

**Restrictive Physical Intervention  
Positive Handling Policy**

**June 2015**

**Staff at Saxon Wood School are trained to look after and support all the pupils in their care. Staff have a duty of care to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a pupil seriously disrupts good order in the school or while on a school outing or causes serious or extensive damage to property. If a member of staff needs to intervene physically they will follow the schools Positive Handling Policy. Any parent wishing to view this policy may do so on request.**

**Introduction**

Many pupils at Saxon Wood School require physical prompts or help to enable them to achieve physical outcomes. This policy covers those exceptional pupils who may require restrictive physical interventions. Restrictive Physical Intervention is the use of force to control a person's behaviour.

Restrictive Physical Intervention involves the use of force to:

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

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour, emphasizing strategies which are used to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff and pupils. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil. The term 'physical restraint' is used when force is used to overcome active resistance. These are referred to as 'Restrictive Physical Interventions' in national Guidance (DfES/DoH 2002). A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Head Teacher may use reasonable force to control or restrain pupils. Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

This policy details how we implement the guidance in this school. It should be considered alongside the most recent LEA policy statements and recent local and national guidance. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary.

## Key Principles

- Any action taken should be in the best interests of the child, and should be reasonable and proportionate
- The use of force should, wherever possible, be avoided
- There are occasions when the use of force is appropriate, but it should never be a substitute for good behaviour management
- The physical techniques used are based on providing the maximum amount of care, control and therapeutic support
- The overriding message to the pupil is; “I care enough about you not to let you be out of control”
- The scale and nature of any restrictive physical intervention must be proportionate to both the behaviour to be controlled and the nature of the harm it might cause
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned and minimum reasonable force must be used for the shortest time
- Incidents involving restrictive physical intervention must be recorded as soon as possible, using the LEA agreed form or another agreed protocol, in an incident book with numbered pages
- There is a distinction between *planned* and *emergency ( or unplanned )* restrictive physical intervention
- There will be procedures for post incident support and de-briefing for staff and pupils
- Parents will be informed of this policy and of occasions when restrictive physical intervention has been required for their child
- All Teaching and Support staff will receive Team Teach Training within 120 days of employment commencing in line with HCC policy
- Planned responses and techniques will be written out and included in individual pupils behaviour management plans
- Planned R.P.I strategies should be Implemented under:  
“..the supervision of an identified member of staff who has undertaken appropriate training provided by an organisation accredited by the British Institute of Learning Disabilities B.I.L.D”.

## Positive Behaviour Management

All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour. For the majority of pupils at Saxon Wood, implementing the behaviour policy will be sufficient to enable pupils to learn to manage their behaviour. In all situations strategies to prevent or minimise the need to use restrictive physical interventions must be followed. All pupils who are a challenge to staff in terms of managing their behaviour will have a behaviour management plan that will include de-escalation strategies and other ways that behaviour may be managed to reduce the need to intervene physically. These may include withdrawal, and timeout. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence bad behaviour and taking steps to divert behaviours’ leading towards foreseeable risk. Pupils are encouraged to participate in the development of their own Positive Handling Plans where appropriate by focusing on positive alternatives and choices. Parents are also encouraged to contribute. However, if problems arise, staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

## **Alternatives to Physical Controls**

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 for 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 pressured
- Ensure that colleagues know what is happening and get help.

## **Modifications to Environment**

Ideally, staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. We know that some pupils at this school may exhibit extreme and possibly dangerous behaviour. In general it is a good rule to keep the environment clutter free. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used. For example:

- How is the availability of pointed implements (including pens, pencils, and scissors) controlled?
- What small items are available to an angry pupil who may be tempted to use them as missiles?
- What objects are available to be used as blunt instruments?
- Do they all need to be left out all the time?
- Are there sharp edges or corners which present a risk?
- Is the design arrangements or furniture safe and appropriate for pupils who exhibit extreme behaviour?
- Is there a comfortable place to sit with an agitated pupil?
- Are protocols in place to encourage angry pupils to take themselves to a safer place?

## **Help Protocols**

The expectation at this school is that all staff should support one another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available.

## **Well Chosen Words**

A well chosen word can sometimes avert an escalating crisis. When pupils are becoming angry there is no point in getting into an argument. Telling people to calm down can actually wind them up. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

## **The Last Resort Principal**

At this school we only use physical restraint when there is no realistic alternative. Before using restrictive physical intervention especially in an emergency or unforeseen situation, the member of staff should be confident that the possible adverse outcomes associated with the intervention will be less severe than the adverse consequences which might have occurred without the use of a physical intervention. This does not mean that we always expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.

“If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen some time in the predictable future.”  
*Para 10 Page 4 Department of Health – 1997 – “The Control of Children in the Public Care: Interpretation of the Children Act 1989” – London: H M S O*

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical intervention which may be effective.

## **Proactive Physical Interventions**

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the Positive Handling Plan. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

## **Reasonable and Proportionate**

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow

someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the pupil?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

### **Unreasonable use of Force**

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk, for example where a pupil is refusing to comply with an adult's request. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs). Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a pupil secluded. Seclusion is only lawful by specific court order and cannot become part of a planned strategy at this school.

### **Team Teach**

It is the policy of HCC and Saxon Wood School that all teaching and support staff working closely with pupils are trained in the pre-emptive and responsive positive handling strategies and techniques of Team Teach, to complement the behaviour management approaches and strategies reflected in the School Behaviour Policy.

The skills and techniques taught on a Team-Teach course are as a result of an ongoing risk assessment in an effort to safeguard everyone involved in a violent incident where physical interventions are necessary.

Team-Teach techniques seek to avoid injury to the service user, but whilst some physical injury potential can be reduced there remains some risk, with potential for possible bruising or scratching that 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 remain safe.

It is also recognized that staff may choose to respond with a technique from outside the Team Teach framework. This does not automatically render the use of such skill or technique

improper, unacceptable or unlawful. Its use must be judged on whether or not it was reasonable, proportionate and necessary in those particular contexts and circumstances.

Further details of the Team Teach approach can be found in the Team Teach website ([www.team-teach.co.uk](http://www.team-teach.co.uk)).

## **Health and Safety**

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the person responsible for Health and Safety in the school. We all have shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with unpalatable choices. In these circumstances we have to try and think through the outcomes of the options available, balance the risks and choose whatever course of action which seems to involve the least risk.

As a minimum requirement, in order to comply with health and safety legislation, each employee has a responsibility to ensure that they are conversant with school policy and guidance, and to cooperate to make the school safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all the physical activities. The non physical aspects of positive handling training are crucially important too.

When considering a pupil's behaviour staff should think about the following questions:

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

## **Risk Assessment**

Informal risk assessments should be a routine part of life for staff working with pupils who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the pupils concerned. Confidence and competence are often related to the level of staff training. Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement

may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In this case the correct decision is to hold back from the physical controls.

## **Getting Help**

At this school the following support structures are in place:

- IEP's and Behaviour management plans kept on file in each classroom to ensure all relevant information about each pupil is available to all members of staff working with them
- Weekly briefing sessions in the morning to update staff on current issues and share information
- Use of help protocols and language to remind all staff of availability of colleagues to offer help including change-overs of staff during a crisis situation with a pupil
- Debrief sessions after a crisis with the pupil(s) involved, reflecting on how crisis was managed by all involved and identifying any points for review or learning
- Termly refresher meetings in the Team Teach strategies and techniques for all staff, and continuous review by LMT to inform these

## **Positive Handling Plans**

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling Plan, within their Positive Behaviour Management Plan. If restrictive physical intervention becomes necessary as part of a behaviour management plan then this must be fully discussed with the pupil's parents. Positive Handling Plans should result from multi-professional collaboration and be included in any Pastoral Support Plan or IEP.

The Plan should;

- Take into account any medical factors or physical complications likely to arise from a physical intervention
- Involve a risk assessment
- Indicate how the intervention(s) used, and the circumstances, should be recorded, so that progress can be monitored
- Specify when and how the plan will be reviewed (usually 6 weekly)
- Detail any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended
- If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past
- Positive Handling Plans should be considered alongside the Statement and any other planning documents which relate to the pupil
- They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context.

## **Responding to Unforeseen Emergencies**

Even the best planning systems cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences.

The key principals are that any physical intervention should be:

- In the best interest of the child
- Reasonable and proportionate
- Intended to reduce risk
- The least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or diffusion in preference to physical interventions. They should only use the techniques and methods approved for use in this school. In general, if staff act in good faith and their actions are reasonable and proportionate, they will be supported.

## **The Post Incident Support Structure for Pupils and Staff**

Following a serious incident, it is the policy of this school to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries should be reported and recorded using the school's systems. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are put into a post incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships.

## **Complaints**

It is not uncommon for pupils to make allegations of inappropriate or excessive use of force following an incident. The school has a formal Complaints Procedure. Pupils should be reminded of the procedure and encouraged to use the appropriate channels. The complaints policy applies equally to staff. We are an open school and promote transparent policy and practice in order to protect the interests of staff and pupils alike. Any staff concerns regarding



the welfare of children should be taken to the designated person for child protection. Any safety concerns should be reported to the designated person for Health and Safety.

## **Training**

Teachers and anyone authorised by the Head Teacher who are expected to use planned physical techniques should be trained. This school has adopted the Team Teach Model of training. All training courses have been fully accredited by the British Institute of Learning Disabilities (BILD) and the Institute of Conflict Management (ICM, 2015). This accreditation ensures training is based on a thorough legal and medical review carried out by independent medical and legal experts as required by the BILD and ICM accreditation systems. Positive handling training is always provided by qualified instructors with rigorous guidelines.

The level of training recommended is related to the level of risk faced by the member of staff. Our preferred approach is for whole staff team training. The level of training required is kept under review and may change in response to the needs of our clients. Once trained, staff should practice regularly under the guidance of our in-house instructor and bring any problems or concerns to them.

## **Recording**

Whenever overpowering force is used the incident must be recorded using the approved forms. The Incident/Concerns books and the incident sheets are kept in folders in the office. All staff involved in an incident should contribute to the record which should be completed within 24 hours.

Staff should:

- Read through the school recording form carefully
- Take time to think about what actually happened and try to explain it clearly
- Complete all names in full
- Sign and date all forms.

Bear in mind these records will be retained and cannot be altered. They will be kept for many years and could form part of an investigation at some time in the future.

Serious Incident Reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident. They should not be rushed. A record is written into the Incident Book. This refers to supporting sheets and other relevant information.

## **Monitoring and Evaluation**

The Head Teacher will ensure that each incident is reviewed and instigate further action as required. The school incident log is open to external monitoring and evaluation.

## **Follow Up**

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Positive Handling Plan, behaviour management policy or this positive handling policy. Any further action in relation to a member of staff, or an individual pupil, will follow the appropriate school procedures.

## **Other Relevant Policies**

This policy should be read in conjunction with other school policies and guidance relating to interactions between adults and pupils.

## **Useful Definitions**

**Violence** - any incident involving physical or verbal abuse of a threatening and/or racial nature, threat, fear or the application of force.

**Positive Handling** - the full range of Team Teach strategies used to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff and clients.

**Guides** - the positive application of force to overcome minimal resistance prompting and encouraging a person's free movement. The purpose of its application should be to safeguard the person, other people or prevent significant damage to property.

**Controls** - the positive application of force to overcome moderate resistance, guiding and directing a person's free movement. The purpose of its application should be to safeguard the person, other people or prevent significant damage to property.

**Restraint** - the positive application of force by staff, in order to overcome rigorous resistance; completely directing, deciding and controlling a person's free movement. The purpose of its application should be to safeguard the person, other people or prevent significant damage to property.

## **Acknowledgements**

Beormund school Positive Handling Policy.

Review due June 2018 or earlier if required.

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