

Oakwood Junior School

Positive Handling / Physical Intervention

Policy

'Every child is a learner and can achieve.'



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Approved by:	LGB
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'Good behaviour is a necessary condition for effective teaching and learning to take place and an important outcome of education which society rightly expects.'

(Education Observed D.E.S)

We as a school consider our equality duties under the Equality act 2010. The general duties are to:

- Eliminate discrimination,
- Advance equality of opportunity
- Foster good relations

This policy understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.



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Appendices

- **Serious Behaviour Incident Record Form (A)**
- **Serious Behaviour: Incident Record – use of physical intervention (restraint) (B)**

Relevant documentation

Keeping Children Safe in Education – Jan 2021

Behaviour Policy - June 2021

Section 93 Education and Inspections Act 2006

Use of Reasonable Force DfE 2013

1. Statement of Intent

At Oakwood Junior School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices and is clearly communicated and understood by pupils, parents and staff. We aim, as a school, to produce a safe and secure environment where all can learn. On rare occasions, circumstances may result in a situation that requires some form of physical intervention by staff. This policy aims to produce a consistent school response to any incidents that may occur and make clear each person's responsibilities with regard to physical intervention and restraint.

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 Head teacher 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'

For further guidance please refer to the 'Use of Reasonable Force' DfE July 2013 which is intended to provide clarification on the use of force to support all school staff.

2. Our Approach

At Oakwood Junior School, we aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in conjunction with our Behaviour 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 wellbeing.

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

4. Roles

4.1 The Head Teacher

- Lead the implementation of the contents of this policy and communicate its contents to all members of the school community.
- Ensure that the school is a safe place for all pupils and staff.
- Ensures incidents are recorded appropriately.
- Ensures that all staff members receive sufficient training to be equipped to deal with incidents that require physical intervention and restraint.
- Ensures that staff receive appropriate support following an incident.

4.2 Staff

- Follow the positive handling plans for those with recognised emotional/behavioural difficulties.
- Inform the Head teacher of any incidents involving physical intervention or restraint.
- Communicate effectively and promptly with parents.
- Write/review and behaviour plans and share with parents and relevant staff.
- Record any incident on relevant forms and file and stored with the Head teacher. Copies of all forms will be uploaded to the child's 'My concerns' record.
- Communicate any concerns to the head teacher.

4.3 Parents

- Attend meetings arranged by members of staff and cooperate in devising strategies, planned responses and behaviour plans which will support the child.
- Sign and support the behaviour plan.
- Communicate any concerns to an appropriate member of the Senior Leadership Team.

5. Use of Reasonable Force & Physical Restraint

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. All members of school staff have a legal power to use reasonable force.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

Members of staff can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, as a last resort. Actions that staff can adopt, to minimise the use of physical intervention are listed at the end of point 9.

6. 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 Head Teacher 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 staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed. After any incident involving restraint, a Record of Incident Form (Appendix 1) will need writing/reviewing and this will be kept by the Headteacher. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

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. A copy should be filed in the Behaviour Log File, kept in the Head Teacher's office. A member of the leadership team 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.

7. Behaviour Plans

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. 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.

8. Complaints and Allegations

A clear Positive Handling Policy that outlines any physical intervention and restraint is adhered to by all staff and shared with parents, should the need arise e.g. if there is an incident or potential incident to use the strategies outlined in the policy. Any concern about the use of physical intervention and restraint would lead to a full investigation.

9. Recording

All behaviour incidents, where restraint is needed, are to be recorded on the electronic 'CPOMS' electronic recording system.

All incidents to be recorded on a 'Record of intervention Form' (attached – Appendix 1 and Appendix 2 to be completed)

The following are some behaviours/strategies that staff need to adopt to mitigate the use of positive handling.

10. Training

At Oakwood Junior School, teachers and teaching assistants are authorised to use physical contact as defined within this policy. A few specifically trained staff (through the TEAM TEACH program) are trained to use reasonable force to manage or control pupils once a need has been identified.

Where the use of restraint is necessary on more than one occasion, a positive handling plan will be put in place in agreement with the parents and carers. Adults who have received the TEAM TEACH training will be named on the handling plan to restrain the child, if and when appropriate. Although all other non-restraining options will be sort first.

The Head Teacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Head Teacher will ensure that those authorised are aware of, and understand, what the authorisation entails.

Those whom the Head Teacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed, for example to contact an authorised member of staff.

The office staff will keep a list of all staff who are TEAM TEACH trained. This list will be updated as required when staff are trained.

Staff will undergo training as appropriate. The training will be renewed as required by TEAM TEACH.

Arrangements regarding physical restraint and positive handling will be made clear as part of the induction of staff and training will be provided as part of ongoing staff development.

SOME NON- PHYSICAL CRISES INTERVENTION TECHNIQUES

Do	Don't
Appear calm and relaxed	Appear afraid and unsure of yourself; appear bossy, arrogant; assume an "I don't care about you" attitude
Keep the pitch and volume of your voice down.	Raise your voice
Feel comfortable with the fact that you are in control (if you control yourself, you control the situation); project a calm assured feeling that you will see the situation through to a peaceful end	Appear to expect an attack (or you will have one)
Talk <u>with</u> the pupil, be patient	Give commands; make demands
Be very matter of fact if the pupil becomes agitated; be sensitive and flexible; be flexible yet consistent; be aware of body language; monitor breathing which can telegraph aggressive responses	Make threats. Maintain continuous eye contact; gesticulate (this may provoke confrontation)
Stay close to the pupil and attend to him/her	Turn your back or invade the pupil's personal space

<p>If a pupils agitation increases to the verge of attack: Acknowledge his/her feelings; Continue with a matter of fact attitude; Always leave the pupil an avenue of escape</p>	<p>Display emotion; argue; corner the pupil physically or psychologically</p>
<p>Where possible, remain seated as long as the pupil does; avoid crowding</p>	<p>Get up and move towards the pupil</p>
<p>Stay near him/her, about one arm's length away; stand to one side; give the pupil more space if appropriate</p>	<p>Give up</p>
<p>Seek to relax your muscles and keep them under control.</p>	<p>Tense your muscles</p>

A de-escalation of a tense situation can be supported via the following:

De-escalation list	Physical intervention list
Verbal advice and support	Friendly escort
Giving space	Single / Double elbow
Reassurance	T wrap
Simple listening	Cradle
Agreeing	Figure of four
Apologising	Success Reminders
Giving choices	

This policy is monitored on a day-to-day basis by the Head Teacher and all staff, by talking with children, both formally and informally, from parents' communications and from colleague observations and reporting. Information is reported to Governors about the effectiveness of the policy.

Serious Behaviour Incident Record Form (A)

Date of incident:		Staff member(s) dealing with incident			
					
Perpetrator(s):					
	Name	Year group		Name	Year group
1			5		
2			6		
3			7		
4			Staff member reported to:		Role
Incident category ('P' for prime, tick other categories)			Action taken (tick 3 most important)		
- aggressive behaviour (e.g. hitting, biting, spitting, pulling hair, kicking, pushing, using untargeted abusive language)			- apology to victim (verbal or written)		
- physically disruptive behaviour (e.g. smashing, damaging or defacing objects, throwing objects, physically annoying other pupils)			- internal exclusion (e.g. missed play or school event, sent to different class)		
- socially disruptive behaviour (e.g. screaming, running away, exhibiting temper tantrums)			- parents contacted		
- authority-challenging behaviour (e.g. refusing to carry out requests, exhibiting defiant verbal and non-verbal behaviour, using pejorative language)			- meeting with parents		
- inappropriate behaviour (Pants Rule, stroking, touching etc)			- behaviour plan set up		
- prejudice related incident e.g. racist joke or name calling, (no intent included), refusing to work with them / cooperate. Completion of Surrey form 'Prejudice Related Incident' required as well.			- counselling		
- E-safety incident (e.g. viewing inappropriate images, encouraging others to do so, misuse of social media)			- restorative justice		
- bullying (repeated and deliberate)			- staff training, policy/curr review, school campaign		
- verbal (e.g. unkind, personal or spiteful comments, lying, malicious gossip, ostracising or manipulative behaviours)			- fixed term exclusion		
- property abuse (e.g. theft, vandalism)			- permanent exclusion		
Location:		Time:			

Victim(s):			
	Name & Year group		Name & Year group
1.		2.	
Comments (narrative description of the incident, children's responses, elaboration of action etc.)			

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Staff involved

NAME	ROLE	INVOLVEMENT

Appendix 2**Serious Behaviour: Incident Record – use of physical intervention (restraint) (B)**

Details of child or children on whom restraint was used by a member of staff (name, class)

Date, time and location of incident

Names of staff involved (directly or as witnesses)

Details of other children involved (directly or as witnesses), including whether any of the children involved were vulnerable for SEN, disability, medical or social reasons

Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used

Reason for using force and description of force used

Any injury suffered by staff or children and any first aid and/or medical attention required

**Follow up, including post-incident support and any disciplinary action against children
Any information about the incident shared with staff not involved in it and external agencies**

When and how those with parental responsibility were informed about the incident and views they expressed

Has any complaint been lodged (details should not be recorded here)?

Report compiled by:

Name and role:

Signature:

Date:

Report Countersigned by:

Name and role:

Signature: Date: