

**Policy Date:** September 2022

**Review Date:** September 2023



## Whitehouse Primary School

### Policy for the restrictive intervention and positive handling of students

#### Rationale

Whitehouse Primary School is committed to ensuring that all staff and adults with responsibility for children's 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 child and be reasonable and proportional to the circumstances of the incident. We will always aim to ensure minimal risk of injury to children and staff.

It is recognised in both statute<sup>1</sup> 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 2012.

#### Objectives

The key objectives of this policy are to:

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

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

Staff will view physical intervention of students as a last resort. If children are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent the need for restrictive physical intervention. Strategies listed on their behaviour plan will always be used first.

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

- Risk to the safety of staff, students, or visitors
- Where there is a risk of serious damage to property
- Where a student's behaviour is seriously prejudicial to good order and discipline

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,

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<sup>1</sup> Section 93 of the Education and Inspections Act 2006

strategies will have been listed on their behaviour support plan and discussed with parents. These plans outline what techniques should be used and along with de-escalation strategies.

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 the individual needs of the child.

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 physical intervention is not used. The greater the potential for injury, damage or serious disorder, the more likely it is that a physical intervention 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 physical intervention 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 physical intervention may be justified.

Staff should also be aware of guidance which states

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

School does not use physical intervention as a punishment – it is always unlawful to use force as a punishment. Any physical intervention will be used to keep children and staff safe and to prevent the destruction of property.

### **Using physical interventions**

Before using restrictive physical intervention, staff should have exhausted the de-escalation strategies on their behaviour plan and communicate in a calm and measured manner throughout the incident. 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'. These will be recorded in the bound book.

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).

"Team-Teach techniques seek to avoid injury to the service user, 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 service user remains safe".

(George Matthews - Founder)

### **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:

- 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 to harm.
- Use 'positive touch'<sup>2</sup> 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 the school are conducted within a framework of positive behaviour management. Our school's Behaviour Policy rewards positive behaviour and application and encourages students to take responsibility for their own behaviour. It also outlines the stages we take to ensure a calm, orderly and supportive school climate. By giving the children opportunity to reflect on their behaviour choices and to return back to a stage 1, we are minimising the risk 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 at Whitehouse have had training on a range of de-escalation strategies.

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<sup>2</sup> 'Positive touch' is a 'Team Teach' technique where the student is guided by touching the arm above the elbow. Please refer to the Team Teach training manual for specific guidance on the technique.

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. Strategies might include, for example, going to the Spot or another quiet area so that the staff member can listen to concerns; or being joined by a particular member of staff well known to the student.

Wherever possible, a student should be warned that physical intervention may have to be used before applying it.

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

As stated in the 2012 guidance use of reasonable force “All members of school staff have a legal power to use reasonable force”. However, this power will only be used as a last resort, where it is in the child’s best interest and any use of of a physical intervention is reasonable, proportionate and necessary.

Whitehouse believes in ensuring the staff are trained in specific physical interventions and de-escalation strategies through the ‘Team Teach’ approach. Once staff have received their full training, refresher training will take place 2-3 years following initial training.

The names of staff that have been trained to use physical intervention techniques along with the dates they received their training are kept by Nicola Bartlett.

### **Behaviour Support Plans**

At Whitehouse, children we feel who may require physical intervention will have strategies outlined in their Behaviour Support Plan which will be developed in consultation with the school, parents/carers and the class teacher. In addition, this information will be reviewed by our Assistant Head and Head of Pupil Support.

Behaviour Support 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. They will also warn against strategies which have been ineffective in the past and include preferred strategies and suggest ideas for the future. It will also detail the restorative strategies needed to ensure The process of developing this will bring together contributions from key adults working in partnership and discussed by everyone involved. Plans will be reviewed regularly.

### **Recording and reporting incidents**

Any active or passive physical restraint used will be recorded on Edaware. If there has been a need for a restrictive physical restraint to keep the child or others safe, we keep a record in a Bound and Numbered incident book. The Bound and Numbered incident book is located in our safeguarding cabinet. All records are kept for 75 years after the date of birth of the pupil/student who was restrained. An example of the recording form is located in appendix 1.

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.

Accounts of the incident should be taken from the member of staff who undertook the physical intervention, the children involved and any other staff who were there.

We will endeavour to contact parents as soon as possible after any recordable incident. We will ask that parent to come in (where possible) and we will discuss the behaviours leading up to the physical intervention and all strategies used to try and de-escalate. Parents will be informed about the restorative conversations that took place after the incident. Parents will be signposted to this policy, available on our website.

The Headteacher will be informed at the earliest possible opportunity that a physical intervention has taken place. The Headteacher will initiate the recording process and review each incident.

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

### **Post-incident support**

The school recognises the need to ensure that staff and students have appropriate emotional support.

The child 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 child will be given time to become calm whilst staff continue to supervise. When the child has come down from their crisis point, a member of staff will discuss the incident with the child and where other choices were available to the child. 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 and gain support from colleagues.

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

### **Complaints procedure**

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

Appendix 1 – Copy of the bound and numbered book

BOUND AND NUMBERED BOOK v 7		75
<b>RISK ASSESSMENT AND SIGNIFICANT INCIDENT / RESTRAINT / RESTRICTION RECORD</b>		
For Additional Details Refer To Supporting Documentation		
Name of the child or young person concerned: _____		Age: _____
Name of the person using the measure: _____		
Names of any other people present: _____		
Name of person completing this record: _____		
Date: _____ Time: _____ Location: _____		
Details of the behaviour leading to the use of the measure (what the child or young person was doing or saying):		
_____		
_____		
Details of any methods used to avoid the need to use that measure (what you did - what you said - what you tried):		
<input type="checkbox"/> Humour <input type="checkbox"/> Verbal advice and support <input type="checkbox"/> Firm clear directions <input type="checkbox"/> Negotiation <input type="checkbox"/> Limited Choices <input type="checkbox"/> Distraction <input type="checkbox"/> Diversion <input type="checkbox"/> Reassurance <input type="checkbox"/> Planned Ignoring <input type="checkbox"/> Contingent Touch <input type="checkbox"/> Calm talking <input type="checkbox"/> Calm Stance <input type="checkbox"/> Patience <input type="checkbox"/> Withdrawal Offered <input type="checkbox"/> Withdrawal <input type="checkbox"/> Rooted <input type="checkbox"/> Swap Adult <input type="checkbox"/> Reminders about Consequences <input type="checkbox"/> Success Reminders		
_____		
Why Was The Measure Necessary? - (describe your dynamic risk assessment and why you honestly believed that the measure you chose was in the best interests of the child or young person)		
<input type="checkbox"/> Risk to Self <input type="checkbox"/> Risk to Others <input type="checkbox"/> Risk to Safe Physical Environment <input type="checkbox"/> Risk to Safe Psychological Environment <input type="checkbox"/> Prevention of Psychological Distress <input type="checkbox"/> Prevention of Physical Harm <input type="checkbox"/> Prevention of Criminal offence <input type="checkbox"/> Temporary Loss of Competence or Capacity		
_____		
A description of the measure used (what you did and what you said):		
_____		
The effectiveness of the measure: _____		
Duration of any measure of physical restraint or restriction in minutes and any time intervals between provision of active support: _____		
Any consequences of the use of the measure:		
A description of any injury to the child concerned or any other person: _____		
A description of any medical treatment <input type="checkbox"/> offered or <input type="checkbox"/> administered: _____		
External Agencies Informed and supporting records: _____		
<input type="checkbox"/> Medical Referral: _____		(Date and/or log number)
<input type="checkbox"/> Social Worker: _____		(Date and/or log number)
<input type="checkbox"/> Health & Safety Report (RIDDOR): _____		(Date and/or log number)
<input type="checkbox"/> LADO: _____		(Date and/or log number)
<input type="checkbox"/> Safer Schools Partnership Support Officer: _____		(Date and/or log number)
<input type="checkbox"/> Placing Authority: _____		(Date and/or log number)
<input type="checkbox"/> Responsible Parent: _____		(Date and/or log number)
<input type="checkbox"/> Confirmation that the person authorised to make the official record has spoken to the child or young person concerned and the person using the measure about the use of the measure and the feelings of both of them.		
Views of the young person and any additional comments: _____		
_____		
_____		
_____		
_____		
Name and signature of the person authorised to make this record: _____		
Name, signature and designation of person monitoring the records: _____		Date Checked: _____