



<u>North Ridge High Specialist Support School</u>	
Positive Handling Policy (incorporating physical intervention)	
Status	<i>Statutory</i>
Date Reviewed	March 23
Date approved	24/03/23
Signed and approved	

‘The use of Positive Handling to support the management of challenging behaviour.’

Under the public sector equality duty, all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented.

The policy has been prepared by the senior leadership team. The responsible person for the implementation of the policy is B. Kostick, Headteacher. The policy will be reviewed annually by the Headteacher and the Governing Body with the next review date set as March 2023.

The policy has been developed in response to DfE guidance, ‘The Use of Reasonable Force (July 2013). It also takes cognisance of Ofsted, DfE, and DOH Guidance for Restrictive Physical Interventions including:

- Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- Screening, searching and confiscation – advice for Schools July 2022
- Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, headteachers, school staff, governing bodies and proprietors of independent schools (2016)
- Use of reasonable force Advice for headteachers, staff and governing bodies July 2013
- ‘Positive Environments where Children can flourish(OFSTED March 2018)

Additionally, it follows the policies and guidance of MSCB Local Authority and will be drawn to the attention of the Local Safeguarding Children Board.

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils, including Safeguarding and Behaviour Management and Dignity and Courtesy Policies

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils. A statement about the School's Discipline and Behaviour policy is made to parents in the School prospectus and within each Home School Agreement. This statement includes information on the use of reasonable force to control or restrain pupils. By signing Home School Agreements parents are acknowledging the school's power to use reasonable force in the circumstances described in this policy. Parental consent is not required to restrain a pupil.

Purpose of policy:

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school/provision respond positively to the discipline and control practiced by staff. This ensures the well-being and safety of all pupils and staff in school/provision. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. North Ridge acknowledges that physical techniques are only part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff in this school:

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- (ii) Are provided with appropriate training to deal with these difficult situations.

Implications of the policy:

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility what would be an offence for an older pupil)¹;
- causing personal injury to, or damage to the property of, any person
- (including the pupil himself);
- 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. (Section 93 of the *Education and Inspections Act 2006* makes it clear that force may be used to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

¹ The age of criminal responsibility is currently 10 in England.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

Definitions of Positive Handling:

What is reasonable force?

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.
2. 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.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

'Reasonable Force uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property'.

The scale and nature of any physical intervention at North Ridge 'must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause'. (DfE/DOH Guidance for Restrictive Physical Interventions, July 2002).

This policy does more than simply outline the use of physical intervention at North Ridge. It aims to provide a transparent overview of how we use physical contact to both care for and, where appropriate control our pupils. Working within philosophy of 'Every Child Matters' with a particular focus in relation to the strands of 'staying safe' and 'enjoying and achieving', our Positive Handling Policy describes the acceptable physical interaction between staff and pupils on a daily basis. Based on the principles of moving from least intrusive to more restrictive holding we have divided interaction into three definable areas.

Physical Contact:

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Guiding a pupil at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.
- To provide personal care and postural management.
- To teach pupils about appropriate contact. Where possible, staff will always endeavor to use 'safe hugs' and the 'friendly hold' as defined in Team Teach training.

Physical Intervention/Control:

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder with little or no force. The techniques implemented here will include 'turn, gather, guide' and the 'friendly hold'. The important factor within these situations is the compliance of the child as a result of the intervention.

Restrictive Physical Intervention/Restraint:

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. **It is important to note that the use of 'reasonable force' should be seen as a last resort.** All such incidents are recorded and reported to parents and will be stored in an accessible way.

The following techniques are accredited by Team Teach and authorised for staff to use by the Headteacher. Whenever possible the following techniques will be used:

- (Caring C guides/ escorts).
- Helpful hug.
- Friendly Hold.
- Single Elbow.
- Figure of Four.
- Double Elbow.
- Small child holds and escorts- (only for agreed pupils and staff)

- Advanced ground holds are only used by staff who have had Advanced Team Teach training and only where the pupil has high risk behaviour that has been risk assessed.

