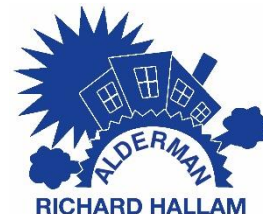




# **ALDERMAN RICHARD HALLAM PRIMARY SCHOOL**

**ARH – Educating a community of life-long learners**

## **Physical Intervention and Positive Handling Policy**



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## **Ethos**

At Alderman Richard Hallam Primary School, we are committed to a positive Behaviour Policy which encourages children to make positive behaviour choices. We do, however, recognise that children sometimes do make the wrong choices. On rare occasions, this may result in a situation that requires some form of physical intervention by staff. 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 Headteacher as soon as possible.
- Parents and carers will be informed of each incident.

## **The Legal Framework**

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who 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:

- Causing injury to themselves or others
- Committing an offence
- Damaging property
- Prejudicing the maintenance of good order and discipline'

## **Our approach**

At Alderman Richard Hallam Primary School, we aim to avoid the need for physical intervention and regard this as a last resort in a tiny minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in conjunction with our Behaviour Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the school's policy on behaviour, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in *loco parentis* and have a 'duty of care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and wellbeing.

Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

## **Use of physical restraint**

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

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

When physical restraint becomes necessary:

### **DO**

- Tell the pupil what you are doing and why;
- Use the minimum force necessary;
- Involve another member of staff if possible;
- Tell the pupil what they must do for you to remove the restraint (this may need frequent repetition);
- Use simple and clear language;
- Hold limbs above a major joint if possible (e.g. above the elbow) and with 'Caring Cs' (fingers firmly together);
- 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;
- Involve other pupils in the restraint;
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck;
- Use physical restraint or intervention as a punishment.

## **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 Headteacher or Deputy Headteacher should be informed of any incident as soon as possible; they will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents or carers informed.

If the behaviour is part of an on-going pattern, it may be necessary to address the situation through the development of a behavioural SEND Support Plan, which may include an anger management programme, or other strategies agreed by the SENDCo. This may require additional support from other services, for example the LA Social Emotional Mental Health Team.

In some circumstances, a referral to Early Help (single assessment) may be appropriate to help identify an additional need for a particular child. Our Early Help leads are Mrs K Nanda and Mrs H Elverstone.

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 CPOMS (following the school's Safeguarding and Child Protection Policy) and on the Local Authority's electronic physical intervention form ([https://my.leicester.gov.uk/service/Physical Intervention Record](https://my.leicester.gov.uk/service/Physical_Intervention_Record)); this should be flagged to the Headteacher/Deputy Headteacher, SENDCO and the Behaviour lead. All sections of this report should be completed so that any patterns of behaviour can be identified and addressed. A hard copy of this form should be printed for the child's folder.***

***In the event of any future complaint or allegation, this record will provide essential and accurate information and will inform individual and school risk assessments.***

A member of staff will contact parents or carers 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. A copy of the recording format will be forwarded to the parents.

### **Risk Assessments**

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises (**Appendix 1: Individual Positive Handling Plan**).

Such planning will address:

- Strategies to be used prior to intervention;
- Ways of avoiding 'triggers' if these are known;
- Involvement of parents and carers to ensure that they are clear about the specific action the school might need to take;
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance);
- Identification of additional support that can be summoned if appropriate;
- The school's duty of care to all pupils and staff.

### **Complaints and Allegations**

This policy is shared with all staff, parents and carers (via our school website: <http://www.arhprimary.co.uk/policies/>) to ensure transparency. Should a dispute about the use of force by a member of staff arise, Alderman Richard Hallam's complaints procedures will be followed. Details of this can be found in the school's Complaints Policy.

### **Monitoring Use of Restrictive Physical Interventions**

Use of physical intervention in school will be monitored by termly scrutiny of the electronic records of physical interventions. Feedback from monitoring will be used to help staff learn from experience, determine what specialist help is needed for children and to assess the appropriateness of the child's placement at the school. Information on trends and emerging problems will be shared within the school. Monitoring information will be reported on a regular basis to school governors. This monitoring will be jointly reviewed by the SENDCO and the member of SLT in charge of behaviour on a termly basis.

### **Staff Training**

Staff involved in implementing Positive Handling Plans will be provided with Team Teach training where possible. This will be dependent upon the child in their care and if regular holding is needed for the safety of the child/children in their immediate vicinity.

When a child is highlighted to need regular Team Teaching, a Positive Handling Plan (**Appendix 1**) **must** be put in place and parents or carers need to be informed, and their consent given.

The plan will need to be reviewed by the teacher and parents or carers on a termly basis to make sure it is still relevant and needed.

If Team Teach is used, the LA's electronic physical intervention form must be completed, and parents or carers informed with full details of the incident.

Team Teach training needs to be updated every 2 years.

*To be reviewed: Autumn 2025*



### **POSITIVE HANDLING PLAN**

NAME:

CLASS:

YEAR:

STATEMENT OF SEND Y / N

REVIEW DATE:

ADDITIONAL INFORMATION: e.g. Medical Data: known medication/Asthma/Nose bleeds etc.

TRIGGER BEHAVIOURS: (Describe situations/behaviours which are known to have led to Positive Handling being required)

TARGET (S):

SUCCESS CRITERIA:

PREFERRED SUPPORTIVE STRATEGIES: (Underline/Describe strategies which, when and where possible, should be attempted before positive handling techniques are used).

Verbal advice/support

Planned positive distractions, what?

Reassurance

Positive touch

who?

Tactical ignoring

Negotiation/Partial agreement

Time out offered/directed

Transfer adult

Choices/limits/consequences

Others:

i.e. Classroom organisation.

Preferred Handling Strategies: (Described the preferred staff responses/holds)

## Appendix 1: Record of Positive Handling

Technique	Standing/Sitting	Number of staff	Breakaway Techniques

REPAIR AND REBUILD PROCESSES FOLLOWING THE INCIDENT (What care is to be provided? What learning opportunities exist for the child? How will the child be reintegrated back into school?)

### RECORDING AND NOTIFICATION REQUIRED

Record of positive handling Y / N

### EVALUATION (This section is to be completed during the review)

#### SIGNATURES:

Teacher: ..... Date .....

SEND/CO/SLT: ..... Date .....

Parent / Carer ..... Date .....

Do you wish to be informed on each occasion that the Positive Handling Plan has been implemented?

Please delete Yes /No

Staff authorised to use techniques

.....

Date .....

Other(s)..... Date .....