

# LLISWERRY HIGH SCHOOL



## RESTRAINT POLICY

|                                |                    |
|--------------------------------|--------------------|
| <b>Owner:</b>                  | <b>Mrs L Evans</b> |
| <b>Updated:</b>                | <b>April 2017</b>  |
| <b>Next Review Date:</b>       |                    |
| <b>Updated by:</b>             |                    |
| <b>Governor Approval Date:</b> | <b>April 2017</b>  |

# Llswerry High School

## SCHOOL POLICY ON RESTRICTIVE PHYSICAL INTERVENTION / POSITIVE HANDLING

This policy should be read in conjunction with school policies on Behaviour, Child Protection and Health & Safety.

This Policy is informed by the Welsh Government guidance document Framework for Physical Intervention Policy and Practice (March 2005)

Safeguarding children in education: handling allegations of abuse against teachers and other staff April 2014 WG

The School recognises the importance of ensuring good order to provide a safe environment for staff and pupils. To achieve this, it is recognised that, in extreme circumstances, it may be necessary for school staff to intervene physically to manage certain harmful behaviours by pupils.

1. It is the School's policy that Restrictive Physical Intervention, sometimes referred to as positive handling, will be used **as a last resort**, normally after non-physical strategies have failed to manage a pupil's behaviour.
2. Restrictive Physical Intervention is defined as direct physical contact between persons where reasonable force is positively applied against resistance, either to restrict movement or mobility or to disengage from harmful behaviour displayed by an individual.
3. The school will work to create an environment that minimises the risk of incidents that might require restrictive physical intervention. This will include :-
  - The implementation of whole-school behaviour management strategies
  - Training staff to de-escalate and defuse potentially disruptive situations
  - Working with individual children and their parents to identify trigger behaviours and to develop preventative strategies that avoid the need for physical intervention,
4. **Restrictive physical intervention will only be used when the risk of not intervening outweighs the risk of doing so. It will only be used to prevent pupils:**
  - Harming themselves or others
  - Committing a criminal offence
  - Causing serious damage to property
  - Engaging in behaviour which is seriously prejudicial to good order and discipline.
5. Action taken during a restrictive physical intervention will be:
  - Reasonable
  - Proportionate
  - Necessary
  - In the best interest of the child.
6. Parents will be informed of the school's policy on Restrictive Physical Intervention. Details will be included in the School Handbook and a copy of this policy will be given to parents on request.

7. While any member of school staff may intervene physically in an emergency, and all teachers are legally enabled to use reasonable force under section 93 of the Education and Inspections Act 2006, only those staff who have been specifically authorised by the Head Teacher will normally take part in restrictive physical interventions that have been included in Positive Handling Plans. An up to date list of authorised staff will be kept in the school and will be reported annually to the Governing Body.
8. In cases where it can reasonably be foreseen that a pupil is likely to require positive handling, a Positive Handling Plan will be drawn up by the school with the agreement of parents/carers and in consultation with relevant agencies and the child, and will be reviewed regularly.
9. Records :–
  - All incidents involving restrictive physical intervention will be recorded in a Bound and Numbered book.
  - All serious incidents will be reported to the LA in order to provide appropriate follow up and support for pupils and staff.
  - Parents will be informed as soon as practical about all serious incidents.
  - A completed Violence at Work form will be sent to the LA if a member of staff is injured during an incident.
  - Sample reporting forms are attached as Appendix 3.
10. The school's Bound and Numbered Book will be reviewed every half term by the Head Teacher and the **Governor with responsibility for Child Protection issues**, and will be monitored annually by an LA representative. The information will be used to review Positive Handling Plans for individual children, staff training needs and relevant school policies.
11. The Head Teacher will determine the training needs of school staff after assessing the likely need and scope of physical intervention that might be required. Advice and support on assessing training needs will be available from the LA.
12. Training will be provided by Newport City Council and will meet the standards approved by the British Institute of Learning Disabilities. Staff will only use intervention techniques which they have been trained to use, except in extreme emergencies. Staff will not use any technique that restricts a child's breathing or which requires a child to be held face down.
13. All staff involved in a restrictive physical intervention will be allowed time to seek medical attention if necessary, to recover and to be debriefed by colleagues nominated by the Head Teacher. Written records will be completed within 24 hours, if practical.
14. Pupils will be given medical attention if necessary, and will be given time to become calm before discussing an incident. The pupil will be given the opportunity to explain things from his/her point of view and steps will be taken to re-establish the relationship between the pupil and the staff involved in the incident.
15. Staff who act in accordance with this policy will be positively supported by the LA and the School, but staff will be expected to use their professional judgement when handling children, and everyone involved must be aware that their actions may be subject to scrutiny and possible legal action.