Depending on the individual situation it may be necessary to use a range of strategies always remember continue to use de-escalation techniques in resolving a situation.

As indicated the level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint. If in doubt, then staff should always record the incident using the school's standard recording form.

Following an incident where physical intervention has been used for the first time, a positive handling section will be added to the pupil's behavior plan. If the pupil does not yet have a behaviour plan, a full plan will be written. This will be written by the class teacher with support from the behaviour team.

Once this plan has been written and checked, the pupil's parents/carers will be invited in to discuss the plan and sign to say they understand and are happy with it.

These meetings will be led by the Assistant head for Behavior, the Head Teacher or one of the Deputy Heads and supported by the class teacher. There must be a Team Teach Tutor present at the meeting.

The agenda for these meetings is as follows:

1. Introductions
2. Background information on PHPs and reason for pupil needing one
3. Discussion around PHP
 - a. About Me
 - b. What is important to me?
 - c. Triggers and supports
 - d. Behaviours causing concern
 - e. Preventative strategies – discuss how these support the pupil throughout the day
 - f. De-escalation strategies – when they are used and how they help
 - g. Physical Intervention techniques – demonstration of each technique by Team Teach tutor
 - h. Extra Information
 - i. Repair and reflect and what a repair and reflect is
 - j. Risk assessment
 - k. Crisis Management chart
 - l. Sensory profile and how it is used to support
4. Questions and feedback from parent/carer
5. Signing of the plan

Underpinning values:

Everyone attending or working in this 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 this school and their parents have a right to:

- 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 school's complaints procedure.

The school will ensure that parents/carers and pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school. In turn parents/carers will have committed themselves through the 'Home School Agreement' to promote the good behaviour of their child and that efforts have been made by them to ensure that he/she understands and follows the school's Behaviour Policy.

Authorised staff:

At North Ridge the power to use reasonable force applies to any member of staff, and any other person to whom the Head teacher has authorised to have control or charge of pupils. This can also include people to whom the Head teacher has given temporary authorisation to have control or charge of pupils such as unpaid volunteers (following training).

The power may be used where the pupil (including a pupil from another school) is on the school premises or elsewhere in the lawful control or charge of the staff member (e.g. a trip or visit).

The school provides Level 2 Team Teach training for all staff and the Team Teach tutors retains a list of all those staff trained.

Supply staff may appear on the 'authorised persons list' and are made aware of the school's policy. Proof of Team Teach training is provided by the Supply Agency.

The Headteacher 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 Headteacher will ensure that

those authorised are aware of, and understand, what the authorisation entails. Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed. Support Services will have their own policies for Care and Control of pupils. When working within school it is the Headteacher's responsibility to ensure that colleagues from Support Services are aware of school policy and practice. The head teacher in the school will be accountable for their actions while in the school.

Training:

Training for all staff will be made available and is the responsibility of the Team Teach tutors. Prior to any practical training theoretical aspects of effective behaviour management will have been delivered. Arrangements will be made clear as part of the induction of staff. Training will be provided as part of on-going continued professional development for staff- annually

Team teach is an accredited provider for training in Positive Handling (including physical intervention). They are registered with the Institute for Conflict management (ICM).

North Ridge, is committed to implementing the Team Teach approach of 'working together to safeguard people and services'. Further information in relation to Team Teach can be found at <https://www.teamteach.co.uk/>

All training provided at North Ridge takes into account the need for awareness around elevated risks in association with restrictive physical interventions. This aspect is a core element of the curriculum provided by Team Teach.

Physical techniques are not used in isolation and North Ridge is committed to ensuring that as a result of incidents learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour.

In addition, procedures are in place to ensure that appropriate support is provided for staff and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

All the techniques used take account of a young person's:

- age,
- gender,
- level of physical, emotional and intellectual development,
- special needs and any physical disability
- social context.

