



Hoo Primary School and Marlborough Centre

Physical Intervention (Positive Handling) Policy

Policy Written by; Catherine Mckie
Policy agreed by Governors
Reviewed

April 2007
April 2011

To be Reviewed Annually
Reviewed

April 2008, April 2009, April 2010,
April 2011 Summer 2012

Signed HT
Dated

Governor
Dated

Introduction

This policy provides a framework for the use of Physical Intervention within Hoo St. Werburgh Primary School & Marlborough Centre and takes into account information provided in Circular 10/98 on Section 550A from the Education Act 1996 as well as the DFES “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”.

As a school we have a trained tutor in the Team Teach method, this training is provided by Team Teach. The tutor along with another Local Authority trained tutor is then able to deliver in-house training on Team Teach methods to all staff who work in our school. The training programme involves: Induction, Communication and Handling training. All staff that satisfactorily complete Team Teach training are authorised to use Physical Intervention. A list of staff that has completed this training is held in the front of the Positive Handling file in the Head of Centre’s (Team Teach Tutor) office. All staff receive refresher on a bi-annual basis and new staff are trained as soon as feasibly possible.

The Legal Context

Circular 10/98 on Section 550A from the Education Act 1996 states

The section allows teachers and other persons who are authorised by the Head teacher to 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:

- *committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);*
- *injuring themselves or others;*
- *causing damage to property (including pupil’s own property);*
- *engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.*

Circular 10/98

Staff should not hesitate to act in an emergency for fear that their actions might be interpreted as punitive. Teachers and other staff who intervene physically to avert danger on the spur of the moment, will be protected in the eyes of the law, provided that the danger was immediate and that they used reasonable and proportionate force. Only the minimum force necessary to prevent injury or damage should be applied.

Placing Physical Intervention in Context

Physical Intervention is never seen in isolation, it is used alongside the school’s behaviour policy. Physical intervention is one of many strategies available and

should always be seen as a last resort when all other strategies have failed. Physical interventions can be placed in 2 broad categories:

- i) Emergency Interventions - these involve staff employing, where necessary, one or a combination of the strategies in a response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response (for example a child running on to a road).
- ii) Planned Interventions - will involve staff employing, where necessary, one or a combination of the strategies as an agreed response to an identified behaviour. This will be documented in a Behaviour Management Plan (BMP) (Appendix 1) and will be reviewed 3 times a year (bi-termly). The BMP lists accepted strategies to be used as well as strategies that may be used before and during an incident.

Once an Emergency Intervention has had to be used, a risk assessment is made of the pupil and a BMP (Appendix 1) is reviewed highlighting the triggers and behaviours displayed, thus indicating to all staff the best way to handle similar subsequent incidents involving that pupil.

The Practice of Positive Handling

Training on Physical Intervention given to staff includes sections on the background, theory and rationale behind the Team Teach approach as well as an understanding of personal space and body language before any Physical techniques are taught.

95% of positive handling is the use of other strategies including distraction, calm talking, body language, etc. whilst only 5% is actual physical intervention.

Listed below are the accepted Team Teach strategies that staff have been trained to use:

i) a range of personal safety responses to deal with;

Wrist & Hair grabs
Neck holds
Bear Hugs & Bites
Punches & Kicks

ii) a range of guides, escorts and restraints ranging from least intrusive to most intrusive;

Friendly hold
Single elbow – this can be with 1 or 2 people.
Double elbow - this can be with 1 or 2 people.
T-Wrap – this is only for pupils below chin height of adult holding them.
Half Shield

Each of the above holds can be used in either standing and walking positions as well as sitting on chairs or on the ground (except double elbow, which cannot be used in a seated position).

These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force. Restraint is most effective when 2 or more members of staff are involved. Not only can they both support the facts, if challenged later, but also assistance can ensure that the process does not degenerate into a struggle in which a member of staff is seen grappling for control. Far less danger exists for both staff and pupils when the forces for control are overwhelming but not excessive. We recommend staff are not left on their own with pupil.

As soon as it is safe, restraint should be gradually relaxed as pupil regains self-control.

Staff should remain calm throughout and should attempt to speak reassuringly to the pupil and explain that the restraint is an act of care and control and not punishment.

Physical restraint must not be used purely to force compliance with staff instruction when there is no immediate risk to people or property.

Placing pupils in a locked room must not take place. "Time Out" should never involve any restrictions to the pupil's liberty. Pupils' should be removed to an area that is overlooked and has open access, they must never be left unsupervised.

If a pupil demonstrates the intention of leaving the school site, staff must first try verbal persuasion to encourage the pupil to make the right choice. Staff should be aware that pursuit of a pupil can provoke flight and potential danger.

Restraint when possible, should be used to keep the pupil in safety on site. If a pupil habitually absconds, consideration should be given as to whether they are appropriately placed. Parents of absconding pupils and the police should be informed as a matter of course. These incidents always require completion of a serious incident form (Appendix 2).