16. While staff will use the minimum force for the shortest time during a restrictive physical intervention, it is recognised that minor injuries, such as bruises and scratches, may occur. Such minor injuries will not, by themselves, be regarded as evidence of misconduct.
17. All complaints relating to restrictive physical intervention will be recorded by the school and details will be shared with relevant LA staff and other agencies. The Head Teacher will clarify the details of all complaints in accordance with the school's Complaints Policy, and will ensure they are dealt with appropriately.
18. This policy will be effective from April 2017 and will be reviewed annually by the Governing Body. Appendices may be amended at any time to reflect changes in legislation or good practice.

## **Appendices –**

1. Guidance to staff Regarding Physical Intervention
2. Guidance to diffuse an incident
3. Record of a Minor Situation Report Form
4. Record of a serious Incident Report Form
5. Restrictive Physical Intervention – List of Authorised Staff
6. Physical intervention - incident record form
7. Sample Positive Handling Plan

## **Appendix 1**

### **Guidance to staff – Regarding Physical Intervention**

#### **When Reasonable Force might be Appropriate**

The use of physical intervention should be viewed very much as the final option, when all other preventative steps have been taken and other approaches considered. Wherever possible, restraint should be avoided. It is never a substitute for good management. However it is recognised that some children may not be able to control their reaction to events as well as others and at times may place themselves or others at risk through their uncontrolled behaviour. The main reason for using restraint is to maintain a safe environment, i.e. keep people safe.

Legitimate situations in which reasonable force might be appropriate include, where:

- Action is necessary in self-defence or because of imminent risk of injury to self or others.
- There is a serious and developing risk of significant damage to property.
- A pupil's behaviour is seriously prejudicial to good order and discipline.

#### **Examples**

- Pupil attacks a member of staff, another pupil, attempts self-injury, pupils are fighting.
- Pupil is causing or about to cause deliberate damage or vandalism.
- Pupil is causing or at risk of causing injury or damage by accident, rough play, misuse of dangerous materials or objects.
- Pupil running in stairway or corridor in a way that is likely to cause injury to self or others.
- Pupil absconds from a class or tries to leave school and is judged to be at risk if not kept in the classroom or at school.
- Pupil persistently refuses to obey an order to leave the classroom.
- Pupil is behaving in a way that is seriously disrupting a lesson.

**Wherever possible early support from colleagues should be sought.** Staff should be circumspect about using restraint particularly with reference to the "good order" clause. What may be lawful and what constitutes good educational practice may be different. If the aim is to

establish good order, the use of restraint must facilitate this. In many cases its use is likely to exacerbate the situation. Staff will be required to use their professional judgment in such instances.

Physical intervening should only be chosen as an option if:

- Not intervening is likely to result in more dangerous outcomes than intervening.
- Alternative strategies such as, calming, de-fusing etc. have failed to de-escalate the situation.
- Such a response is in the best interest of the pupil.

It is important to be aware that for some pupils restraint may increase the risk of injury to both staff and pupils. It is increasingly unlikely to be appropriate with older pupils. Strategies other than force which should be considered include:

- **Providing the disruptive pupil with a choice of locations to exit to, giving clear directions and allowing 'take-up' time thus allowing a 'face-saving' opportunity.**
- **Removing the audience, i.e. other pupils leave the room.**
- **Letting another member of staff take over the strategic lead of the incident.**

### **Procedures and Practical Considerations During Specific Incidents**

Ideally staff intervening in the restraint of a pupil will be Team Teach Trained but it is recognised that in a large comprehensive school many untrained staff may be the first at the scene to attend an incident. The following bullet points are guidance for all staff.