They also provide a gradual, graded system of response.

Where required Positive Handling Plans are written for individual children and these will be written with multi agency collaboration where possible. They are updated at least annually and more regularly where a pupils' behaviours are changing.

Risk Assessments are completed for each child when physical restraint may need to be used in the context of the identified target behaviour(s) and environments in which they occur. The assessment identifies the benefits and the risks associated with the strategies being proposed. They are updated at least annually and more regularly where a pupils' behaviours are changing.

Training in includes a comprehensive review of the agreed standard incident monitoring forms and any school-specific pupil level recording that is required for planning and evaluating behaviour modification strategies.

Teachers or other staff whose job includes responsibility for pupils cannot lawfully be prevented from using reasonable force. The absence of accredited training does not preclude a member of staff from using reasonable force when needed.

Strategies for dealing with challenging behaviour:

As endorsed in the school's Behaviour Policy, staff use consistent positive behaviour strategies to encourage acceptable behaviour and good order.

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident.

- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern)
- Further verbal reprimand stating:
 1. that this is a repeated request for compliance;
 2. an explanation of why observed behaviour is unacceptable;
 3. an explanation of what will happen if the unacceptable behaviour continues.
- A statement of intent that physical intervention may well be used alongside a reminder that holding will cease when the child shows compliance.
- Where necessary summon assistance using SAS Red Alert.

Physical intervention. Reasonable force being used to prevent a child harming him or herself, others or property.

Training in physical intervention given to staff will include sections on the current legal framework, background, theory and rationale behind the Team Teach Approach as well as an understanding of personal space, body language and a personal safety curriculum prior to any physical techniques being taught.

Team Teach techniques seek to avoid injury to the pupils, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as failure of professional technique, but as a regrettable and infrequent side effect of ensuring that the pupil remains safe.

Types of Incident:

Examples of situations that may call for judgments of this kind include:-

- A pupil attacks a member of staff or another pupil.
- Pupils are fighting, causing risk of injury to themselves or others.
- A pupil is committing, or on the verge of committing, deliberate damage to property.
- A pupil is causing, or at risk of causing, injury or damage by accident, through rough play, or by misuse of dangerous material(s) object(s).
- A pupil absconds from a class or tried to leave school other than at an authorised time. Refusal of a pupil a pupil to remain in a particular place is not enough on its own to justify use of force. It would be justifiable where allowing a pupil to leave would:
 - Entail serious risks to the pupil's safety(taking account age and understanding), to the safety of other pupils or staff, or damage to property; or
 - Lead to a behaviour that prejudices good order and discipline, such as disrupting other classes.
- A pupil is behaving in a way that seriously disrupts a lesson and is placing others at risk.
- A pupil is behaving in a way that seriously disrupts a school sporting event or school visit.

It is important to note that the use of reasonable force will only be applied at this school as a last resort, when all other alternatives have been exhausted and that any force used will be reasonable, proportionate and absolutely necessary.

Preventative and pro-active strategies to deal with challenging behaviour

Strategies for dealing with challenging behaviour.

Staff working with pupils experiencing a range of learning difficulties must be aware that these difficulties may mean that in some instances pupils will not be in control of their behaviour.

The school's "named person", Bernice Kostick, under the 2001 Code of Practice (SEN) will ensure that all staff are aware of the needs of individuals who are at risk of exhibiting poor behaviour and strategies to avoid or deal with this.

Those pupils can be helped to develop self-control through the use of appropriate behavioural programmes and by staff consistently using positive strategies to encourage acceptable behaviour and good order. All staff should be aware of these programmes and the strategies to be used as determined by risk assessments and positive handling plans. Good communication between staff is essential particularly at breaks/ lunchtimes and evenings where less structured situations can allow behavioural issues to surface.

