

Rothersthorpe CE Primary School



Restrictive Intervention and Positive Handling Policy (to be read alongside the School's Behaviour & Discipline Policy)

1.0 Introduction

- 1.1 This policy is based on DCSF guidance 'The use of force to control or restrain pupils & NCC document guidance' for schools on the use of restrictive physical interventions and The DfE Use of Reasonable Force Advice for Headteachers July 2013, reviewed July 2015.
- 1.2 The School recognises that there is a need, reflected in common law, to intervene when there is an obvious risk of safety to its pupils, staff and property.
- 1.3 The School is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and use physical intervention only as a last resort in line with DfE advice. If used at all, it will be in the context of a respectful, supportive relationship with the pupil, and be reasonable and proportional to the circumstances of the incident. We will always aim to ensure minimal risk of injury to pupils and staff.
- 1.4 This policy applies to all staff who are authorised and unauthorised to use physical intervention.

2.0 Objectives

The key objectives include

- Maintaining the safety of pupils, staff and visitors
- Preventing serious breach of school discipline
- Preventing serious damage to property.

3.0 Minimising the need to use force

- 3.1 Staff will view physical intervention or restraint of pupils as a last resort. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent the need for restrictive physical intervention.
- 3.2 Staff will understand the importance of listening to and respecting children to create an environment that is calm and supportive especially when dealing with pupils.

4.0 Positive Behaviour Management

All physical interventions at this school are conducted within a framework of positive behaviour management. The school Behaviour & Discipline Policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence behaviour and taking steps to divert behaviours leading towards foreseeable risk.

Pupils are encouraged to participate in the development of their own Positive Handling by focusing on positive alternatives and choices. Parents/Carers 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.

5.0 Alternatives to Physical Controls

5.1 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 to the 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.

6.0 Authorisation of staff to use physical intervention

6.1 We recognise that most of the time physical intervention will be used infrequently, that is, as a last resort to maintaining a safe environment.

6.2 All teaching staff are, by the nature of their roles, authorised to use physical intervention as appropriate.

Support staff will require specific authorisation, either temporarily or permanently. This authorisation can only be given by the Head Teacher or someone deputising for him/her when s/he is absent. Authorised staff will be notified formally. Staff have been trained in specific techniques. This training was held in

November 2016

Refresher training will take place as appropriate.

6.3 Best practice will be monitored. Frequent sessions to practise the use of techniques, as well as to disseminate any revised information (including updated DfE and/or NCC policies) will be included as part of the school's normal schedule of staff meetings.

6.4 These meetings will be open to all staff, including non-teaching staff, who have been authorised to use physical intervention techniques.

6.5 This policy will next be reviewed and updated every three years, or earlier if needed.

6.6 Governors will be informed of the number of physical interventions annually and more frequently where appropriate.

7.0 Deciding whether to use restrictive physical intervention

7.1 The best practice regarding physical intervention outlined is considered alongside other relevant policies in the school, specifically those policies involving behaviour, bullying and

health and safety.

7.2 In the following situations staff must judge whether or not physical intervention would be reasonable or appropriate:

- risk to the safety of staff, pupils, or visitors
- where there is a risk of serious damage to property
- where a pupil's behaviour is seriously prejudicial to good order and discipline or
- where a pupil is committing a criminal offence

7.3 Any restrictive physical intervention is used as a last resort. Every effort will be made to manage behaviour positively to prevent deterioration of the situation.

7.4 All staff who engage in restrictive physical intervention should be clear why it is necessary and be able to show it was in the pupil's best interests, reasonable and proportionate.

For those pupils assessed as being at risk of restrictive physical intervention Positive handling plans will be developed. These plans outline what techniques should be used and not used along with de-escalation strategies.

8.0 Using restrictive physical interventions

8.1 The restrictive physical interventions authorised by the school are those techniques that staff have received appropriate training and professional development in.

8.2 The core principles include:

- minimum of 2 staff involved
- last resort, minimum force and time
- techniques that do not rely on pain or locks and allow for verbal communication
- staff safety and protection addressed
- planned responses and techniques are written out and included in positive handling plans for individual pupils.

9.0 Reporting and Monitoring Incidents

9.1 Reporting and monitoring is of paramount importance for a number of reasons:

- Can relate the physical intervention to the PHP and make appropriate changes, if necessary.
- Protection for staff and pupils
- Keeps a record of incidents, so times/areas that most incidents occur can be tracked.
- Can evaluate the effectiveness of physical intervention.

9.2 All recording of physical interventions is kept in a bound incident book with numbered pages. (The bound book is kept in the staff room cupboard with the blue Safeguarding concern forms).

10.0 Debriefing Arrangements

10.1 The pupil and the member of staff will be checked for any sign of injury after an incident. First aid will be administered to anyone who requires it.

- 10.2 The pupil will be given time to become calm whilst staff continue to supervise her/him. When the pupil regains complete composure, a senior member of staff (or her/his nominee) will discuss the incident with the pupil and try to ascertain the reason for its occurrence. The pupil will be given an opportunity to explain things from her/his point of view. All necessary steps will be taken to re-establish the relationship between the pupil and the member(s) of staff involved in the incident.
- 10.3 In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the pupil returns to school.
- 10.4 All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff (or her/his nominee) will provide support to the member of staff involved.
- 10.5 The Head Teacher will be informed at the earliest possible opportunity of any incidents where physical intervention or restraint was used.
- The Head Teacher (or his/her nominee) will initiate the recording process if not already underway and review each incident to ensure that any necessary lessons are learned.

11.0 Arrangements for Informing Parents/Carers

- 11.1 Parents/Carers will be informed of the school's policy regarding physical intervention by:
- publication of the policy on the school website.
 - the school office can provide a paper copy of the policy.
 - when the policy is updated a comment will be made in the school newsletter.
 - a Positive Handling Plan will be discussed and developed with parents/carers in advance on an individual basis. All interventions will be routinely recorded and available to parents/carers.
 - parents/carers will be informed after an incident where physical intervention is used with a child.

12.0 Complaints

- 12.1 If a parent/carer or child is concerned about any aspect of the management of an incident requiring physical intervention, he/she should inform the Headteacher of their concern.
- 12.2 Sharing details of the incident and its record should enable the resolution of most complaints but if a parent/carer remains concerned, they should contact an external agency (Police or Social Services) to provide an independent investigation of the circumstances. This will determine the necessity for further action. (see Northamptonshire Inter Agency Child Protection Procedures – Section 12)

13.0 Training and Authorisation of Staff

13.1 All staff who have satisfactorily completed Team Teach training are authorised to use physical intervention techniques. Once staff have received their full training, refresher training will take as appropriate. Teaching Staff who are trained to use physical intervention technique with permission from the Head Teacher are named below:

Mrs. Nicola Fountain - Headteacher

Mrs. Jayne Walker - Teacher

Ms. Amanda Cordell-Edwards - Teacher

Miss. Nikki Ralph - Teacher

Policy reviewed: November 2016