- Staff should not intervene in an incident without help unless it is an emergency or they are confident of being able to help without risk of injury or making the situation worse. The pupil's health and safety must always be considered and monitored.
- Use a calm and measured approach - staff should never give the impression that they have lost their temper and out of control or are acting out of anger or frustration, or to punish the pupil.
- Try to defuse the situation orally and prevent escalation.
- Tell the pupil to stop, reminding him/her of consequences and what will happen if s/he does not stop.
- Staff should continue to talk to and try to calm and support the pupil throughout the incident, clearly explaining that the reason for the intervention is to keep the pupil and others safe and making it clear that the physical intervention will stop as soon as the pupil regains self-control and is calm.
- Only the minimum force necessary to prevent injury or damage should be used, and proportionate to the circumstances.
- The purpose of intervention is to restore/ensure safety, restraint should continue no longer than is necessary. As soon as it is safe, restraint should be gradually relaxed to allow the pupil to regain self-control. The caring 'C' should be used whereby the hand when restraining is open in a 'C' configuration and the pupil led away. The wrap can be used in more difficult situations restricting the arm movements of a pupil whereby your arms are wrapped around the pupil holding their hands at the waist but note should only be used for a short space of time and you must not restrict the breathing of the person.
- **Seek assistance from other colleagues at as early a stage as possible**
- **Staff who become aware that another member of staff is intervening physically with a pupil have a responsibility to provide a presence, and to offer support and assistance should this be required.**
- Try to remove the pupil from the peer audience.
- Gender and cultural differences of pupils should be considered when restraining.

- Staff are not expected to restrain a child if by so doing they put themselves at risk. In these circumstances, staff should remove pupils who are at risk and summon assistance, usually from senior staff.
- Any incident of physical restraint is emotionally demanding for both the pupil and staff involved. It is important that appropriate support and opportunities to 'debrief' are available.

### **Acceptable Methods of Physical Intervention**

Methods that staff **may use** in appropriate circumstances where a risk assessment judgment supports this:

- Physically interposing themselves between pupils.
- Blocking a pupil's path.
- Using classroom furniture to restrict movement e.g. a risk assessment may have already highlighted the need to organise or structure a classroom to accommodate particular pupils. Reactive use of moving furniture is not recommended.
- Leading by the arm.
- Shepherding a pupil away by a light touch on the elbow or near the shoulder.
- 'Assertive Guiding' – remembering this is the positive application of force to control a pupil and would be used in rare circumstances, e.g. if the pupil is in extreme danger and no other alternative is available or where reasonable force is used to restrict a pupil's movement.
- Holding – for security and to reduce anxiety where there is potential risk, even if the pupil is not yet out of control. The purpose is to defuse or prevent escalation.
- In extreme circumstances – more restrictive holds. Staff should take care that their actions could in no way be capable of being interpreted as aggressive. All holds should be devised to minimise the risk of injury. They should not cause pain.

### **Unacceptable methods of physical intervention**

The use of any method which might be viewed as unreasonable force, induce pain or humiliation is unacceptable. Specifically, these include:-

- Holding a pupil around the neck, or by the collar, or in a way that might restrict the ability to breathe.
- Slapping, punching or kicking a pupil.
- Striking a pupil with an object.
- Twisting or forcing limbs against a joint.
- Tripping up a pupil.
- Holding or pulling a pupil by the hair.

Such actions might be the only viable option in the most extreme situation when emergency action is needed to prevent the risk of serious injury or loss of life, e.g. to prevent a pupil running into a busy road or to stop an extremely violent assault.

The escalation of physical intervention solely to secure a pupil's compliance is not acceptable. Physical intervention should never be used in anger or to punish a pupil.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent. Holding should not arouse sexual expectations or feelings. Physical contact is likely to become increasingly inappropriate as pupils reach adolescence.

## Non Urgent Situations

Where the risk to people or property is not imminent staff should:

- Consider carefully whether positive handling is the right course of action.
- Try to deal with the situation through other strategies before using force.
- Try to defuse and calm the situation to establish good order, the use of positive handling could lead to an escalation of the problem.
- Take into account the age, understanding, personal characteristics of the pupil.
- Never use force as a substitute for good behaviour management.
- Use force only when all other methods have failed.

