



# Fosse Multi Academy Trust

## Positive Handling and Physical Intervention Policy

### Version Control

Date	Version	Amendments/Comments	Reviewer/s
December 2022	V1	Policy in line with DfE update on suspension	LO
October 2024	V2	Updated training providers and recording	LO

# Policy for Positive Handling and Physical Intervention Policy

## Fosse Multi Academy Trust Ethos

The Fosse Multi Academy Trust is an inclusive family of schools committed to the well-being, development and progress of all children, families and employees. We recognise and respect the social, economic and cultural diversity within our community and in society, and strive to remove barriers and disadvantages to ensure everyone feels included and valued in our vision:

### SERVE – GROW – ACHIEVE

Where we demonstrate:

**Compassion** – showing kindness and respect, working collaboratively to help, protect and **serve** one another.

**Courage** – being brave, strong bold and **grow** in spirit.

**Perseverance** – showing determination and resilience to persist when things are tricky, to **achieve well**.

This policy takes cognisance of, “The use of force to control or restrain pupils: guidance for schools in England”, published in 2010, the Education and Inspections Act 2006, joint guidance issued by the DfES and DOH in 2002 and 2003, and the guidance issued by ADCS in 2009 to Local Authorities in their protocol on restrictive physical interventions.

The policy should be read in conjunction with other school/ trust policies and guidance relating to interaction between adults and pupils, e.g. Child Protection, Behaviour and Relationships Policy, Suspension and Exclusions Policy.

### Definition

‘Positive handling’ incorporates school policy, guidance, management of the environment and deployment of staff, as well as personal behaviour, diversion, diffusion and de-escalation. 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. **The use of physical restraint is a very small part of the strategies used.**

### Policy Statement

At the Fosse Multi Academy Trust we are committed to a positive behaviour and relationship policy which encourages children to make positive behaviour choices and is clearly communicated and understood by pupils, parents and staff.

We aim 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 response to any incidents that may occur and make clear each person's responsibilities with regard to physical intervention and restraint.

Staff should ensure that pupils understand, as far as they are able, that there is an expectation of high standards of behaviour.

Parents should have committed themselves to work with the schools to develop and ensure the good behaviour of their child and that he/she understands and follows the school's Behaviour and Relationships Policy at an appropriate level.

Everyone attending or working at school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment
- be protected from harm, violence, assault and acts of verbal abuse

Pupils attending school and their parents have a right to:

- be aware that physical interventions should only be used in the pupil's best interests;
- opportunities for learning which are appropriate to the pupils' interest and abilities;
- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- be informed about the trust's complaints procedure.

## **Positive Behaviour Management**

Good personal and professional relationships between staff and pupils are vital to ensure good order in our schools. It is recognised that the vast majority of pupils in our schools respond positively to the boundaries and support provided by staff. This protects the well-being and safety of all pupils and staff in school. However, in very exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. At this trust physical interventions are seen as only a small part of a holistic approach to meeting the many and varied needs of our pupils, including the need/right to be safe from harm (from themselves or others).

## **Physical Intervention Circumstances**

Staff may use physical intervention to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any offence
- Causing personal injury to or damage to the property of any person (including the pupil him/herself).
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The degree of force must be in proportion to the consequence it is intended to prevent and should be the minimum needed to achieve the desired result.

Force must not be used to prevent trivial misbehaviour. It is unlawful to use force as a punishment.

## **Pupils with SEN or Disability**

Staff need to take appropriate account of individual pupils with special needs and/or disabilities. The SENDCo should, through class SEN files and Pupil Profiles, make staff aware of the relevant characteristics of those pupils particularly situations that may provoke difficult behaviour, preventative strategies and what de-escalation techniques are most likely to work.

The school will make individual risk assessments for pupils with SEN where their SEN and/or disability is associated with extreme behaviour disregulation.

Staff may know what is most likely to trigger a violent reaction, including relevant information relating to previous incidents. They should also know any specific techniques or strategies which have been agreed by staff, parents and the pupil concerned.

Positive handling plans or individual behaviour plans/ Pastoral Support Plan should be developed for any pupil assessed as being at risk in consultation with the pupil, staff, parents and any outside agencies involved with supporting the pupil.

Pupils who are at risk should be taught to communicate in times of crisis and be given strategies such as moving to a designated time out area.

Staff should be familiar with these strategies.

## **Use of Reasonable Force and 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.

The Headteacher may also give temporary authorisation to staff or volunteers whose jobs do not

normally involve supervising pupils e.g. volunteers on school trips or outings. The Headteacher will inform the staff with permanent authorisation in the event of giving temporary authorisation to another member of staff or volunteer.

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

### **When physical restraint becomes necessary:**

#### **DO**

- Tell the pupil what you are doing and why
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- 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

### **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 PHP (Appendix A) will need writing/reviewing. 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 pink Positive Handling Plan Record and CPOMS (Appendix A). 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 Physical Intervention & Restraint file, kept in the Head's office in order to inform individual PHP's and school risk assessments.

Parents will be contacted as soon as possible after an incident, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

## Using Force

Key staff have been trained in using Positive Handling and Physical Restraint.

Staff should only restrain children in the following situations: -

- If the child is at risk of harming themselves or others.
- If the child is causing significant damage to property.
- If the child is disrupting the good order of the school.

If a member of staff or supervisor requires assistance a signal should be sent to a team member either verbal or visual.

Staff should be aware of the risks of using restraint and that it should only be used where there is no viable alternative.

Restraining does not automatically mean a child should be sent home or suspended – this decision will be made at the Headteacher's discretion following evidence from staff involved. Please refer to our policy on Suspension and Exclusions.

