

# THE RESTRICTIVE INTERVENTION AND POSITIVE HANDLING OF STUDENTS POLICY

Name of School: Stanton Cross Primary School

Person(s) Responsible: Executive Headteacher and Governing Body

Date Written: November 2022 by Sarah Whitlock

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Distribution: Governors and whole staff

Available for all Parents

Web Page: [www.stantoncrossprimary.org.uk](http://www.stantoncrossprimary.org.uk)

## **Objectives**

- 1) Deciding if the use of physical intervention is appropriate
- 2) Using physical interventions
- 3) Alternatives to physical intervention
- 4) Reducing the likelihood of situations arising where the use of physical intervention may be required
- 5) Authorisation of staff to use physical intervention and staff development.
- 6) Positive handling plans
- 7) Recording and reporting incidents
- 8) Post-incident support

## **Rationale**

Stanton Cross Primary School is committed to ensuring that all staff and adults with responsibility for students' 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 student, and be reasonable and proportional to the circumstances of the incident. We will always aim to ensure minimal risk of injury to students and staff.

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

This policy is based on The Department for Education guidance Use of Reasonable Force Advice for Head Teachers, staff and Governing Bodies.

## **Objectives**

The key objectives of this policy are to:

- Maintain the safety of students, staff and visitors
- Prevent serious damage to property
- Prevent serious breaches of School discipline

## **Deciding if the use of restrictive physical intervention is appropriate**

The term Restrictive Physical Intervention describes the use of force to control a person's behaviour.

It involves the use of force to:

- Restrict movement
- Restrict mobility
- Disengage from dangerous or harmful physical contact

Staff will view physical intervention of students as a last resort and every effort will be made to manage behaviour positively to prevent the need for restrictive physical intervention.

The decision to use physical intervention will be based on a variety of criteria including

- Following the guidance issued by the Department of Education
- Following school policy on physical intervention
- Implementation of a Positive Handling Plan
- Recording of all incidents in the Bound and Numbered book
- Staff training
- Professional Judgement

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

- self-harming;
- injury to other children, service-users, staff or teachers;
- damage to property;
- an offence being committed;
- any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

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 student's best interest and that it was reasonable and proportionate. For those students assessed as being at risk of restrictive physical intervention Positive Handling Plans will be developed. These plans outline what techniques should be used along with de-escalation strategies. Headlands Primary School is aware that it has a legal duty to make reasonable adjustments for disabled children and children with special educational needs.

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

**Staff need to make the clearest possible judgements about:**

- a. 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.
- b. 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.
- c. 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.

## Using physical interventions

Before using restrictive physical intervention staff should be aware of the de-escalation techniques and supporting strategies and interventions outlined in the Positive Handling Plan. Staff will communicate in a calm and measured manner throughout the incident. Wherever practicable a student should be warned that physical intervention may have to be used before applying it. Staff should make it clear 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 students or blocking a student's path.
- b. Active physical contact such as:
  - i) Leading a student by the hand or arm;
  - ii) Ushering a student away by placing a hand in the centre of the back;
  - iii) 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'. School keeps an up to date record of staff who are trained in positive handling

Team-Teach techniques seek to avoid injury to the student/pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the student/pupil remains safe.

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 students.

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.)

## Alternatives to physical intervention

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk by implementing the school behaviour policy and plan.

They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions to the students to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable students 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 students to somewhere less pressurised.
- Ensure that colleagues know what is happening and get help.

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

All physical interventions at Stanton Cross Primary School are conducted within a framework of positive behaviour management. The School Relationships Policy rewards effort and application, and encourages students to take responsibility for their own behaviour. The Relationships 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.

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 student, using non-threatening verbal and body language and ensuring that the student can see a way out of the situation.

### **Authorisation of staff to use physical intervention and staff development**

All members of school staff have a legal power to use reasonable force. However, it will only be used when the criteria outlined in this policy has been satisfied and it was in the student's best interest. Furthermore, staff are clear why it is necessary and it is reasonable and proportionate.

Staff have been trained in specific physical interventions and de-escalation strategies through the 'Team Teach' approach.