## Reporting and Recording Incidents

**Accurate incident reports must be recorded every time reasonable force is used to control a pupil or if someone suffers injury during an incident.**

Once a situation has been brought under control, the following responsibilities apply, **after every incident:**

### Staff must

1. **Obtain, in line with established school procedures, medical attention (if necessary) as soon as possible.**
2. **Inform the Headteacher or member of the Senior Leadership Team, as soon as possible.**
3. **Submit a detailed written account to the Headteacher within 24 hours of the incident.** The names of any witnesses – pupil and staff – should also be given.
3. **Minor Incidents** – Log the incident on a Record of Minor Incident Report Form which can be obtained from the Headteacher's PA (Appendix 2). Staff should use their professional judgment in deciding the severity of an incident. As a guide if the answer to both the following questions is "yes", this should be logged as a minor incident.
  - √ Was there a risk of injury or serious disruption if there was no intervention?
  - √ Was there a risk of the intervention being misconstrued?
4. **Serious Incidents** – includes all incidents which result in 'restraining or injury'. Restraint is considered to be 'the positive application of force with the intention of overpowering the client' (DoH 4/93 Section 5.2) – complete a Serious Incident Report Form (Appendix 3) within 24 hours and hand it to the Headteacher. Forms are available from the Headteacher's PA. Advice from a senior colleague, or representative of a Union or Professional Association may be sought when compiling the report. Any witnesses should also be asked to complete statements. Keep a copy of the form for your own records.

As part of the requirements of the school's Disability Equality Scheme, both forms require information regarding any impairments possessed by the pupil(s).

## Senior Leadership Team member should

1. **Ensure the situation is under control and that all participants are safe from further injury as soon as possible.** Ensure that anyone who has been injured seeks medical attention as soon as possible.
2. **Investigate the incident.** All incidents must be investigated to establish the cause. Senior Leaders should use their discretion about the extent of the investigation.
3. Ensure that witnesses submit statements and where necessary, staff directly involved in the incident completed either a Minor Incident or a Serious Incident Report Form within 24 hours.
4. **Inform the pupil's parents** verbally as soon as possible and on the day of the incident. If they cannot be reached, they should be contacted by letter and given an opportunity to discuss the incident. It may be necessary to write to the pupil's parents in any event if the incident is very serious and further disciplinary action in line with the school's behaviour policy (or protocol) is necessary.
5. **Initiate remedial action and monitor effectiveness.** If further incidents are to be prevented, it is essential that appropriate remedial action is taken as soon as possible and that its effectiveness is monitored. Further action may be necessary if incidents are repeated. The pupil's continued placement in the school should be considered if it is clear that the pupil cannot be managed safely and there is a significant risk to the pupils, staff or others which cannot be adequately controlled. If a pupil has a statement of special educational needs the appropriate reviewing procedures will need to be followed.
6. **Complete the Minor Incident or Serious Incident Report Forms.** Copies should be placed in the pupil's file, given to the member of staff concerned and sent to the appropriate officers of the LA as soon as practical after the incident.

Incidents which result in serious injury leading to time off work or hospital visits may be reportable to the HSE under RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations). If appropriate, completed RIDDOR forms should be sent to the HSE with a copy of the LA's H&S Advisor.

### **Debriefing Following Serious Incident**

Pupils and members of staff should be checked for any sign of injury and first aid will be administered if required.

The pupil should be given time to become calm while staff continue to supervise him/her. When the pupil regains complete composure, a senior member of staff should discuss the incident with the pupil and try to ascertain the reason for it. The pupil should be given the opportunity to explain things from his/her point of view. All necessary steps should be taken to re-establish the relationship between the pupil and the member(s) of staff involved in the incident. In cases where it is not possible to speak to the pupil on the same day the de-brief should occur as soon as possible after the pupil returns to school.

All members of staff involved should be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff should provide support to the member of staff involved.



## **Review and Monitoring**

To minimise the possibility of restraint being needed in the future, the incident should be reviewed to identify any lessons that can be learned. The following should be considered after each incident of physical intervention or control:

- Health and safety considerations.
- Reporting and recording procedures.
- Individual pupil's behaviour programme.
- The effect of the incident on pupil and staff, and provision of support where necessary.
- Support from outside agencies where appropriate.

## **Planning for Incidents and Meeting Training Needs**

If it appears likely that a pupil will require positive handling, the school should plan how to respond. This should include involving the parents to ensure they are clear about what specific action the school might need to take and obtaining medical advice if the child has any specific health needs. A positive handling agreement should be drawn up, in consultation with all concerned and included as part of the pupil's Individual Development Plan (IDP) or Pastoral Support Plan (PSP). It should be regularly reviewed.

In cases where it is known that a pupil will require positive handling, appropriate training should be provided (accessed through EPS) for relevant staff. Staff involved should, through risk assessment, identify their training needs in this area.

## **Physical Contact with Pupils in Other Circumstances**

Staff must be sensitive to matters relating to culture and gender issues and any known individual characteristics or special circumstances relating to pupils. Some physical contact may be necessary on other occasions, e.g. during PE lessons, sports coaching or Design Technology, or if a member of staff has to give first aid or reassurance. Young children and children with SEN may also need staff to provide physical prompts or help. Physical contact must always be appropriate and done openly.

## **Complaints**

This policy is in accordance with the LA policy in respect of the use of restrictive physical interventions in schools. As such, those acting in accordance with it, providing they act in good faith, and work within the authority guidelines, will be positively supported in their actions by the school and the LA. It must be noted for parents / carers that any form of physical restraint would be used in the last resort and if actioned the use of minimal force used to restrain a pupil would be used.

Parents / Carers need to be aware that If and when restraint is undertaken by staff it is possible that a pupil could be bruised when held and led away from the situation. This would not be done intentionally and staff will always take great care when handling a pupil to alleviate this situation arising.

All complaints will be recorded and followed up by the Headteacher or his representative in the first instance. Where appropriate the LA will be notified/kept informed.

A complaint or dispute about the use of force by a member of staff might lead to an investigation under disciplinary procedures or by the Police and Social Services under Child Protection

procedures. Refer to the document Safeguarding children in education: handling allegations of abuse against teachers and other staff. Welsh Government document 2014.

## Appendix 2

### SOME GUIDELINES AND SUGGESTIONS TO DEFUSE AND MINIMISE CONFRONTATION AND AGGRESSION (not exhaustive)

- **Be critical of the behaviour, not the person.**
- **Be perceptive and read situations.** Every child has their own way of showing that they are angry. Try to recognise the signs and bear in mind any relevant information you may have about that child.
- **Do not fall for provocation.** It is important to stay calm in response to this type of misbehaviour.
- **React in a responsible and calm manner.** If you keep control of your own emotions and behaviour, you will avoid contributing to an escalation of the situation and may help to defuse it.
- **Think about your attitude and body language.** Exude calmness and confidence, listen attentively, try to assess how the child perceives you. Lower your voice. This helps to reduce the whole atmosphere. Hear them out, you might have heard the story lots of times, but the child needs to have their version of it told in full.
- **Maintain a dialogue where appropriate.** Try to maintain relaxed eye contact and keep your body as relaxed as you can. There is a tendency when you're frightened to mirror the aggressor by clenching fists, tightening jaws, leaning forward etc. Consciously counteract this tendency.
- **Give an angry child as much room as you can.** Do not corner them verbally or physically. Give them space to back down, i.e. strive to achieve co-operation rather than confrontation.
- **Try diversion tactics.**
- **Position yourself for escape.** Be aware of your physical surroundings.
- Don't provoke an aggressive situation.
- **Don't antagonise people** by telling them or making them feel inferior to such an extent that their only redress is violence.
- **Keep talking** – it can calm someone's anger.
- **Reflect the anger**, "I can see you're angry and I would like you to tell me about it".
- **Back off, if appropriate.** Yield space but keep talking in order to calm the situation. Body language can also assist (e.g. holding out your hands with palms towards the young person as if gesturing them to sit down).
- **Use the broken record.** Keep repeating the same message, "If you calm down, I'll listen to you".
- **Don't** attempt to stop damage to property if by doing so you endanger yourself or the pupil.
- **Don't** have unrealistic expectations of yourself in violent situations. If you feel threatened and feel that the situation is likely to get out of control, then be prepared to leave and seek further assistance, or send for assistance.