Staff should give a clear oral warning to the pupil that force may have to be used.

It is advisable to send for help before using force to restrain a pupil. As far as possible staff should not use force unless and until a responsible adult is available to observe, support or deal with other pupils who may be present.

An incident form must be completed and parents informed.

## Staff Training

Team Teach or another approved provider training has been provided for staff and will be updated when needed.

Any staff member requiring training in the interim should inform the Headteacher so that they can take part in training at another school.

## Recording Incidents

Incidents should be recorded on the pink Positive Handling Plan Appendix A and on CPOMS.

## Reporting Incidents

Any incidents requiring the use of force must be recorded and the Head teacher and the parents informed. The record forms part of the child's record.

The incident form must also be recorded on CPOMS.

All incidents must be reported to the pupil's parents or carers.

The parents/carers should be told: -

- When and where the incident took place
- Why restraint had to be used
- What restraint was used
- Whether there were any injuries
- What follow up action will be taken in relation to their child

The incident should also be reported to any outside agencies involved in supporting the child such as Local Authority Children's Services.

## **Post Incident Support**

Staff may need support from colleagues following physical intervention and time to recover.

A serious incident may involve the suspension or exclusion of the pupil concerned.

It may be appropriate to involve multi-agency partners such as Child and Adolescent Mental Health Services. Pupils and staff may need the support of outside agencies to repair relationships and develop strategies to prevent incidents recurring.

The pupil will need opportunities to develop social and emotional skills e.g. Through use of SEAL / Nurture materials.

## **Complaints and Allegations**

With any use of force there is the risk of an allegation by the pupil that they have been assaulted by a member of staff. Such an allegation will be processed under Child Protection procedures and Allegations Against Staff. Staff should be aware that the report of the incident may be required by the Police or crown prosecution service to decide whether a prosecution is warranted.

Pupils and parents also have the right to complain to the governing body and as such the complaint will be dealt with through an internal investigation in the school and possibly in a complaints committee meeting.

## **Monitoring and Review**

The governors and Senior Leadership Team will monitor the impact of this policy on the use of force through recorded incidents and monitoring of behaviour generally in the school.

**Appendix 1 Record Form**

**Appendix A**

**Positive Handling Plan**

Name	Class Teacher	Support	Safe Space
Medical		Things I am good at:	
Triggers			
Anxiety behaviours	Defensive Behaviours	Crisis behaviour	Follow up Consequences
Child	Parent	Class teacher	SENDCo/Head

De-escalation list (Non-restrictive)	Physical intervention list (Restrictive)
<ul style="list-style-type: none"> <li>• Verbal advice and support Giving space</li> <li>• Reassurance</li> <li>• Help scripts</li> <li>• Negotiation</li> <li>• Choices</li> <li>• Humour</li> <li>• Consequences</li> <li>• Planned ignoring</li> <li>• Take up time</li> <li>• Time-out</li> <li>• Supportive touch</li> <li>• Transfer adult</li> <li>• Success reminded</li> <li>• Simple listening</li> <li>• Acknowledgement</li> <li>• Apologising</li> <li>• Agreeing</li> <li>• Removing audience</li> <li>• Others</li> </ul>	<ul style="list-style-type: none"> <li>• Friendly escort Single elbow</li> <li>• Figure of four Double elbow</li> <li>• Single elbow in seats T Wrap</li> <li>• Wrap to seats Seats to T Wrap</li> <li>• Cradle</li> </ul>

Record of Interventions			Intervention number:
Name:		Class	
Date of incident		Place/s incident occurred	
Reporting staff			
Other staff involved			
Other witnesses			
Start time (please use 24 hour clock)		End time	
How did the incident begin? (Antecedents)			
What led to the incident/triggered behaviours?			
What behaviours were observed?			
State actual behaviour observed, e.g. hitting rather than aggressive			
What was done to de-escalate the situation? (Please tick the words)			
Ignoring	Negotiating	Remove audience	Apologising
Calm Talking	Humour	Acknowledgment	Verbal advice/support
Transfer Adult	Behaviour Management Plan	Other (Please state)	
Was Restrictive Physical Intervention used?	YES	NO	If NO go to Post Incident
Reason why Reasonable Force was necessary (please tick)			
	The pupil was at immediate risk of injury		
	The pupil was placing other pupils at risk of injury		
	The pupil was placing other staff at risk of injury		
Description of physical intervention used			
Physical intervention	Length of time	Staff involved	
Friendly escort			
Elbow escort			
Double Elbow			
Figure of four			

Single elbow in seats			
Seat to T wrap			
T wrap to ground			
Cradle			
Bite response			
Hair Grab response			
T Wrap			
T Wrap to seat			
Clothing grab response			
Safe neck disengagement			
Post Incident Support			
Incident discussed with pupil at their level on understanding			
By:			
Was the pupil's Positive Handling Plan followed?			
	No plan was in place (is now)		
	Yes and was adequate to manage the incident		
	Yes but additional measures were needed as behaviour had not be experienced before and the PHP will need to be reviewed.		
Parents informed			
	By telephone	By whom?	
Injuries (please tick all that apply)			
	Staff injured	Complete on line form	
	Pupil involved in incident injured		
	Other pupils injured		
	Other people injured		
All staff involved please sign to confirm that this is an accurate record of the incident.			

Action taken by headteacher			
	Physical Intervention Record completed fully and correct		
	CPOMS updated		
	Report reviewed with staff and support/guidance provided		
	Parents informed by Head teacher	Telephoned	
		Invited to school	
		Other	
	Other professionals informed		
Name	Designation	Date informed and how	
Signed:		Date and time	