Staff working as a team should create:-

- *a calm, secure atmosphere throughout school and use consistent approaches*
- *opportunities for pupils to earn praise/rewards. It is important to praise good behaviour as often as possible especially from a student who often misbehaves. It is especially important to notice and reward behaviour that matches the targets of any individual behaviour plans developed for pupils.*
- *opportunities to identify problem behaviour or triggers in order to avoid creating further difficulties i.e. by anticipating behaviour before it occurs*
- *awareness of pupil behaviour so that attention seeking behaviour is seen but ignored where it is safe to do so*
- *opportunities for discussion with the pupil where discussion can take place in order to set targets designed to deal with the difficult or attention seeking behaviour. One behaviour at a time can be moderated through this process alongside support in situations which he/she is likely to find difficult*
- *opportunities for explanation of the actions/sanctions to the pupil.*
- *as few organisational changes as possible such as the timetable to minimise the potential for pupils to become unsettled*
- *potential for staff to be rotated to lessen strain on staff – some members of staff may be able to deal with behaviours that others find upsetting*
- *opportunities for regular contact between teaching staff and parents/carers to share plans and spread the strategies over a 24-hour period. Parents/ carers must*
- *be involved in a behaviour programme which has indicated that restraint may be needed and informed if the physical intervention of their child has taken place.*
- *Liaise with outside agencies for support and involvement in the programme to ensure that joined up approaches are in place*

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment.

At North Ridge pupils are never secluded i.e. where they are forced *to spend time alone against their will in a locked room or room which they cannot leave. However, 'Time out' which involves restricting the pupil's access to all positive reinforcements as part of the behavioral programmed in a room or area which they may freely leave and 'Withdrawal,' which involves removing the person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities are used in line with individual plans. (See school policy on use of the calm rooms)*

North Ridge recognises the distinction between planned physical interventions (where incidents are foreseeable) in that they have occurred previously and a response planned following an appropriate risk assessment and the use of force in emergency situations (which cannot reasonably be anticipated). Such incidents are recorded accordingly using IRIS Adapt.

Wherever possible, assistance will be sought from another member of staff. Positive Handling at North Ridge is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the behaviour management strategies used.

The school operates a Red Alert System so that staff can seek help at any time during the school day. We encourage staff to use this and see it as strength and not a weakness to seek help.

A specific script used by staff at North Ridge in order to support each other is the 'Help Protocol'. The following provides an aide memoir of this script:

Help Protocol

- 'Hello Mr.Mrs (name of staff)', where appropriate the pupil should also be engaged by the use of their name. **'Help is available'**.
- The response from the member of staff should always be – 'Yes please'.
You can
- help by
- 'How can I help?' is the question that should then be posed allowing the member
- of staff originally involved in the incident to retain control of the situation.
- 'You can help by.....' enables effective support to be provided for all concerned.

- Accepting help in Team –Teach involves telling colleagues exactly what they are required to do.
- If you hear the **“More help is available” this signals that the person offering help is in charge of the situation.**
- The person offering help needs to give a clear direction e.g. ‘I would like you to go to the staff room and finish off that report please John.’ This enables the member of staff a get out with dignity option.

Underpinning Principles.

Everyone attending or working in this 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 this school and their parents have a right to;

- individual consideration of pupil needs by staff who have a 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 school’s complaints procedure.

The school will do all they can to ensure that pupils understand the need for and respond to clearly defined limits which govern behaviour in the school.

Parents/Carers are also asked to commit themselves through the Home-School Agreement to ensure the good behaviour of their child and that he understands and follows the school’s Behaviour Policy.

Staff from the Authority working within the school.

- Educational support services and Health Service staff working in schools will have their own policies regarding physical intervention. Such staff will, whilst on the school premises, be expected to be aware of and operate within the policy of this school. The school will ensure that all visiting professionals have access to this and other relevant school policies. Visitors have a responsibility to read these and act accordingly.
- Visiting staff would not be expected to use physical intervention.

Training.