## RECORD OF MINOR INCIDENT

Minor incidents involving the use of force to control or restrain a pupil must be recorded on this form. The information should be provided by the person responsible for managing the incident.

|  |      |                        |          |  |
|--|------|------------------------|----------|--|
| Pupil's Name   |      | Person completing form |          |  |
| Details of Incident  |      |                        |          |  |
| Date   | Time | Location               | Duration |  |
| Staff involved   |      |                        |          |  |
| Pupils witnessing incident   |      |                        |          |  |
| Describe behaviour and events leading up to incident<br>What diversionary tactics were used?                                 |      |                        |          |  |
| Describe the Incident, who was involved, positive handling strategies used, duration of incident, pupil response             |      |                        |          |  |
| Describe what happened after the incident, pupil's response, any injuries to pupil staff or other pupils, damage to property |      |                        |          |  |
| What action was taken to prevent repeat incidents?   |      |                        |          |  |
| Pupil's views  |      |                        |          |  |
| Who else needs to be informed?   |      |                        |          |  |
| Is the pupil disabled?   |      | Yes / No               |          |  |
| If yes, specify impairment   |      |                        |          |  |
| Signature(s) of staff involved   |      |                        | Date:    |  |
| Signature of Head/Assistant Head   |      |                        | Date:    |  |

## SERIOUS INCIDENT REPORT FORM

Serious incidents involving the use of force to control or restrain a pupil must be recorded on this form. Sections A - D to be completed by the person with responsibility for managing the incident

|  |       |  |   |
|--|-------|--|---|
| <b><u>SECTION A – Initial Details</u></b>  |       |  |   |
| Name of School:  |       |  |   |
| Name of Pupil:   | DOB:  |  |   |
| Staff Involved:  |       |  |   |
| Details of their training:   |       |  |   |
| Date of Incident:  | Time: | Duration:                              |   |
| Location of Incident:  |       |  |   |
| Names of staff/pupils who witnessed the incident:  |       |  |   |
| <b><u>SECTION B - Reason for Intervention</u></b> (Please tick appropriate box)  |       |  |   |
| Risk of personal injury to pupil   | ?     | Risk of injury to another person       | ? |
| Risk of significant damage to property   | ?     | Compromising good order and discipline | ? |
| At risk of committing criminal offence   | ?     |  |   |
| <b><u>SECTION C - Details of Incident</u></b>  |       |  |   |
| <b><u>Antecedents:</u></b> (Where did incident start, what was happening at the time, what action was taken to try to defuse the situation?) |       |  |   |
| <b><u>Description of Incident</u></b> (add extra pages if necessary)   |       |  |   |
| <b><u>SECTION D - Method of Positive Handling</u></b>  |       |  |   |
| How was the pupil held?  |       |  |   |
| For how long?  |       |  |   |

|  |                                       |
|--|---------------------------------------|
| Has the pupil been physically restrained before? Yes/No How many times at your school?   |                                       |
| Was anybody injured? Yes/No Please give details – names, nature of injuries, treatment   |                                       |
| Any other comments –   |                                       |
| <b><u>SECTION E - Outcome of Incident</u></b> (Sections E – G to be completed by the Head or a senior member of staff)<br>Response and view of pupil (De-briefing) |                                       |
| Does pupil have a behaviour programme?   | Yes/No                                |
| Do any changes need to be made?  | Yes/No                                |
| If yes please specify  |                                       |
| Was the member of staff de-briefed?  | Yes/No                                |
| Response and view of staff, and any implications for professional development.   |                                       |
| Is the pupil disabled? Yes / No<br>If Yes, specify impairment  |                                       |
| <b><u>SECTION F - Follow Up Action</u></b>   |                                       |
| Do other agencies need to be contacted? Yes/No<br>If yes, specify who and with what aim.   |                                       |
| 2. Parent/carer informed by  | letter ? Telephone ? Direct contact ? |
| 3. Follow up support/interview for   | pupil ? Staff ?                       |
| <b><u>SECTION G - Additional Comments</u></b>  |                                       |
| Form completed by:   |                                       |
| Designation:   | Date:                                 |

|  |   |                              |                          |
|--|---|------------------------------|--------------------------|
| Headteachers signature                                       |   | Date:                        |                          |
| Copies to:   | All staff involved <input type="checkbox"/> | LEA Child Protection Officer | <input type="checkbox"/> |
|  | Pupil's file <input type="checkbox"/>       | School Record                | <input type="checkbox"/> |
| Educational Psychology Service - Action to be taken :-       |   |                              |                          |
| Copy to H&S Advisor if injury to staff or pupil – Copy sent? |   | Yes/No                       |                          |
| Signed   |   | Date                         |                          |



