# Hollybrook Infant and Junior Schools

## Physical Intervention (Positive Handling) Policy

Dream, Believe, Achieve, Care

At the Hollybrook Schools we aim to ensure that learning is meaningful, stimulating and challenging, reflecting the ever-changing world around us. We want to empower children to be independent, resilient, creative, collaborative, responsible and feel valued as members of the community with a passion for learning. We believe in educating the whole child, nurturing every child's talents to realise their potential and achieve their dreams.

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| Reviewed by: | Marcella Dobson |
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**Approved by:** _____(Headteacher) **Date:**_____

# Physical Intervention Policy (Positive Handling Policy)

The policy has been developed in response to The Education and Inspections Act 2006 section 93, which reinforces supersedes and replaces previous guidance. It also takes into account guidance issued by the DfES and Department of Health, and follows the guidance for 'The Use of Reasonable Force to Control or Restrain Pupils'.

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils such as the SEN Policy, Safeguarding Policy, Behaviour Policy. The policy has been prepared for the support of all teaching and support staff, who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control.

Definitions of Positive Handling
Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Risk assessment identifies positive prevention strategies and how a pupil may need to be supported in a crisis.

Underpinning Values
Everyone attending or working in this school has a right to:
o recognition of their unique identity;
o be treated with respect and dignity; o learn and work in a safe environment;
o be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:
o individual consideration of pupil needs by the staff who have responsibility for their care and protection;
o expect staff to undertake their duties and responsibilities in accordance with the school's policies;
o be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
o expect IEPs to be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern and others affected by the behaviour requiring intervention;
o be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school.

Objectives
Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required.

The Hollybrook Schools acknowledge that physical techniques are only a small part of a whole setting approach to behaviour management, and as such as are deemed a last resort.

Every effort will be made to ensure that all staff in this school:

(i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and
(ii) Are provided with appropriate training to deal with these difficult situations.

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:
· self – injuring
· causing injury to others
· committing a criminal offence
· engaging in any behaviour prejudicial to maintaining good order and discipline at the school
or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).

As teaching and non-teaching staff work 'in loco parentis' and have a 'Duty of Care' towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy. The school uses Securicare principles and methods for reducing risks presented by children's challenging behaviour. Staff are trained in these principles and regularly review practice and discuss with staff the potential reasons why a pupil's behaviour might lead to confrontation and challenge. These discussions inform practice and ways of working with individuals and groups of pupils.
The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It can only be justified according to the circumstances described in this policy.

Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.
Staff must be aware that they are responsible for:
1. assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties and
2. making informed judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.
3. Staff need to be aware that they are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document
4. Providing evidence that their actions were reasonable, proportionate, necessary and in the best interest of the child

Minimising the Need to Use Force
At The Hollybrook Schools we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. Pupils who have issues relating to sensory dysfunction or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may have individualised support or programmes to help them to manage this.

Through the PSHE curriculum pupils learn about feelings and managing conflict, where this is appropriate to their level of development. The ethos further promotes independence, choice and inclusion; pupils are given maximum opportunity for personal growth and emotional wellbeing. All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. Reasonable force will only be used when the risks involved in doing so, are outweighed by the risks involved in not using force. Prevention of unsafe behaviour will be enabled through:
• The deployment of appropriate staffing numbers;
• The deployment of appropriately trained and competent staff;
• Avoiding situations and triggers known to provoke challenging behaviour;
• Creating opportunities for choice and achievement
• Developing staff expertise through a programme of Continuous Professional Development;
• Exploring pupils' preferences relating to the way/s in which they are managed

• Staff employ ‘diffusion’ techniques to avert escalation of behaviour into violence or aggression

Aims
o To ensure that The Hollybrook Schools provide a safe and secure environment where all pupils can achieve their full potential.
o To ensure that staff remain safe and feel confident to effectively support the needs of every pupil, both academically and behaviourally.
o To recognise that we all have a responsibility for our own actions.