Training for all staff will be made available and will be the responsibility of the Team Teach Tutors. No member of staff will be expected to undertake the use of physical restraint without appropriate training. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development. The school has decided to follow the Team Teach model and training will be provided/ has been provided for all staff since February 2007. At least 4 members of school staff will always be additionally trained in order to become approved trainers. This will facilitate annual refresher training for all staff and initial training for new staff. Each year a cohort of staff will have received advanced training by an Advanced Team Teach Tutor commissioned by school. The number of staff trained in Advanced Team Teach will be dependent on assessed need.

The 1996 Education Act (Section 550A) stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere (this includes authorised out-of-school activities);

Reasonable force can be used to:

prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Types of Incidents where physical intervention may be required

The incidents described in Circular 10/98 and DfE 2002 fall into three broad categories:

- a) where action is necessary in self-defence or because there is an imminent risk of injury;
- b) where there is a developing risk of injury, or significant damage to property;
- c) where a pupil is behaving in a way that is compromising good order or discipline;

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools 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.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Sanctions and rewards as an alternative to physical intervention

A system of positive rewards and incentives should be developed to encourage appropriate behaviour such as:

- Praise and encouragement
- Awarding of points
- Choice of activities- enjoy and achieve/ golden time
- Star of the week nomination
- Appropriate edible rewards
- Certificates
- Privileges
- Weekly target review
- VIP

Undesirable behaviour can be stopped by a reminder of the consequences.

Shouting to intimidate should not take place.

Further sanctions may be necessary. The following may be utilised;

- Loss of points
- Expectance that the pupil will clear up a mess, repair damage where possible and take responsibility for their actions
- Restorative discussions
- Loss of break time
- Catch up
- Catch Up work at the end of the week
- Home Visit
- Exclusion- (will be used as a very last resort)

Acceptable measures of physical intervention

The use of any degree of force can only be deemed reasonable if:

- a) it is warranted by the particular circumstances of the incident;
- b) it is delivered in accordance with the seriousness of the incident and the consequences which it is intended to prevent;
- c) it is carried out as the minimum to achieve the desired result;
- d) the age, level of understanding and gender of the pupil are taken into account;
- e) it is likely to achieve the desired result;

Wherever possible assistance should be sought from another member of staff before intervening.

In extreme circumstances, trained staff may need to use more restrictive holds.

Physical Intervention will **stop** if the child has;

- difficulty in breathing
- vomits
- has a fit or seizure
- experiences swelling or change of hue of skin
- the child has gone to ground

Any such measures will be most effective in the context of the overall ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used.

Wherever physical intervention is used staff must keep talking to the pupil in a reassuring and positive manner unless their positive handling plan states otherwise, (for instance that talking to the pupil during the physical intervention will increase the pupils' anxiety and/or aggression level). It is desirable that when a physical intervention is occurring and there is an additional member of staff available that the additional member of staff, not physically involved in the intervention, should direct and lead the staff (using the overview vantage point they have) to a safe release as soon as possible.

Unacceptable measures of physical intervention.

In accordance with the Local Authority Guidelines and the NMS for RSS the following are unacceptable methods of sanctioning a pupil and not allowed by the school:

- Use of prone (face down) restraint- **UNLESS THE PUPIL HAS A PLAN THAT INCLUDES ADVANCED TECHNIQUES AND THE STAFF WORKING WITH THE CHILD HAVE BEEN TRAINED**
- Locking a child in a room
- Physical punishment

- Deprivation food/ drink/ medical /sleep
- Distinctive clothing
- Restriction to breathing/ circulation
- Pressure on joints
- Use of a mechanical or therapeutic device

Recording.

Where physical intervention has been used to manage a pupil, a record of the incident **will** need to be recorded on the school's agreed system IRIS Adapt. This record, will be made on the same day or as soon as possible after the incident and no longer than 24hours after the incident and will include:

- name of the child
- date and location of the incident which led to the sanction being applied
- details of relevant behaviour
- the nature of the sanction; the name of the staff member giving the sanction
- the name(s) of any other staff present
- the effectiveness and any consequences of the sanction
- the signature of the staff member concerned

In addition, specific details of the use of physical intervention will be recorded which will include:

- how the incident developed;
- attempts made to calm the situation
- names of staff or pupils who witnessed the incident;
- the outcome of the incident including any injuries sustained, by any pupil or member of staff;
- any damage to property which had resulted;
- whether/how parents have been informed;
- (where possible) pupils' view of the incident and whether they wish to make a complaint.

Staff may find it helpful to seek advice from a senior colleague or representative of their professional association/union when compiling a report.

After the review of the incident by the TA4 for Behaviour the incident log will be locked and remain on the pupil's file. The review of the incident may include recommendations to update the pupil's positive handling plan and/or individual risk assessment. P.H.P.s

A Health and Safety Accident/ Violent Incident Form will be completed and returned to the Authority when an injury has occurred during Physical Intervention.

The school will review such records at least every half term to ensure that:

- Records are being appropriately kept
- That patterns of behaviour in individual pupils or at particular times of the day/
- certain lessons are being identified and problems addressed
- That training issues arising from the above are being identified and addressed.

A copy of the school reporting procedure following a Physical Intervention is attached as Appendix 1.

Action after an incident.

- The Head teacher will ensure that each incident is reviewed and investigated further as required.
- In the case of every physical intervention, a debrief of the child and the member of staff leading the physical intervention will take place. The child debrief, wherever possible should be completed by the member of staff who instigated the physical intervention in order to ensure that the relationship is, or starts to, repair. This debrief should be completed as soon the pupil is ready and can occur at an unplanned moment.
- The staff debrief should be completed by either the line manager of the member of staff or one of the Team Teach trainers and should explore whether or not any other action could have been taken to prevent the physical intervention, what has been learned about the pupil and their behaviours, whether the physical intervention was appropriate, proportionate and necessary, whether the physical intervention was successful and whether or not any amendments to the pupil's positive handling plan or individual risk assessment needs to be made,

If further action is required in relation to a member of staff or pupil, this will be pursued through the appropriate procedure which may be:

- Child Protection Procedure (this may involve investigations by other agencies such as Social Services.
- Staff or Pupil Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure

The member of staff will be kept informed of any action taken.

In the case of action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Where staff have been involved in an incident involving physical intervention they should have access to counseling and support. Within the school, this will be made available at the member of staff's request through the Head teacher.

Complaints.

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints received by the Head teacher from parents, staff or any other persons regarding alleged ill-treatment of pupils or injuries received by a student during the course of physical intervention must be investigated fully by the Head teacher using the complaints procedure.

The Chair of Governors will be informed of complaints.

Support:

The school is committed to providing regular professional development on behaviour strategies/management for all staff in order to maintain the ethos of the school, its values and the boundaries of acceptable behaviour.

Staff who have been involved in difficult incidents will be offered the full support of the Head teacher and SMT in talking through the incident. In this follow up work senior managers and staff will look for “lessons to be learnt” and alter procedures or develop training as the result of these insights.

Children who have been subject to physical intervention will be given the opportunity to discuss the incident with a member of staff at the first reasonable opportunity following the incident. Such discussions will offer pupils and school fresh opportunities to work together and to renew relationships that may be strained by the incident. Pupils will be informed of ways in which their behaviour could change in order to prevent a repetition of the incident.

Pupils who have witnessed an incident of Physical Intervention and who are distressed will be counseled by an appropriate member of staff.

Monitoring incidents:

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the staff to the continually changing needs of pupils.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

To support the Headteacher and school and ensure objectivity the School will be monitored by a named Governor (Gary Whitely) who supports this process will undertake termly audits of incidents and feedback findings to the Headteacher and Governing Body.