Letter to be given by the Head Teacher to all staff who have been authorised to carry out restrictive physical interventions with pupils.

School Headed Paper

Date

Dear .....

**Authorisation for Restrictive Physical Intervention**

This letter authorises you to use Restrictive Physical Interventions when dealing with pupils.

You attended Team Teach training on positive handling on (date) ..... You successfully completed the training, which included information on –

- identification and prevention of trigger behaviours,
- strategies to distract, defuse and de-escalate during disruptive behaviour,
- legal issues,
- documentation, recording and reporting procedures
- and practical training in techniques involved in Restrictive Physical Intervention

You should attend refresher training before (date 3 years later) ..... to ensure your knowledge and physical skills are at an appropriate level.

Further training can be arranged if you identify new issues that need to be addressed.

I attach a copy of the school's policy on Restrictive Physical Intervention and Positive Handling. Please read the policy and discuss it with me or ..... if there are any points on which you need clarification.

Please sign the attached Confirmation Slip and return it to me when you are satisfied that you understand the policy.

Yours sincerely,

Head Teacher



**CONFIRMATION SLIP**

Please complete this slip and return it to .....

**Restrictive Physical Intervention**

I confirm that I have read and understood the school policy on Restrictive Physical Intervention and Positive Handling.

Signed .....

Print Name .....

Designation .....

Date .....

**INCLUSION SERVICES**

**Physical intervention - incident record form**

**SECTION A - BASIC DATA**

**Name of School:**

**Name of Pupil:**

**D.O.B.**

**Staff involved:**

**Date of Incident:**

**Location of incident:**

**Time:**

**Duration:**

**Names of Staff/pupil who witnessed the incident**

**SECTION B - Reason for Intervention**

**(Please tick appropriate box)**

- |     |  |                          |
|-----|--|--------------------------|
| 1.  | Risk of personal injury to pupil       | <input type="checkbox"/> |
| 2.  | Risk of injury to another person       | <input type="checkbox"/> |
| 3.  | Risk of significant damage to property | <input type="checkbox"/> |
| 4.  | Compromising good order and discipline | <input type="checkbox"/> |
| 5.  | At risk of committing criminal offence | <input type="checkbox"/> |
| 6.  | Risk of personal injury to pupil       | <input type="checkbox"/> |
| 7.  | Risk of injury to another person       | <input type="checkbox"/> |
| 8.  | Risk of significant damage to property | <input type="checkbox"/> |
| 9.  | Compromising good order and discipline | <input type="checkbox"/> |
| 10. | At risk of committing criminal offence | <input type="checkbox"/> |

### **SECTION C - Details of Incident**

- **Antecedents:** (Where did incident start, what was happening at the time, what action was taken to try to de-escalate the situation?)
- **Description of Incident**

### **SECTION D: Method of Physical Intervention**

- How was the pupil held?
- How long did the pupil need to be held?
- Has the pupil been physically restrained before?      Yes/No  
How many times at your school?

### **SECTION E: Outcome of incident**

1. Was anybody injured?      Yes/No  
(Please give details (nature of injuries, treatment required))
2. Response and view of pupil
2. Does pupil have a behaviour programme      Yes/No  
Do any changes need to be made      Yes/No  
If yes please specify

**SECTION F: - Follow up action**

1. Do other agencies need to be contacted? Yes/No  
If yes please specify who and with what aim.
2. Parent/carer informed by letter  Telephone  Direct contact
- Follow up support/interview for pupil   
Staff

**SECTION G: Additional comments**

**Form completed by:**

**Designation:**

**Head Teachers signature**

**Date:**

Please send copies to: Jon Airdrie, Behaviour Support Officer, Nicola Davies, Child Protection Officer; Katy Rees, Curriculum Improvement Adviser for Behaviour and Autism

Letter to be given by the Head Teacher to all staff who have been authorised to carry out restrictive physical interventions with pupils.

School Headed Paper

Date

Dear .....

**Authorisation for Restrictive Physical Intervention**

This letter authorises you to use Restrictive Physical Interventions when dealing with pupils.

You attended Team Teach training on positive handling on (date) ..... You successfully completed the training, which included information on –

- identification and prevention of trigger behaviours,
- strategies to distract, defuse and de-escalate during disruptive behaviour,
- legal issues,
- documentation, recording and reporting procedures
- and practical training in techniques involved in Restrictive Physical Intervention

You should attend refresher training before (date 3 years later) ..... to ensure your knowledge and physical skills are at an appropriate level.

Further training can be arranged if you identify new issues that need to be addressed.

I attach a copy of the school's policy on Restrictive Physical Intervention and Positive Handling. Please read the policy and discuss it with me or ..... if there are any points on which you need clarification.

Please sign the attached Confirmation Slip and return it to me when you are satisfied that you understand the policy.

Yours sincerely,

Head Teacher

**CONFIRMATION SLIP**

Please complete this slip and return it to .....

**Restrictive Physical Intervention**

I confirm that I have read and understood the school policy on Restrictive Physical Intervention and Positive Handling.

Signed .....

Print Name .....

Designation .....

Date .....

# Team-Teach Positive Handling Plan (PHP)

Name:

Setting:

**TRIGGER Behaviours:** (Describe common behaviours / situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?)

**TOPOGRAPHY of Behaviour:** ( Describe what the behaviour looks / sounds like? )

**PREFERRED Supportive & Intervention Strategies** ( Other ways of C.A.L.M.ing such behaviours Describe strategies that, where and when possible, should be attempted before positive handling techniques are used)

|                           |                          |   |                          |
|---------------------------|--------------------------|---|--------------------------|
| Verbal advice and support | <input type="checkbox"/> | Distraction (Known Key words, objects, etc..Likes)  | <input type="checkbox"/> |
| Reassurance               | <input type="checkbox"/> | Take up Time  | <input type="checkbox"/> |
| C.A.L.M talking / Stance  | <input type="checkbox"/> | Time Out (Requires a written plan)  | <input type="checkbox"/> |
| Negotiation               | <input type="checkbox"/> | Withdrawal (Requires Staff/Carer Observation)   | <input type="checkbox"/> |
| Choices / Limits /        | <input type="checkbox"/> | Cool Off: Directed / Offered (Delete as appropriate) Time allowed out to calm down or cool off. | <input type="checkbox"/> |
| Humour                    | <input type="checkbox"/> | Contingent Touch  | <input type="checkbox"/> |
| Consequences              | <input type="checkbox"/> | Transfer Adult (Help Protocol)  | <input type="checkbox"/> |
| Planned Ignoring          | <input type="checkbox"/> | Success Reminder  | <input type="checkbox"/> |
| Others?                   |                          |   |                          |

Praise Points / Strengths: (Areas that can be developed and built upon) Please state at least 3 Bridge builders.

1:

2:

3:

**Medical Conditions that should be taken into account before physically intervening.**  
i.e. Asthma, Brittle bones

**Preferred Handling Strategies:**( Describe the preferred holds: standing, sitting, ground, stating numbers of staff, what “get outs” that can be used when holding, etc)

**De-briefing process following incident:** (What is the care to be provided )

**Recording and notifications required:**

**Please print:**

**Establishment:**

**Placing Authority:**

**Parents/Guardians:**

**Name:**

**Date:**                    \_\_\_ / \_\_\_ / \_\_\_\_\_

**Please sign:**

**Name:**

**Name:**

**Name:**

**Signature:**

**Review Date:**                    \_\_\_ / \_\_\_ / \_\_\_\_\_

**Other Factors to Consider:**

- **Key behaviour difficulties**
- **Our understanding of the behaviour**
- **What we want to see instead**
- **Environmental Changes that might help**
- **How the individual can help**
- **How Parents or Carers can help**
- **Rewarding progress**
- **Monitoring progress**