### **Positive Handling Plans**

Individual students assessed at being at greatest risk of requiring restrictive physical intervention will have a Positive Handling Plans developed in consultation with the School, Parents/ Carers, and the student. They should include

- risks assessments where necessary and alert people to risks
- warn against strategies which have been ineffective in the past
- preferred strategies and suggest ideas for the future
- bring together contributions from key partners working in partnership signed by all concerned
- reviewed regularly

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.

## **Recording and reporting incidents**

Any individual pupil records are kept by the school for a period of 25 years after the date of birth of the child or are passed to the next school and a receipt obtained. This retention period is the minimum period that any pupil file is kept.

The School keeps a record of all physical interventions on MyConcern with the title of the concern as 'Physical Intervention'. When a serious incident or a physical restraint occurs, senior leadership are always informed. All staff members, children and third party witnesses must write up what happened on a serious incident form (See appendix 1) which is handed in to a member of the senior leadership team to enter onto MyConcern. This will follow the same format as the incident sheet.

In addition to the above, school keeps records / copies of incidents of restraint, for a minimum period of 75 years from the date of the incident and at least until the member of staff involved has reached normal retirement age if that is longer.

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.

Parents/carers will be informed as soon as practicable when a significant incident requiring restrictive physical intervention has occurred. The only exception to this is where there is concerns in regard to safeguarding. Parents/carers will be telephoned and a copy of the serious incident form given to them. 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. The welfare of students is paramount and if for any reason school believe a student could come to harm as a consequence of a parent being notified a judgement will be made by the Head teacher to notify the Local Authority.

Records will be

- completed after everyone has recovered
- the supportive strategies and intervention used for de-escalation
- state briefly exactly what happened
- signed and dated
- monitored and evaluated
- inform positive handling plans

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

## **Search for Weapons & Prohibited Items**

Reasonable force may also be used in exercising the statutory power, introduced under section 45 of the Violent Crime Reduction Act 2006 (and re-enacted by Section 242 of the ASCL Act 2009), to search pupils without their consent for weapons.

Head teachers and authorised staff can use force as is reasonable given the circumstances to conduct a search for the following prohibited items knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Reasonable force may be used by the searcher. Where resistance is expected school staff may judge it more appropriate to call the police or if they have one, their Safer School Partnership (SSP) Officer.

### **Post-incident support**

The School recognises the need to ensure that staff and students have appropriate emotional support. The student 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 student will be given time to become calm whilst staff continue to supervise.

When it is deemed that the student is composed, a senior member of staff will discuss the incident with the student and ascertain the reason for its occurrence. All necessary steps will be taken to re-establish a positive relationship between the student and the member of staff involved in the incident.

All members of staff involved will be allowed a period 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.

Parents/carers will be engaged in discussing the incident and for setting out subsequent actions and support.

### **Complaint procedure**

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

## **Appendix 1 – Serious Incident Form**



**Serious Incident Form (Restraint)**

Childs name:.....

Date..... Time:..... Duration of restraint:.....

Staff member involved:..... Signature:.....

Witness name:.....Signature:.....

What happened in the lead up to the incident or restraint.

**De-escalation strategies used:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Contingent touch</li> <li>• Transfer adult</li> <li>• Success reminder</li> <li>• Distraction</li> <li>• Sensory break</li> <li>• Humour</li> <li>• Voice tone changes</li> <li>• Quiet humming or singing</li> </ul> | <ul style="list-style-type: none"> <li>• Time out</li> <li>• Green square</li> <li>• Planned ignoring</li> <li>• Use of schedule</li> <li>• Controlled choices</li> <li>• Non-verbal reminders</li> <li>• Use of schedule/ visuals</li> </ul> <p>Other:</p> |
|--|---|

**Restraint used:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Help hug</li> <li>• Caring C guide</li> <li>• Small child hold</li> <li>• Hold hand</li> </ul> | <ul style="list-style-type: none"> <li>• Single elbow (1 person)</li> <li>• Single elbow (2 persons)</li> <li>• Double elbow (1 person)</li> <li>• Double elbow (2 persons)</li> </ul> <p>Other:</p> |
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**Actions following the event:**



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Impact on positive handling plan
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Any other comments:
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SLT Member receiving the report:
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SLT Member typing up onto MyConcern:.....
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