Reporting and Monitoring of Incidents

Reporting and monitoring is of paramount importance as it provides Protection for staff and pupils and helps in keeping a record of the number of incidents/times they occur/ pupils involved/triggers to certain behaviours thus making tracking of incidents easier & measurable. When an incident has de-escalated and both the staff and pupil are calm a debrief (if pupil is willing) needs to take place between them and the child's view of the incident should be

discussed and recorded if appropriate. A discussion (if appropriate) should also take place at this time about strategies the pupil should use in the future.

As soon as is reasonably possible after an incident staff need to fill out a serious incident Form this must be done within 24 hours of the incident. There are 2 different forms depending on whether a pupil has been restrained or not during an incident. Green forms (appendix 2) are when a pupil has significantly disrupted the learning of others and staff support has been required, however, no restrain/handling has been used. Pink forms (appendix 3) are used in similar circumstances but when restraint/handling has been deemed an appropriate strategy. Incident forms are kept in a pink file in the Centre office; each form has a number on it and must be signed out on the register at the front of the file. Once completed and signed by all relevant staff the form should be placed in the Positive Handling folder in the Head of Centre's office. The Head of Centre reads all forms and follows up any outstanding issues and then countersigns the form. The forms are then placed into the pink lever-arch file in the Head of Centre's office. If a child has been involved in a serious incident the parents will be notified as soon as is feasibly possible in the same day. This may be once the child has left the school site and staff are able to contact parents. Notes of this conversation will be recorded on a Parent Contact Form (PCF) and sent to Assistant Head Teachers & the Head of Centre.

Criteria for "Serious Incident"

A serious incident is one where a child's behaviour is over and above those usually accepted within a school environment and where physical intervention may have been used. However, physical intervention may not always be required due to the use of the other 95% interventions. On these occasions staff would still be required to complete a form in order to keep a record of the child's behaviour.

Links to other policies

This policy should be read alongside and in conjunction with other policies regarding the safety and welfare of children and these together make up the suite of policies to safeguard and promote the welfare of children in this school

- *Behaviour*: our policy clearly outlines school procedures that are followed when managing pupil's behaviours in the school environment or when on school trips/residentials. That policy states that levels of behaviours tolerated within the school and the appropriate rewards and consequences used as a result of certain actions. Staff may only use physical intervention as a last resort. We understand that physical intervention of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures.

- *Touch*: our policy clearly outlines that staff can have physical contact with pupils but it explains where on the body they may have contact and why. This policy also mentions use of positive handling.
- *Anti-bullying*: our policy on the prevention of management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.
- *Racist incidents*: our policy on racist incidents is set out in a separate anti-racism or equal opportunities policy and acknowledges that repeated racist incidents, or a single serious incident, may lead to consideration under child protection procedures.
- *Health and safety*: our health and safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically, within the school environment, for example in relation to internet use; and when away from the school for example when undertaking school trips and visits.

Author: Catherine Mckie - Team Teach Tutor

Date: April 2011

Reviewed: Summer 2012

BEHAVIOUR MANAGEMENT PLAN (BMP) APPENDIX 1

**Hoo St. Werburgh Primary School & Marlborough Centre
Behaviour Management Plan**

Pupil Name:	DOB:	Date of Plan:		
Behaviours / Situations likely to result in Physical Intervention; What is the behaviour like? When does it occur? Where does it occur? :				
Strategies to be used (where possible) before Physical Intervention: Tick as appropriate.				
Give Time	Distraction	State Alternatives / consequences	Praise partial compliance	Give Space
Reassure / Remind	Other staff intervene	Repeat request	Talk Calmly	Give a count
Instruct other pupils	Remove stimulus	Other:		
Preferred Handling Strategies to be used: Friendly Hold, Single Elbow, Double Elbow, Wrap – Walking/Standing/Chairs/Ground				
Other:				
Debrief process required after Physical Intervention e.g. Space, talk through etc:				
Agreed By:				
Teacher: _____ signed _____				
Head of Centre: Miss C Mckie signed _____				
Pupil (if appropriate): _____ signed _____				
Review Date: (October, February, May)				

APPENDIX 2 (TO BE COPIED ON GREEN PAPER)

SERIOUS INCIDENT FORM - **NO** HANDLING INVOLVED

Name of Pupil	Class	Yr
<p>Name of Reporting Person:</p> <p>Position: Teacher TA Office SLT (please circle)</p> <p>Date:</p> <p>Time: from _____ to _____ Duration of Entire Incident: _____ minutes</p>		
<p>Location: (please circle) classroom playground dining hall reception area medical room quiet room sensory room triangle room balcony field</p> <p>Main school – (please state where)</p> <p>Off-site – (please state where)</p>		
<p>Pupil Behaviour: (please circle – as many as appropriate)</p> <p>Refusing to follow instructions abuse to other pupils abuse to staff fighting hitting other pupils hitting staff kicking other pupils kicking staff throwing objects climbing on furniture absconding self-harming destroying other pupils work bullying</p> <p>Other (please describe):</p>		
<p>ANTECEDENTS: (a concise description of events leading up to the incident)</p>		
<p>BEHAVIOUR: (describe exactly what happened & and how pupil responded)</p>		

CONTINUED BEHAVIOUR:

CONSEQUENCES: (how did staff intervene, how did the pupil respond, how was the situation resolved)

Any injuries incurred to pupils of staff? (If YES please detail below)

Were accident forms completed if appropriate? YES NO Form Number

Names of Staff involved: (staff should initial their agreement with the accuracy of the report or write an alternative)

Names of staff witnesses:

Names of pupil witnesses:

De-escalation techniques: (please circle)

Verbal advice and support Offering services of other staff Calm talking
Informing of consequences Distraction Reassurance Humour
Talking non-threatening body position Step away Negotiation Diversion
Clear instruction/warning Offering options
Use of physical location and presence

Other: (please detail)

Length of time de-escalation techniques employed: minutes

Post incident measures undertaken to ensure student calmed, and final outcome: (must be completed)

Response/view of pupil: (must be completed - either by pupil or staff scribing)

Pupil signature..... **(where appropriate)**

Any other relevant information: (include details of damage to property, etc, if none, write none)

Signed by all staff involved

Monitoring by Team Teach Tutor (SLT member)

Signed:

Name: Miss Catherine Mckie

Position: Head of Centre/Deputy Head of School

APPENDIX 3 (TO BE COPIED ON PINK PAPER)

SERIOUS INCIDENT FORM - **HANDLING INVOLVED**

Name of Pupil	Class	Yr
<p>Name of Reporting Person:</p> <p>Position: Teacher TA Office SLT (please circle)</p> <p>Date:</p> <p>Time: from _____ to _____ Duration of Entire Incident: _____ minutes</p>		
<p>Location: (please circle) classroom playground dining hall reception area medical room quiet room sensory room triangle room balcony field</p> <p>Main school – (please state where)</p> <p>Off-site – (please state where)</p>		
<p>Pupil Behaviour: (please circle – as many as appropriate)</p> <p>Refusing to follow instructions abuse to other pupils abuse to staff fighting hitting other pupils hitting staff kicking other pupils kicking staff throwing objects climbing on furniture absconding self-harming destroying other pupils work bullying Other (please describe):</p>		
<p>ANTECEDENTS: (a concise description of events leading up to the incident)</p>		
<p>BEHAVIOUR: (describe exactly what happened & and how pupil responded)</p>		

CONTINUED BEHAVIOUR:

CONSEQUENCES: (how did staff intervene, how did the pupil respond, how was the situation resolved)

Any injuries incurred to pupils or staff? (If YES please detail below)

Were accident forms completed if appropriate? YES NO Form Number

THIS SECTION ONLY NEEDS COMPLETING IF HANDLING WAS INVOLVED				
Names of Staff involved: (staff should initial their agreement with the accuracy of the report or write an alternative)				
Names of staff witnesses:		Names of pupil witnesses:		
De-escalation techniques: (please circle) Verbal advice and support Offering services of other staff Calm talking Informing of consequences Distraction Reassurance Humour Talking non-threatening body position Step away Negotiation Diversion Clear instruction/warning Offering options Use of physical location and presence Other: (please detail)				
Length of time de-escalation techniques employed:				minutes
Reason/Justification for Restraint: (please circle) Child liable to danger/injury or attempting to abscond Other child(ren) liable to injury Staff liable to injury Property liable to be damaged Disruptive behaviour prejudicial to the safe & secure learning environment Absconding Other: (please detail)				
Handling techniques used: Single elbow, Double elbow, T-Wrap, etc (describe)				
Sequence	Hold	Duration Minutes	Staff (initials)	Position stand/sit
1				
2				
3				
4				
5				
Ground: (ensure that any progression to ground is described above) Did the student go to the ground independently? YES NO (circle) Was the student taken to the ground by staff? YES NO (circle) Duration: minutes				

Names of staff involved in ground hold:	
Post incident measures undertaken to ensure student calmed, and final outcome: (must be completed)	
Response/view of pupil: (must be completed - either by pupil or staff scribing)	
Pupil signature (where appropriate)	
Any other relevant information: (include details of damage to property, etc, if none, write none)	
Parents/carers informed: YES NO (circle) If not record reason:	
Name of member of staff who informed parents:	
Has letter regarding handling incident been sent? YES NO (circle)	
Signed by all staff involved	
Monitoring by Team Teach Tutor (SLT member) (circle)	
Was sufficient/appropriate de-escalation undertaken?	YES NO
Were there grounds for the use of physical control?	YES NO
Were approved physical controls used?	YES NO
Has appropriate/sufficient post-incident action been taken?	YES NO
Were physical controls absolutely necessary?	YES NO
Was positive handling used reasonably?	YES NO
Was physical control used proportionate to event?	YES NO
Is the reporting complete & comprehensive?	YES NO
Signed: Name: Miss Catherine Mckie Position: Head of Centre/Deputy Head of School	