Rationale
o At The Hollybrook Schools we use a holistic approach to meet the needs of every pupil, so that they can access the school curriculum. Some of our pupils have SEN Statements or EHCPs for learning difficulties.
o Some have a medical diagnosis of ADHD and Autism
o Some pupils are unable to control their behaviour or have learned behaviours that can be perceived to be threatening, aggressive, intimidating or violent.
o Some pupils are unable to recognise situations that may cause a threat to themselves or others.
o Some pupils may have been abused and / or neglected. This can be manifested in extreme fear and anxiety.
o Some pupils have failed to develop appropriate adult-child or peer – peer relationships and require extra support to meet their developmental and emotional needs.

The Hollybrook Schools recognise that appropriate touch is an important developmental stage for all pupils and that some may not have experienced positive early bonding with parents /carers. The schools also recognise the importance of developing social skills, which are taught throughout our practice, during small group / 1:1 sessions and reinforced during assemblies.

Some pupils will require physical intervention to prevent them from causing harm or danger to others and/ or themselves. All physical interventions within Securicare endeavour to keep people safe whilst supporting the learning of pupils in developing better ways to manage their own emotions and behaviour.

If we judge that restrictive physical intervention would make the situation worse, we would not use it, but would do something else (like go to seek help, make the area safe or warn about what might happen next and issue an instruction to stop) consistent with our duty of care.

The Key Principles are:
o Physical Intervention and Restraint should be used as a last resort to support children and young people in times of crisis. Restraint should be avoided wherever possible.
o Staff will continuously seek opportunities to communicate, assess the situation, look and listen and divert / de-escalate.
o Any physical intervention will be REASONABLE, PROPORTIONATE AND NECESSARY and in the pupil’s best interest.
o Where there is an element of foreseeable risk, this will be assessed and, where possible recorded.
o All staff involved in any physical intervention are responsible for completing the Restraint form on the same day as the incident and handed to the Head Teacher (in the absence of o the Head Teacher, handed to the Deputy Head).
o Parents/ carers will be contacted by the school when their child has been involved in physical intervention. This may be by telephone, direct contact or by letter on the day the incident occurred.
o The school will keep records of any incident and physical intervention. This is analysed and recorded by the Headteacher every half term, shared with staff, Governors and Trust.
o Where pupils require a physical intervention, an individual Positive Handling Plan will be developed by the class team after the first incident - this will identify agreed strategies, non verbal, verbal and physical support that will help the pupil

learn, develop emotional and socially.
o Staff that are trained and not physically involved in the intervention will be expected to act as advocates for the pupil and members of staff.
o Securicare techniques seek to avoid injury; however it is possible that bruising or scratching may occur accidently to either pupil or member of staff supporting them. These are not necessarily as a failure of professional techniques, but a regrettable and infrequent side effect of attempts to keep people safe. There will always be a verbal check of injury after physical intervention and any injury will be treated and recorded on a skin map, on appropriate incident form.
o It is the duty of all staff to offer appropriate support during or after a physical intervention or serious incident.

Procedures

Guidelines for Staff
Physical Intervention is any method of physically intervening to resolve a difficult or dangerous situation, and is not necessarily physical restraint. Physical restraint is defined as when a member of staff uses force with the intention of restricting a young person's movement against their will. Physical Intervention and Restraint should be used as a last resort to support children and young people in times of crisis. Restraint should be avoided wherever possible. It is never a substitute for good behaviour management. Other methods (such as defusing conflict, non-physical calming, etc) of managing the situation should always be tried first, unless this is impractical.

It is the responsibility of the school, specifically the Head Teacher and Governors to ensure that the policy in place on the use of which should be communicated to the school community, updated and reviewed as necessary.

It is the responsibility of the school to ensure that an Individual Behaviour Management programme is in place for all young people who require physical restraint on more than one occasion. Any behaviour management programme should include a Risk Assessment and a Positive Handling Plan (DCSF, 2007, paragraph 23b Use of Force to Control and Restrain Pupils) The PHP needs to be signed by parents / carers and should be made aware of any changes during the year.

Teachers have a duty of care to maintain good order and safeguard young people's health and safety. However, teachers are not under a duty to run risk of serious personal injury by intervening when it is not safe to do so.

Physical restraint must
- never be entered into lightly
- involve the minimum force necessary
- be used to de-escalate a potentially dangerous situation
- be applied only until the immediate threat is past.
- support the child/young person to maintain self-control
- not be used offensively as a threat or a punishment (aversive consequence)
- not inflict pain
- be administered calmly and rationally, not in response to anger or frustration
- be the result of a professional judgement about the young person's safety, taking account of the age and abilities of the young person. - be in the child/young person's best interests and not for convenience of staff.
- not be a substitute for a positive intervention/behaviour management programme.
- be planned; an emergency response is only justified on the first occasion.
- always be the last resort (i.e. means other than force were attempted and found to be insufficient).

The following situations may legitimately require physical restraint as a response:
- where there is risk of injury to pupils or staff
- where there is risk of significant damage to property

- where a young person is behaving in a way that is compromising good order and discipline
- to prevent the committing of a criminal offence
- to prevent a pupil absconding
- where there is significant disruption to others' education or well being

Physical restraint should only be considered as an option if:
- calming and de-fusing strategies have failed to de-escalate the situation
- the response is in the paramount interests of the young person.
- not intervening is likely to result in more dangerous consequences than intervening.

Holding techniques should take account of the following
- Airway – no obstruction of airway
- Breathing – no restriction of chest area
- Circulation – no pressure on arterial pressure points
- Good body alignment
- Avoid pressure on joints

The use of ground holds should only be used if staff have had regular training from an advanced tutor

Young people should always be monitored for health and safety during physical restraint. Holds should stop immediately if the following signs are noted:
- difficulties in breathing
- sudden change in colour of skin
- vomiting

Time out

On occasion, pupils will be supported to calm and take time out in a 'safe place'. Under no circumstances will a pupil be left alone without a member of staff being in the immediate vicinity. The legal position in the use of Time out (referred to as Break Out Rooms) for the purpose of calming pupils is held in "Guidance for Restrictive Physical Interventions" Department of Health (2002) and the DfE document Behaviour and discipline in schools: Advice for Headteachers and school staff February 2014.

**Who can use restrictive physical intervention**

If the use of restrictive physical intervention is appropriate, and is part of a positive behaviour management framework, a member of staff who knows the child well should be involved, and where possible, trained through an accredited provider in the use of restrictive physical intervention. However, in an emergency, any of the following may be able to use reasonable force in the circumstances set out in Section 93 of the Education and Inspections Act (2006):

1. any teacher who works at the school, and
2. any other person whom the headteacher has authorised to have control or charge of pupils, including:
   (a) support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors; and
   (b) people to whom the headteacher has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents

accompanying pupils on school-organised visits) but not prefects.

Anyone who uses restrictive physical intervention must ensure that it is absolutely **necessary, reasonable and proportionate.**

All incidents of restraint should be recorded and the Government Guidance (DCSF 2007 'Use of Force to Control and Restrain Pupils') clearly states that schools should keep systematic records of every significant incident in which force has been used, in accordance with school policy and procedures or the use of force and it's Child Protection requirements. When a young person has been restrained it should be reported to the Head teacher and the parents/carers. Incidents should be recorded using the Restrictive Physical Intervention Record Form within 24 hours of the incident, in order to :

1. ensure policy guidelines are followed
2. inform parents
3. inform future planning as part of school requirement processes
4. prevent misunderstanding or misinterpretation of the incident
5. provide a record for any future enquiry

The effects of an incident of physical restraint should be monitored and support provided to young people and staff where necessary.

In an emergency or a case of self-defence everyone has the right to use 'reasonable force' to defend themselves or others against attack. Circular 10/98 makes it clear that force should only be used if the situation warrants it, and that such force must be in proportion to the circumstances and consistent with the age, gender and understanding of the young person.