



Creating a chance to SHINE every day

## Positive Handling and Restraint Policy

This policy was ratified: September 2022

And will be reviewed: September 2024

Signed by Headteacher: Samantha Welsby

Signed by Chair: Dave McWhirter

### 1. AIMS

1.1 Any citizen in an emergency may use reasonable force and self defence to prevent another person being injured or committing a criminal offence. Teachers have additional statutory powers to use force to control and to restrain pupils. The headteacher authorises all other adult employees of the school to use force in accordance with section 93 of the Education and inspections Act 2006.

### STATEMENT OF INTENT

1.2 At Newbold and Tredington C of E Primary School and Day Nursery, 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

### 2. CIRCUMSTANCES WHERE IT IS REASONABLE TO USE FORCE

2.1 Staff may use force 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.

2.2 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.

2.3 Force must not be used to prevent trivial misbehaviour.

2.4 It is unlawful to use force as a punishment.

### **3. MINIMISING THE NEED TO USE FORCE**

3.1 At Newbold and Tredington C of E Primary School and Day Nursery we aim to create a calm and safe environment for pupils and staff to work in. Our Behaviour and Discipline Policy sets out our expectations through our Golden Rules and gives guidance for maintaining discipline at the school through a system of rewards and sanctions. (See Behaviour and Discipline Policy)

3.2 The creation of a calm environment minimises the risk of incidents that might require force arising.

3.3 Through our teaching on Wellbeing Wednesdays and throughout the curriculum we teach pupils how to manage conflict and strong feelings.

3.4 Staff will communicate calmly with pupils using non-threatening verbal and body language in order to give the pupil a way out of the situation. They will also try to take the pupil away from other pupils to give pupil time out to calm down.

3.5 Where possible, staff will warn the pupil that force may have to be used.

3.6 Force should only be used where the risks involved in doing so are outweighed by the risks involved in not using force.

3.7 Individual pupils may need positive handling plans and risk assessments to minimise the need to use force to control them.

### **4. PUPILS WITH SEN OR DISABILITY**

4.1 Staff need to take appropriate account of individual pupils with special needs and/or disabilities. The Senco should, through class SEN files and PLPs, 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.

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

4.3 Staff should 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.

4.4 Positive handling plans or individual behaviour plans 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.

4.5 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.

4.6 Additional guidance in relation to pupils with learning disability, Autistic spectrum disorders, and emotional, behavioral and social difficulties is available from Teachernet. <http://>

## USE OF REASONABLE FORCE AND PHYSICAL RESTRAINT

5.1 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.

5.2 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

## 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 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 Pupil Restraint Record Form (Appendix B). 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.

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. USING FORCE: TEAM TEACH

7.1 Some Staff at Newbold and Tredington C of E Primary School and Day Nursery have been trained in using Team Teach methods to restrain pupils in situations where the use of force may be needed.

7.2 Staff trained in Team Teach 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.

7.3 If a member of staff or supervisor requires assistance a red triangle should be sent to a team teach trained staff member.

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

7.5 Restraining does not automatically mean a child should be sent home or excluded - this decision will be made at the Headteacher's discretion in consultation with the class teacher.

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

7.7 It is advisable to send for help, using the red triangle, 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.

7.8 An incident form must be completed and a letter sent to parents informing them of the events.

## **8. STAFF TRAINING**

8.1 Team Teach training was provided as whole school training for teachers and teaching assistants and will be updated when needed.

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

8.3 Local authority advice on training can be obtained from Joan Hare on 01926 335421

## **9. RECORDING INCIDENTS**

9.1 Incidents should be recorded in the Team Teach record book. This is located in the head's office in the SEN file. Staff should ask in the office for an incident form which should be signed by them and any witnesses.

## **10. REPORTING INCIDENTS**

10.1 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 school record.

10.2 One copy of the incident form must be given to the Headteacher and another placed in the pupil's file in the office.

10.3 All incidents must be reported to the pupil's parents or carers. This can be initially through a telephone call but should be followed up with a letter.

10.4 The parents/carers should be told: -

- When and where the incident took place
- Which members of staff were involved
- 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

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

## **11. POST INCIDENT SUPPORT**

11.1 Members of staff who have been assaulted may wish to consider reporting that to the police.

11.2 A serious incident may involve the exclusion of the pupil concerned.

11.3 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.

11.4 The pupil will need opportunities to develop social and emotional skills through use of SEAL materials.

## **12. COMPLAINTS AND ALLEGATIONS**

12.1 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. 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.

12.2 Pupil 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 governor's complaints committee meeting.

## **13. MONITORING AND REVIEW**

13.1 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.

## **14. FURTHER INFORMATION**

14.1 Copies of WSCB Policy and guidance Statement on Physical Intervention and restraint available from [www.warwickshire.gov.uk/WSCB](http://www.warwickshire.gov.uk/WSCB)

14.2 Professional development materials for positive behaviour management available from [www.standards.dfes.gov.uk/primary/publications](http://www.standards.dfes.gov.uk/primary/publications)

14.3 DCSF Non-Statutory guidance on the use of force to control or restrain pupils can be found at [http://www.teachernet.gov.uk/\\_doc/12187/ACFD89B.pdf](http://www.teachernet.gov.uk/_doc/12187/ACFD89B.pdf)

Appendix APositive 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	SENCo/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 (TT technique)			
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?	
	In reading record	By whom?	
	Letter sent home	By whom?	
Injuries (please tick all that apply)			
	Staff injured	HS1 Completed	
	Pupil involved in incident injured	HS1 Completed	
	Other pupils injured	HS1 Completed	
	Other people injured	HS1 Completed	
All staff involved please sign to confirm that this is an accurate record of the incident.			

Action taken by headteacher			
	RPI record completed fully and correct		
	Serious Incident Book (HS1 If required) completed and signed		
	Serious Incident Report letter sent home		
	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	