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Positive Handling and Physical Intervention of Pupils Policy	Issued: July 2020
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APPROVAL BY	FULL GOVERNING BODY

Positive Handling and Physical Intervention of Pupils Policy

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1. Rationale

Alfred Street Junior School is committed to ensuring that all staff and adults with responsibility for pupils' safety and welfare 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 statute 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 The Department for Education guidance 'Use of Reasonable Force Advice for Head teachers, staff and governing bodies', July 2013 [1].

It should be read in conjunction with the following other documents:

School Behaviour Policy [2]

School Child Protection and Safeguarding Policy [3]

DfE keeping Children Safe in Education (Sept 2019) [4]

DfE Guidance on Searching, screening and confiscation: advice for Head teachers, school staff and governing bodies, January 2018 [5].

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

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 pupils 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
- Staff training
- Professional Judgement

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:
 - i. Leading a pupil by the hand or arm;
 - ii. Ushering a pupil 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.
In this case the member(s) of staff involved will have had up to date 'Team

Teach' (TT) training [6], and this information will be kept in the training record in the school office.

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 a Positive Handling Plan (PHP) will be developed. These plans outline what techniques should be used along with de-escalation strategies. The 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 pupils with SEND, 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.

4. 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 pupils to stop.
- Remind them about rules and likely outcomes.
- Remove an 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. 'Positive touch' is a 'Team Teach' technique [6] where the pupil is guided by touching the arm above the elbow. Please refer to the Team Teach training [6] manual for specific guidance on the technique.
- Ensure that colleagues know what is happening and get help.

5. Using physical interventions

Before using restrictive physical intervention, staff should be aware of, and make best efforts to effectively use de-escalation techniques and supporting strategies and

interventions outlined in the PHP and in Team Teach (TT) training [6]. Staff will communicate in a calm and measured manner throughout the incident. Wherever practicable, a pupil 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 restrictive physical interventions authorised by the School are those techniques in which staff have received appropriate training and development through 'Team Teach' [6]. School keeps an up to date record of staff who are trained in positive handling

Team Teach [6] techniques seek to avoid injury to the 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 pupil remains safe.

The core principles of 'Team Teach' [6] 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.)

All incidents which result in physical intervention will be recorded in the Bound and Numbered book and the child's parents informed.

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

All physical interventions at Alfred Street Junior School are conducted within a framework of positive behaviour management. The School Behaviour Policy rewards effort and application, and encourages pupils to take responsibility for their own behaviour. The School 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.

A structured approach to staff development is adopted through the 'Team Teach' [6] 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.

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

All members of school staff have a legal power to use reasonable force [1]. However it will only be used when the criteria outlined in this policy has been satisfied and it is in the best interest of the pupil or other pupil(s) who might be at risk. Furthermore, staff will be clear why physical intervention is necessary and certain that it is reasonable and proportionate.

Staff have been trained in specific physical interventions and de-escalation strategies through the 'Team Teach' [6] approach.

8. Positive Handling Plans

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 (see Appendix 1).

Individual pupils assessed at being at greatest risk of requiring restrictive physical intervention will have a Positive Handling Plan developed in consultation with the School, Parents/ Carers, and the pupil. It should include:

- Risk Assessment which describes any known triggers for the pupil, and details particular risks for the child (see Appendix 2)
- warn against strategies which have been ineffective in the past
- describes preferred strategies and suggest ideas for the future
- brings together contributions from key partners (including the child's parents or carer) working in partnership and signed by all concerned
- reviewed regularly

9. Recording and reporting incidents

All 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. 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.

The School keeps a record of all physical interventions in the Bound and Numbered Book. (Appendix 3) Incidents involving restraint are first recorded on CPOMS before being entered into the Bound and Numbered Book. When a serious incident occurs the Head teacher, or a member of the Senior Leadership Team (SLT) are informed and the serious incident form, along with associated witness statements, are given to them. They will read the information on the form and witness statements, conduct any further investigation they deem necessary, sign the incident form as read, enter the details into the Bound and Numbered Book. They will also contact the child's parent or carer, by telephone or in person before the end of the school day, to explain what has happened, and the type of physical intervention that was used. This information will be confirmed in writing to the parent or carer through a

copy of the Incident Report, which they will be asked to read and sign a copy of for school records.

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 pupil (s) involved and any third party witnesses. Staff involved will complete the serious incident form and sign it.

Parents/carers will be informed as soon as practicable, and always by the end of the school day, whenever an incident requiring restrictive physical intervention has occurred. The only exception to this is may be if there were particular safeguarding concerns, in which case the Chair of Governors would be informed of the situation. 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 pupils is paramount and if for any reason school believe a pupil 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
- include the supportive strategies and intervention used for de-escalation
- state briefly exactly what happened
- signed and dated by all staff involved, the member of SMT who is informed, and the parent/carers of the pupil.
- monitored and evaluated
- inform positive handling plans

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

10. 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 [7](and re-enacted by Section 242 of the ASCL Act 2009 [8]), 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 using 999 if they feel the situation warrants an urgent response.

11. Post-incident support

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

The pupil and the member(s) 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 calm and composed, a senior member of staff will discuss the incident with them 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 a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff (or their 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.

12. 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.

13. References

- [1] GOV.UK, "Use of reasonable force in schools," 17 July 2013. [Online]. Available: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>. [Accessed 6 March 2020].
- [2] Alfred Street Junior School, "Behaviour Policy," 2020.
- [3] Alfred Street Junior School, "Child Protection and Safeguarding Policy," 2020.
- [4] GOV.UK, "Keeping children safe in education 2019," 1 October 2019. [Online]. Available: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>. [Accessed 19 February 2020].

- [5] GOV.UK, "Searching, screening and confiscation at school," 18 January 2018. [Online]. Available: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>. [Accessed 6 March 2020].
- [6] T. T. Ltd, "Team Teach," Team Teach Ltd, 2020. [Online]. Available: <https://www.teamteach.co.uk/>. [Accessed 6 March 2020].
- [7] legislation.gov.uk, "Violent Crime Reduction Act 2006," 2006. [Online]. Available: <https://www.legislation.gov.uk/ukpga/2006/38/contents>. [Accessed 6 March 2020].
- [8] legislation.gov.uk, "Apprenticeships, Skills, Children and Learning Act 2009," 2009. [Online]. Available: <https://www.legislation.gov.uk/ukpga/2009/22/contents>. [Accessed 6 March 2020].
- [9] Alfred Street Junior School, "Child Protection and Safeguarding Policy," 2020.
- [10] GOV.UK, "Education Act 1996," 1996. [Online]. Available: <https://www.legislation.gov.uk/ukpga/1996/56/contents>. [Accessed 19 February 2020].

14. Safeguarding

Safeguarding our children is our priority – see Child Protection and Safeguarding Policy [9]. All concerns must be reported to our Designated Safeguarding leads:

ASJS: Mrs K O'Connor, Mr C Butler, Mrs S Smith, Mrs W Watts, Mrs A Love

Appendix 1. Example of Positive Handling Plan

Name of Pupil:	Class:	Date of Plan:
Triggers:	Level of potential risk: Describe precisely what the pupil might do. What does the behaviour look and sound like? •	
Prevention: Describe what might reduce the risk of this happening.	Diversion and Distractions: Describe interests, objects etc which may divert attention from an escalating crisis. •	
De-escalation Describe any strategies which have worked in the past or should be avoided.		
Try	Avoid	
Physical Intervention: Describe the strategy most appropriate for the pupil and staff involved.	A copy of this plan has been shared with: <ul style="list-style-type: none"> • Parents <input type="checkbox"/> • Class teacher <input type="checkbox"/> • Senco <input type="checkbox"/> 	
Signed:	Name:	Inclusion Manager: Head Teacher:



Appendix 2. Example of Risk Assessment

 ALFRED STREET JUNIOR SCHOOL RISK ASSESSMENT FOR:		Date:	
MEMBERS OF STAFF SUPPORTING:			
<i>Identification of risk</i>	<i>Potential Risk Rating</i>	<i>Control Measures</i>	<i>Residual Risk Rating</i>

Head Teacher's Signature Date

Parent's signature Date

Appendix 3. Page from Bound and Numbered Book

Serious Incident Record For details Refer to Supporting Documents		1		
Name of Young Person:				
Other Young people present:				
Location of Incident:			Date :	
Names of Staff Using Restraint:				
Other staff members involved:				
Start Time	End Time	Any injuries noted	Medical Check	Incident reviewed with young person
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Hrs Mins	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Hrs Mins	Young person <input type="checkbox"/> Other person <input type="checkbox"/>	Offered <input type="checkbox"/> Accepted <input type="checkbox"/>	Offered <input type="checkbox"/> Accepted <input type="checkbox"/>
Nature of Risk	External Agencies Informed	Supporting Records	Log Number	Effectiveness and Consequences of Intervention
Injury to self <input type="checkbox"/> Injury to others <input type="checkbox"/> Damage to property <input type="checkbox"/> Criminal Office <input type="checkbox"/> Serious Disruption <input type="checkbox"/> Absconding <input type="checkbox"/>	Medical Staff <input type="checkbox"/> Parent/Carer <input type="checkbox"/> Training Provider <input type="checkbox"/> Ofsted <input type="checkbox"/> Social Worker <input type="checkbox"/> Placing Authority <input type="checkbox"/> Police <input type="checkbox"/>	Incident Record <input type="checkbox"/> Restraint Record <input type="checkbox"/> Medical Report <input type="checkbox"/> RIDDOR <input type="checkbox"/> Ofsted Notification <input type="checkbox"/> Witness Statement <input type="checkbox"/> Review Recorded <input type="checkbox"/>	
Serious Incident Record Completed by:				
Position:				
Signed:				
Date :				

