once staff have received their full training, refresher training will take place 2-3 years following initial training.

The names of staff who have been trained to use physical intervention techniques with permission from the Head Teacher are listed on page 12 of this document, along with the dates they received their training, Appendix 1.

8. Positive Handling Plans

Individual pupils assessed at being at greatest risk of requiring restrictive physical intervention will be identified by the Head Teacher/Assistant Head Teacher/SENCO. These pupils will be placed on Positive Handling Plans developed in consultation with the school, parents/ carers and the pupil.

Positive Handling Plans set out the situations that may provoke

difficult behaviour, preventative strategies and the de-escalation strategies that are most effective. Specific strategies and techniques that have been agreed by staff when physical intervention is required are also included.

9. Recording and reporting incidents

The School keeps a record of all physical interventions. This is kept in a file in the Head Teacher's office. All records are kept for ten years after the date of the incident.

The recording forms are located on page 13 of the Policy document, Appendix 2.

The purpose of recording is to ensure that policy guidelines are followed, to inform parents/carers, to inform future planning as part of the School improvement process, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry.

'Positive touch' is a 'Team Teach' technique where the pupil is guided by touching the arm above the elbow: refer to the Team Teach training manual for specific guidance on the technique.

Accounts of the incident should be taken from the member of staff who undertook the physical intervention, the pupil/s involved and any third party witnesses.

Parents/carers will be informed as soon as possible after any recordable incident. Parents/carers will be telephoned before details are confirmed in writing. Parents/carers will be informed of when and where the incident took place, which members of staff were directly involved (anonymised where necessary), why they decided physical intervention had to be used, what physical

intervention was used, whether there were any injuries and what follow up action was being taken in relation to their child. Parents/carers will also be given a copy of the 'Policy for the Restrictive intervention and Positive Handling of Pupils.'

The Head Teacher/Assistant Head Teacher will be informed at the earliest possible opportunity that a physical intervention has taken place, initiate the recording process and review the incident.

Governors will be informed of the number of physical interventions on an annual basis.

10. Post-incident support

The School recognises the need to ensure that staff and pupils have appropriate emotional support.

The pupil and the member of staff will be checked for any sign of injury after an incident. Immediate action will be taken to provide first aid for any injuries requiring attention.

The pupil will be given time to become calm whilst staff continue to supervise. When it is deemed that the pupil is composed, a senior member of staff will discuss the incident with the pupil and ascertain the reason for its occurrence. All necessary steps will be taken to re-establish a positive relationship between the pupil and the member of staff involved in the incident.

All members of staff involved will be allowed appropriate period of time to debrief and recover from the incident. This may involve access to external support. A senior member of staff (or his/her nominee) will provide support to the member of staff involved.

A member of the senior team will engage parents/carers in

discussing the incident and for setting out subsequent actions and support.

11. Complaint Procedure

If a parent/carer or pupil is concerned about any aspect of the management of an incident requiring physical intervention, the Head Teacher should be informed of their concern. The Head Teacher will respond to the complaint in accordance with School Policy and Procedure.

Confirmatory Signatures

Signed.....Head Teacher

Signed.....Governor

Approved on.....

To be reviewed on.....

Appendix 1. Positive Handling Training Record

The following members of staff have been trained to use Team Teach physical intervention techniques and have permission to use them to ensure the safety of staff, pupils, visitors and members of the public, in accordance with the School's Restrictive Intervention and Positive Handling Policy.

Staff Name	Date training completed	Date certificate issued	Date refresher needed
Christina Hodges	07.03.11.	07.03.11.	07.03.14.
Carolyn Fairbrother	07.03.11.	07.03.11.	07.03.14.
Carol Roberts	07.03.11.	07.03.11.	07.03.14.
Hannah Robson	07.03.11.	07.03.11.	07.03.14.
Hilary Reeder	07.03.11.	07.03.11.	07.03.14.
Nicola West	07.03.11.	07.03.11.	07.03.14.
Helen Fox	07.03.11.	07.03.11.	07.03.14.
Anne Davies	07.03.11.	07.03.11.	07.03.14.
Chanelle Moreto	07.03.11.	07.03.11.	07.03.14.
Tanya Carden	07.03.11.	07.03.11.	07.03.14.
Amy Mangan	07.03.11.	07.03.11.	07.03.14.
Pauline Jones	07.03.11.	07.03.11.	07.03.14.
Nicola White	07.03.11.	07.03.11.	07.03.14.
Rachel Brookes	07.03.11.	07.03.11.	07.03.14.
Rachel Sullivan	07.03.11.	07.03.11.	07.03.14.
Simon Adams	07.03.11.	07.03.11.	07.03.14.

Appendix 2. Physical Intervention Incident Report

All records must be retained for 10 years.

INCIDENT NO:

Name of Pupil:

NCY:

Name of school: Lings Primary School

Date:

Time:

Staff Involved:

1: (Leader)

2:

3:

4:

Names of Witnesses:

Antecedents (events leading up to the incident)

Behaviours *(description of behaviour exhibited by the pupil)*

Consequences: *(what happened and how was the situation resolved)*

Injuries: *(to staff or pupils, type of injury and treatment, if any)*

Damage to property:

Debrief: *(was the incident talked through with the pupil and by whom?)*

Any further actions taken: *(e.g., police or SC&H involved, behaviour plan changed etc.)*

Justification for Physical Intervention: *(please tick)*

Physical safety of the pupil is at risk

Physical safety of another pupil is at risk •

Physical safety of a member of staff is at risk •

The pupil is attempting to harm him/herself •

To prevent absconding •

To prevent disruption to other pupils •

To prevent the committing of a criminal offence •

Member of staff believes that any of the above was likely to occur •

To prevent or interrupt serious damage to property (*describe*) •

De-escalation strategies used: (*state all strategies tried, e.g. verbal advice/ support, reassurance, calm voice, non- confrontational body language, voice matching, distraction, humour, options provided, time-out offered, time-out directed*).

Physical strategies used: (*state types of escort/hold used and why*)

Headteacher/SMT name:

Signature:

Date: