



PHYSICAL INTERVENTION AND POSITIVE HANDLING POLICY

WOLSEY HOUSE PRIMARY SCHOOL



HEADTEACHER: MRS H.M KING
CHAIR OF GOVERNORS: MR M. PEATFIELD

“There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances mean ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path or active physical contact such as leading a pupil by the arm out of the classroom.” (KCSIE September 2020)

The following policy should be read in conjunction with the DFE guidance - **Use of reasonable force Advice for headteachers, staff and governing bodies July 2013.**

At Wolsey House Primary School, we are committed to a positive behaviour policy, which encourages children to make positive behaviour choices. We do however recognise that children sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:-

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Headteacher as soon as possible
- Parents will be informed of each incident

1. The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows ‘teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline’

2. Our approach

At Wolsey House Primary School we aim to avoid the need for physical intervention and regard this as a last resort in a tiny minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour and discipline Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School’s policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in *loco parentis* and have a ‘Duty of Care’

to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and well being.

Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

3. Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention or re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below. **Physical restraint must be reasonable, proportionate and necessary.**

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, Wolsey House will, in considering the risks carefully, recognise the additional vulnerability of these groups. We will consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour and positive handling plans for more vulnerable children and agreeing them with parents and carers, we can reduce the occurrence of challenging behaviour and the need to use reasonable force.

In addition to the general power to use reasonable force described above, the headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items". These include:

- 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.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

4. Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. **The Headteacher should be informed of any incident as soon as possible** and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural SEND Support Plan, which may include an anger management programme, or other strategies agreed by the SENDCo. This may require additional support from, other services, for example the LA Social Emotional Mental Health Team.

In some circumstances a referral to Early Help (single assessment) may be appropriate to help identify an additional need for a particular child.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on the pupil's SEN Support Plan (behaviour), as well as on the Leicester City Council Electronic Physical Intervention Form, found at: [https://my.leicester.gov.uk/service/Physical Intervention Record](https://my.leicester.gov.uk/service/Physical%20Intervention%20Record) .

All sections of this report should be completed so that any patterns of behaviour can be identified and addressed.

In the event of any future complaint or allegation this record will provide essential and accurate information and will inform individual and school risk assessments.

A member of staff will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

5. Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises

(Appendix 1 Individual Positive Handling Plan). Such planning will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff

6. Complaints and Allegations

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

Monitoring Use of Restrictive Physical Interventions

Use of physical intervention in school will be monitored by termly scrutiny of the records logged on the Council's electronic form. Physical interventions, as part of a Positive Handling Plan, will be recorded separately (**Appendix 3**) and held on file by the SENDCo, Mrs Julie Cooper-Marsh. Feedback from monitoring will be used to help staff learn from experience, determine what specialist help is needed for children and to assess the appropriateness of the child's placement at the school. Information on trends and emerging problems will be shared within the school. Monitoring information will be reported on a regular basis to school governors.

Staff Training

Training in physical intervention methods, such as Team Teach, that are acceptable within school is available and the school will publish details of training opportunities when they

arise. **Certain teachers and support staff were TEAM-TEACH trained on 31st January 2024. Specific records are kept in the Deputy Headteacher's office.**

Staff involved in implementing Positive Handling Plans will be provided with training in the range of intervention techniques they are expected to use in their day-to-day work.

We will review this policy on an annual basis.

Signed:

Helen M. King (Head teacher) September 2024 (Date)

Matthew Peabody (Chair of Governors) September 2024 (Date)

Reviewed: September 2024

Next review: September 2025

Appendix 1



NAME:

CLASS:

YEAR:

EHCP Y / N

REVIEW DATE:

ADDITIONAL INFORMATION:

eg Medical Data: known medication/Asthma/Nose bleeds etc

TRIGGER BEHAVIOURS: (Describe situations/behaviours which are known to have led to Positive Handling being required)

TARGET (S):

SUCCESS CRITERIA:

PREFERRED SUPPORTIVE STRATEGIES: (Underline/Describe strategies which, when and where possible, should be attempted before positive handling techniques are used).

Verbal advice/support

Reassurance

Tactical ignoring

Negotiation/Partial agreement

Transfer adult

Planned positive distractions, what?

Positive touch who?

Time out offered/directed

Choices/limits/consequences

Others:

i.e. Classroom organisation.

Preferred Handling Strategies: (Described the preferred staff responses/holds)

My positive handling plan (template)

My feelings Sometimes I feel

- [e.g. cross or upset.....]

These are the **thoughts** I have when I'm cross or upset

- [e.g. Its not fair, I don't like it, I hate it, I look stupid, I'm embarrassed, I'm worried]

Sometimes these are my **actions**

- [e.g. I hit, kick punch and scream]

If this happens I'm not safe and others might not be safe, so an adult will **help** me

They might **hold** me because they **Care** enough about me to not let me lose control

They might take me to my **safe space/** or I can **Choose** to go there to **settle down**

I like it when **[e.g adult name]** stays with me/waits outside my space

In my safe space I will use **[e.g activities]** to help me settle myself

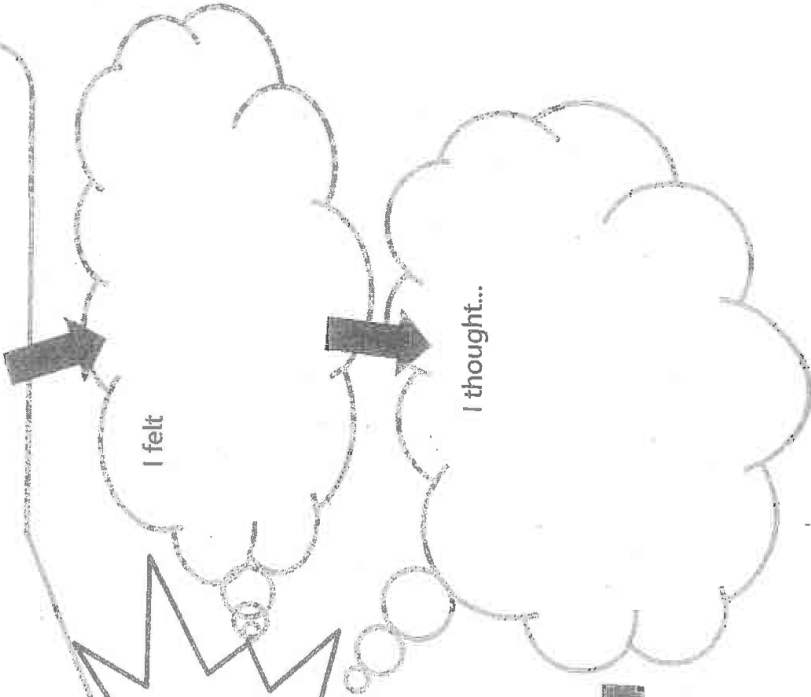
When I'm settled and calm I will work with [adult name] on a learning task and then we can go back to class together

Afterwards I will get the chance to **talk** about what happened and **put things right**

Child's name: _____
Date ____/____/____

This happened...

I did...



I can put this right by...

If I feel / think like this again I will...



Restraint of pupil – Incident report.

Date of incident:	Time of incident:
Name(s) of staff involved:	
Name(s) of pupil(s) involved:	
Name(s) of staff/pupils who witnessed the incident:	
Brief description of the incident: <i>(Be objective and factual, outlining how the incident began and progressed, details of the pupil's behaviour, what was said by each of the parties, steps taken to defuse/calm the situation, degree of force used, how it was applied and for how long)</i>	
Reason that restraint was necessary:	
Pupil's response and outcome of the incident:	
Details of any injury suffered by the pupil, a member of staff or damage to any property:	

Signed (members of staff involved:.....

..... Date:.....

Signed:..... (Headteacher) Date:.....