



Caring **A**chieving **R**espectful **E**xciting

Positive Handling and Physical Intervention Policy

School Leader: L Smith

Link Governor: A Repesa

Policy Approved **Signed: L Newby** **Date: 15.05.14**

Policy Reviewed Signed: A Repesa Date: 20.06.19

Policy Reviewed Signed: A Repesa Date: 18.06.20

Policy Reviewed Signed: A Repesa Date: 10.06.21

Policy Reviewed Signed: A Repesa Date: 09.06.22

Contents

1. Intent
2. Legal Framework
3. Roles and Responsibilities
4. Context/the Law
5. Definitions
6. Positive Handling
7. Reasonable Force
8. Pupils with SEND
9. Post-Incident Support
10. Recording Incidents
11. Complaints
12. Use of Physical Contact in Other Circumstances
13. Staff Training
14. Risk Assessment
15. Monitoring and Review
16. Appendices

1. Intent

At Hardwick, we believe that it is important to establish a safe, secure and stable environment to enable pupils to grow, develop and learn. To achieve this, the school recognises that, in certain circumstances, physical intervention, including the use of reasonable force, is necessary.

The school understands that behaviour is often a means of communication which may signal that a pupil is in need of support but does not know how to express this; therefore, the school takes a proactive approach to anticipating, managing and minimising potential triggers of distressed behaviour that may cause harm.

This policy acknowledges that situations may arise in which staff members will be required to use physical intervention, and in some cases reasonable force, in order to handle pupils' emotions or aggressive behaviour when other measures have failed to do so.

The aim of this policy is to ensure that physical intervention is used in a correct and safe manner, which is in accordance with the relevant legislation and national guidance.

2. Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- The Education Act 2011
- The Children Act 1989
- The Equality Act 2010

This policy has due regard to the following guidance:

- DfE (2013) 'Use of reasonable force in schools'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2021) 'Keeping children safe in education 2021'

This policy operates in conjunction with the following school policies:

- Whistleblowing Policy
- Child Protection and Safeguarding Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Good Behaviour Policy
- Complaints Policy
- Working at Hardwick Policy

3. Roles and Responsibilities

The governing body is responsible for:

- Monitoring the overall implementation of this policy.
- Evaluating physical intervention records to analyse how and when reasonable force is used and identify any trends.
- Reviewing this policy on an annual basis.

- Responding to any complaints, in liaison with the headteacher/Head of School, from pupils or parents regarding the use of reasonable force.

The headteacher/Head of School (DSL) is responsible for:

- Deciding whether members of staff require additional training to enable them to carry out their responsibilities, considering the needs of pupils.
- Ensuring all members of staff understand the correct conduct in terms of positive handling, physical intervention and reasonable force and act in accordance with this policy.
- Handling any allegations of abuse in line with the appropriate policies.
- Ensuring that any member of staff who uses reasonable force completes the Physical Intervention Recording Form (Appendix 3).
- Reviewing and maintaining records of the use of reasonable force and evaluating on a termly basis.
- Responding to any complaints, in liaison with the governing board, from pupils or parents regarding the use of reasonable force.

The SENCO is responsible for:

- Ensuring members of staff have appropriate training/guidance on how to support the needs of pupils with SEND.
- Ensuring staff understand how pupils with SEND may react differently to reasonable force.
- Ensuring that staff understand the additional vulnerability of pupils with SEND or medical conditions.
- Developing individual behaviour plans and risk assessments as needed for pupils with SEND or medical conditions that are agreed with the pupil's parents and ensuring teaching staff are aware of these.
- Ensuring that staff understand how reasonable force principles may need to be adapted for pupils with medical conditions.
- Evaluating on a termly basis how reasonable force and physical intervention is used with regard to pupils with SEND, in collaboration with the headteacher/Head of School.

All members of staff are responsible for:

- Acting in accordance with this and other school policies as regards use of positive handling, physical intervention and reasonable force.
- Reporting any concerns or queries they have as regards the above to the headteacher/Head of School.

4. Context/The Law

It is recognised that the vast majority of pupils in our school respond positively to our values, vision and Good Behaviour Policy. At Hardwick Primary School, we consider the well-being, welfare and safety of all our pupils and staff to be of paramount importance.

Hardwick Primary School acknowledges that physical techniques are only part of a whole-setting approach to behaviour management and does not support the routine use of physical interventions. Physical interventions involving 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.

It is, however, recognised that in some circumstances, staff may need to take action in situations where the use of reasonable force may be required.

The Education Act of 1996 clarifies the powers of teachers and other staff in school to use reasonable force to prevent pupils committing a crime, causing injury or damage, or causing disruption. Common law powers have been strengthened by inclusion of Section 550A in the Act, which came into effect from 1st September 1998.

Section 550A of the Act allows teachers, and those authorised, to have control or charge of pupils to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continue 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 and/or others.
- Causing damage to property (including their own).
- Engaging in any behaviour prejudicial to maintaining good order and discipline at school or among any of its pupils, whether in the classroom or elsewhere

This provision applies whether the pupil is at school or on an organised activity, for example a field trip or offsite visit. However, the section does not cover all situations in which it might be reasonable to use a degree of force. For example, everyone has the right to defend themselves against attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a pupil was at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene.

Corporal punishment is not authorised under any circumstances by this Act and continues to be illegal in maintained schools.

This policy presents guidelines for staff with regard to the use of physical intervention involving reasonable force to control or restrain children and also identifies the response in situations where staff have used reasonable force.

5. Definitions

For the purposes of this policy, 'positive handling' is defined as the overall, graduated approach of responding to pupils' behaviour and emotions with the intention of protecting pupils and staff and limiting damage to others and property. Positive handling adapts the least intrusive de-escalation and intervention techniques in response to situations, before using gentle physical intervention and reasonable force as a last resort.

For the purposes of this policy, 'physical intervention' is used to refer to any situation in which physical contact with a pupil is necessary. This can include 'reasonable force', which is considered to refer to a broad range of actions that may be used to control or restrain a pupil to prevent that pupil from hurting

themselves or others, from damaging property, or from causing disorder. Reasonable force covers force that is necessary and proportionate to the circumstances.

There are two key types of reasonable force:

· ‘Control’ – actions used in an attempt to direct a pupil’s movements; this includes passive physical contact, e.g. standing between pupils or blocking a pupil’s path, or active physical contact, e.g. leading a pupil out of a classroom by their arm.

· ‘Restraint’ – actions used in an attempt to physically bring a pupil under control. This type of force is typically used in more extreme circumstances, e.g. where two pupils are fighting and refuse to separate, causing staff to intervene to hold them back from one another physically.

6. Positive Handling

The principle of positive handling means that the school expects staff to assess whether the incident requiring a response can be resolved without physical intervention.

Where possible, the school implements an approach of prevention, where staff recognise warning signs of severe pain or distress and/or aggressive behaviour, communicating empathetically with pupils displaying such signs to aid them in regulating their emotions, and altering their environment to minimise distressing stimuli.

School staff will be aware of the behavioural patterns, medical conditions and levels of need of pupils in their class and will ensure that incidents of disruptive or aggressive behaviour in the classroom are handled in line with individual pupils’ needs.

Staff will not generally resort to physical contact or reasonable force immediately without first questioning whether there is a need to use physical intervention. Staff will question whether:

- Verbal de-escalation or other calming strategies (see Appendix 1 and 2) can be attempted.
- There are actions that can be taken to remove triggers from pupils, e.g. dimming the lights and encouraging quiet where a pupil is having a meltdown in response to sensory overstimulation.
- The pupil can be removed from the situation without physical intervention, e.g. if they will follow a member of teaching staff out of the classroom.
- The pupil has a condition or support needs that mean physical intervention would be inherently more dangerous, e.g. sensory issues where physical touch would contribute to sensory overload and may provoke aggressive behaviour.
- They have the ability, training and adequate support to physically intervene safely without causing unnecessary harm to the pupil or themselves.

Where there is no immediate risk of harm to themselves or others, destruction of property or serious disruption, reasonable force will not be used on the pupil. Any reasonable force used in situations that are non-urgent will only be used once all alternative options have been exhausted and where the staff member in charge deems that the situation is escalating.

The school understands that, in some cases, action may be required very quickly, e.g. in the event that a pupil attempts to run out into a busy road, or where pupils begin a violent fight with one another and

staff are forced to separate pupils. Staff will not be penalised for resorting to the use of physical intervention or reasonable force in such situations where it is justified and perceived necessary to prevent harm to others or property in the circumstances.

Positive Handling and Physical Intervention Policy

Positive handling will be applied with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. Reasonable force is not used as a method of behaviour management or discipline.

7. Reasonable Force

Staff members will use actions that are appropriate and in proportion to the circumstances. Where reasonable force is required, the degree and type of force that is used will depend on the pupil's circumstances, e.g. their age or SEND.

The following list is not exhaustive, but provides examples of situations where the school may decide to use reasonable force where other methods of defusing a situation have been exhausted or are not appropriate:

- Members of staff need to control pupils risking the safety of themselves or others outside of school premises where the same range of support options are not available, e.g. on school trips.
- Members of staff must prevent a pupil from leaving an area, e.g. the classroom or school grounds, where doing so would risk their safety or the safety of others.
- A pupil is attacking a member of staff or another pupil.
- A pupil is at serious risk of harming themselves and a member of staff must intervene to prevent this.
- Disruptive children must be removed from the classroom and are refusing instructions to leave.
- The headteacher or authorised staff are conducting a search for items prohibited under the Education Act 1996, e.g. knives and weapons, alcohol, and illegal drugs.

In an emergency situation, all members of staff will be permitted to use reasonable force where they believe it to be appropriate in line with their training, as long as all necessary precautions are taken. The decision to physically intervene during a situation is down to the professional judgement of the member of staff and always depends on the circumstances. The power to use reasonable force also applies to any individual whom the headteacher has identified as temporarily in charge, such as volunteers with appropriate safeguarding checks.

However, where there is time and where risk of harm is not immediate, a member of staff with additional training (e.g. Team Teach – Positive Behaviour Training) should be called on to support before the use of reasonable force is applied.

In many cases where physical intervention or reasonable force is required, minimal and non-restrictive force will be appropriate, e.g. holding a pupils arm to escort them from a classroom.

Reasonable force techniques that involve restraint will only be used where the staff member feels it is necessary to prevent serious harm. In general, restraint will only be used briefly and prolonged restraint will not be used, i.e. restraint beyond that which is necessary to remove the immediate threat a pupil is posing to themselves or others.

Where staff determine physical intervention involving reasonable force is necessary, they will calmly communicate the reasons for their actions to the pupil and explain why it is necessary in a non-threatening manner. In most cases, staff will communicate this to pupils before making physical contact to minimise distress and/or further aggressive behaviour from the pupil; however, the school recognises that this is not possible in some emergency situations. It is also often advantageous to have another responsible adult in attendance to support, observe and help call for assistance if needed, though there

Positive Handling and Physical Intervention Policy

may be occasions where staff are required to make very quick judgement calls which involve acting without the presence of another staff member.

Staff will never give the impression that they are acting out of anger or are punishing the pupil. Staff members will always act in a manner which seeks to avoid causing injury; however, the school understands that accidental injury may occur in emergency situations where there is not sufficient time for a considered response, e.g. bruising on a child's wrist where a staff member has grabbed them to prevent them running onto a busy road.

Where a member of staff believes that they are at risk, e.g. where an injury is likely to occur, they will avoid wherever possible intervening in an incident without the help and assistance of another staff member – preferably calling on the support of a colleague with additional training in de-escalation and physical intervention.

Reasonable force techniques which present an unacceptable risk and will not be used under any circumstances include:

- The 'seated double embrace' where two staff members force a pupil into a sitting position and lean them forward whilst a third staff member monitors their breathing.
- The 'double basket-hold' in which a pupil's arms are held across their chest.
- The 'nose distraction technique' which involves a sharp upward jab under the pupil's nose.

Staff will also be aware that, in some instances, it will cause more distress to a pupil, and may increase the risk of harm to their peers, if they are prevented from leaving an area, e.g. their classroom, using physical intervention. Where it is not dangerous to allow them to leave, the staff member in charge of the situation should use their judgement in allowing a pupil to remove themselves from the area, as environmental factors in the area specifically may be provoking their behaviour.

The possible consequences of intervening physically, including the risk of increasing the disruption or actually provoking an attack, also need to be carefully evaluated by staff members.

As soon as it is safe, any control or restraint should be gradually relaxed to allow the pupil to regain self-control. The pupil should be informed about what will happen next and be offered reassurance and encouragement to remain calm. In this way the pupil will be more likely to see the restraint as an act of care.

Following the incidents where reasonable force is used, the pupil involved may be subject to separate disciplinary procedures, in which strategies should be formed to help avoid reoccurrence of such incidents.

8. Pupils with SEND

The school will have due consideration to the risks posed by the additional vulnerability of pupils with SEND in terms of physical intervention and reasonable force.

The SENCO will ensure that the stipulations of the Equality Act 2010 are adhered to in relation to reasonable adjustments, non-discrimination and the Public Sector Equality Duty, and will ensure that staff that come into regular contact with pupils with SEND are aware of the ways in which their needs can be met without reasonable force.

Positive Handling and Physical Intervention Policy

The school is aware that pupils with SEND may sometimes experience meltdowns, which can sometimes manifest in behaviour which may be aggressive or seem uncontrollable. Where it is known that a pupil is prone to meltdowns, the SENCO in collaboration with SLT will draft a risk assessment and positive handling plan to determine planned strategies for managing the pupil's meltdowns that are tailored to the pupil's specific needs, to avoid the use of reasonable force (see Appendix 4 and 5). These risk assessments will be conducted in collaboration with the pupil (where appropriate) and their parents.

Some pupils with SEND may require physical intervention when they feel overwhelmed or stressed, e.g. a tight hug; however, this will be discussed as part of relevant risk assessments.

Staff members will not assume that a technique employed for one pupil with SEND will be applicable to other pupils with SEND.

Staff will also be aware that pupils with SEND may engage in frequent, repetitive self-stimulatory behaviour, known as 'stimming', and that some pupils may engage in self-injurious stimming, e.g. repeatedly hitting or scratching themselves. While this can be alarming, staff will be aware that stimming is often carried out as a means of emotional regulation or self-soothing in response to stressful or overwhelming stimuli. Staff members, in partnership with external professionals where appropriate, will aim to remove distressing stimuli from the environment, where possible, or will support pupils to engage in less harmful stimming methods, e.g. by providing them with something to play with or demonstrating a less harmful stim.

Staff will be aware that restraining a pupil in a way that prevents them from stimming entirely can cause extreme distress and lead to further aggressive behaviour. Self-injurious stimming and tactics to support a pupil to engage in safer stims will be included as part of the pupil's risk assessment, including through liaison with external professionals where needed.

The school will adhere to its Special Educational Needs and Disabilities (SEND) Policy at all times.

The SENCo will liaise with the DSL, in terms of using positive handling on pupils with SEND, to establish what training may be required or how training may need to be amended.

9. Post-Incident Support

Following an incident of reasonable force, all pupils and staff members involved will be given any necessary first aid to treat injuries as soon as possible and emotional support.

Wherever reasonable force is used, staff members and pupils involved in incidents will be given separate opportunities to reflect on what happened.

Wherever possible and in a manner appropriate to the developmental stage of the child, it will be explained to the pupil involved the reason that such intervention was used, and they will be reassured that the use of the intervention was not a punishment for their behaviour, but rather a method of defusing the situation and preventing them from harming themselves or others. The pupil will be asked about (or where needed, adult advocates will consider) the reasons for their behaviour, including:

- Whether their environment was causing distress for them, e.g. in an instance of sensory overstimulation leading to a meltdown.
- Whether they feel there was anything that could have been done to meet their needs before the situation escalated.
- Whether, and how, staff actions were helpful or unhelpful.

Positive Handling and Physical Intervention Policy

Staff will be encouraged to reflect on their actions and how they handled the situation, and will be reassured, where appropriate, that they have done nothing wrong and acted in what they perceived to be the best interests of pupils.

10. Recording Incidents

Immediately following incidents involving use of active reasonable force, the member(s) of staff involved should inform a member of the Senior Leadership Team/SENCo if SEND pupil and provide a written report as soon as possible afterwards and by the end of the working day on which it happened. The report (Appendix 3) will include:

- The name(s) of the pupil(s) involved and when and where the incident took place.
- The names of any other staff or pupils who witnessed the incident.
- The reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or a member of staff).
- How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long.
- The pupil's response and the outcome of the incident.
- Details of any injury suffered by the pupil, another pupil, or a member of staff and if any damage to property.

A member of SLT/SENCo will discuss the incident with any staff or children who were present and, where appropriate, will collect a written account from them. This, and the completed form, will be reviewed with the Head of School (DSL) to determine next steps. The Head of School or member of SLT, in liaison with the SENCo where appropriate, will make the decision as to how and when to inform parents of the incident (i.e. straight away or at the end of the school day, orally, in writing or both) and to give them an opportunity to discuss this.

Records of physical intervention using reasonable force will be retained and reviewed by the Head of School/SLT (and SENCo where involving pupils with SEND) in order to:

- Consider whether any further incident reporting is needed.
- Identify any patterns of behaviour resulting in the use of physical intervention.
- Review whether a risk assessment/plan needs to be implemented or reviewed.
- Consider further sanctions in line with the school's Good Behaviour Policy.
- Review levels of staff awareness and compliance with school policies.
- Inform staff training needs.
- Consider reconciliation and rebuilding of relationships.

Governors will be informed of and monitor incidents of physical intervention using reasonable force on a termly basis.

If a member of staff has concerns around the use of reasonable force, where another member of staff is actively involved in physical intervention, they will report this to the Head of School immediately.

Any allegations against staff will be dealt with as a matter of urgency, and in accordance with the procedures outlined in the school's Dealing with Allegations of Abuse Against Staff Policy.

11. Complaints

The availability of a clear policy about reasonable restraint and involving parents/carers when an incident occurs with their child should help to avoid complaints. It may not prevent all complaints however, and complaints following a dispute about the use of physical intervention by an adult should be pursued in accordance with the school's Complaints Policy.

In extreme circumstances, a dispute about the use of force by a member of staff could lead to an investigation, either under disciplinary procedures or under child protection procedures.

The possibility that a complaint might result in a disciplinary hearing, a criminal prosecution, or in a civil action brought by a pupil or parent/carer, cannot be ruled out. In such circumstances, members of staff can expect appropriate support from the school Governing Body and senior leadership but should contact their professional association also.

In those circumstances, it would be for the disciplinary panel or the court to decide whether the use and degree of force was reasonable in all the circumstances. The panel or court would have regard to the provisions of section 550A. It would also be likely to take account of the school's policy on restraint/force, whether that had been followed and the need to prevent injury, damage, or disruption, in considering all the circumstances of the case.

12. The Use of Physical Contact in Other Circumstances

There are occasions when physical contact with a pupil may be proper or necessary other than those covered by Section 550 of the 1996 Act. Some physical contact may be necessary for example to demonstrate exercises or technique during PE lessons, Sports Coaching, Design Technology, when leading groups of younger children to assembly or on school trips, if a member of staff has to give first aid or in giving therapy for disabled pupils. Pupils with special educational needs may need staff to provide physical prompts or help. Physical contact may also be appropriate where a pupil, particularly a younger child is in distress or needs comforting. Staff will use their own professional judgement when they feel a pupil needs this kind of support but should bear in mind the terms of this policy.

There may be some pupils for whom touching is particularly unwelcome. For example, some pupils may be particularly sensitive to physical contact because of their cultural background, or because of their prior experiences. It is important that staff are aware of context. Physical contact with pupils becomes increasingly open to question as pupils reach and go through adolescence, and staff should also bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

All staff should be confident that any physical contact is appropriate and in line with the school Child Protection and Safeguarding Policy and Working at Hardwick Policy.

Any staff who have concerns around the use of physical contact should report this following the school's Child Protection and Safeguarding Policy and Whistleblowing Policy.

13. Staff Training

The school has an ongoing programme of continuous professional development for all colleagues. New staff are involved in an induction programme that makes them aware of school policies and procedures.

Some staff across the school have additional training in de-escalation and positive handling, including physical intervention.

Wherever possible physical restraint should only be used by those with appropriate training. However, it is acknowledged this may not always be possible and physical restraint may be used as an emergency measure by someone without appropriate training to ensure the safety of children in their care. Any physical intervention involving reasonable force should be conducted making reasonable adjustment for children with special educational needs or disabilities. In this instance, someone with appropriate training should be called for immediately.

14. Risk Assessment

Risk assessment procedures are in place to help establish the likelihood of adverse outcomes for pupils or adults.

The Senior Leadership Team, and SENCo for pupils with SEND, will also assess and review the frequency and severity of incidents requiring use of reasonable force that do, and are likely to occur at Hardwick Primary School. Historical patterns will also be subject to review.

When it is likely that a child's behaviour may necessitate the use of physical intervention and/or reasonable force as one of the reactive strategies, a risk assessment must be carried out using the format in Appendix 4.

Positive Handling Plan

When a risk assessment, MEP or EHCP indicate the likely need for school staff to hold or restrain a child to prevent an injury, the school will record this in a Positive Handling Plan (Appendix 5). The information in the risk assessments will help to inform this plan which will outline:

- Who has been consulted about the plan.
 - The type of physical intervention to be used.
 - Which adults are authorised to use this intervention.
-
- Parental consent for the plan.
 - SENCO authorisation for the plan.
 - Head of School authorisation for the plan.

15. Monitoring and Review

This policy will be reviewed on an annual basis by the Head of School, DSL, SENCo and governing body, who will consider any necessary changes and communicate the findings of the review to all members of staff. This policy is also available via the school website.

Appendix 1 – Advice for Staff

At Hardwick Primary School, we believe that physical intervention and/or restraint should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between pupils. These include:

- Injury, or risk of injury, to another pupil
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be **proportionate, reasonable and appropriate**, and be done with the aim to **reduce** not **provoke**.

All staff have a **duty of care** to pupils. To take no action, where the outcome is that a pupil injures him/herself, or another, including staff, could be seen as negligence.

Members of staff facing confrontational situations with pupils are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop pupils from leaving their room. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a pupil's exit.

Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e. not toe-to-toe, are recommended.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.

Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger an animal chase response and drive the other person away. Where possible it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down.

Intonation - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation staff need to deliberately speak slower, lower and more quietly

- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

Calm Stance

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response

- Time to make a 'dynamic' risk assessment and seek assistance
- Allows other person 'take up' time to make their own choices

Application of Force (DfES advice to schools 10/98)

Staff should NOT act in a way that might reasonably be expected to cause injury. This includes:

- Slapping, punching, kicking or tripping a pupil
- Twisting or forcing limbs against joints
- Indecently touching, holding or pulling a pupil by the hair or ear
- Other than in circumstances that are exceptional, using reasonable force to hold a pupil face down on the ground

In the event of a serious incident e.g. a fight, staff should:

- Make their presence felt – “stop fighting, stop fighting”
- Send for assistance
- Spell out sanctions
- Remove the 'fuel' by clearing the 'audience' away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk
- Staff should not ignore or walk away.

Help Script

- Connect by using pupil's name
- Recognise the feelings
- Tell the pupil you're there to help
- You talk and I will listen
- Give direction

Diffusing body language responses

- Social distance

Appendix 2 – SOME NON- PHYSICAL CRISES INTERVENTION TECHNIQUES

Do	Don't
appear calm and relaxed	appear afraid and unsure of yourself; appear bossy, arrogant; assume an "I don't give a damn about you" attitude
keep the pitch and volume of your voice down.	raise your voice
feel comfortable with the fact that you are in control (if you control yourself, you control the situation); project a calm assured feeling that you will see the situation through to peaceful end no matter what Happens	appear to expect an attack (or you will have one)
talk <u>with</u> the pupil	give commands; make demands
be very matter of fact if the pupil becomes agitated; be sensitive and flexible; be flexible yet consistent; be aware of body language; monitor breathing (chest movements) which can telegraph aggressive responses	make threats (Especially any that you are not absolutely sure that you can carry through!); maintain continuous eye contact; gesticulate (this may provoke confrontation)
stay close to the pupil and attend to him/her	turn your back or leave; invade the pupil's personal space
be patient; if a pupils agitation increases to the verge of attack: * Acknowledge his/her feelings; * Continue with a matter of fact attitude; * Always leave the pupil an avenue of escape	display emotion; argue; corner the pupil physically or psychologically
where possible, remain seated as long as the pupil does; avoid crowding	get up and move towards the pupil
stay near him/her, about one arm's length away; stand to one side; give the pupil more space if appropriate	give up
seek to relax your muscles and keep them under control.	tense your muscles

Appendix 3 - Physical Intervention Incident Recording Form

Name of Child:	
Child's Date of Birth:	Class:
Ethnicity:	Gender:
Date of Incident:	Time of Incident:
Location of Incident:	

Name(s) of staff involved:	Name (s) of witnesses:
Reason for intervention: (E.g. Injury to a person, Damage to property, Criminal offence, Serious disruption, Absconding)	External agencies informed: (Circle where appropriate) <input type="checkbox"/> Medical staff <input type="checkbox"/> Parent/carers <input type="checkbox"/> Social worker <input type="checkbox"/> Police <input type="checkbox"/> Other (Please detail)

Describe events leading up to the incident including what was said by the parties involved:

Behaviours that occurred by the child:

Verbal abuse	Slapping	Punching
Biting	Pinching	Spitting
Kicking	Hair grab	Neck grab
Clothing grab	Body holds	Arm grab
Weapons/missiles	Head butting	Self-harm (Please detail)
Pushing	Disruption	Damage to property
Other (Please detail)		

Who was at risk?

Describe the steps taken to defuse or calm the situation:

☐ Diversions, Distractions & De-escalation strategies attempted:

Verbal advice	Limited choice
Clear directions	Distraction
Negations	Planned ignoring
Take up time	Consequences
Time out	Humour
Change of staff	Success reminders
Other (Please detail)	

Physical interventions used & duration of restraint:

Description of intervention and duration:

Why was this action in the best interest of the child?

Detail any medical intervention that may have been actioned as a result of the incident:

Injury to child:	Action taken:
Injury to staff:	Action taken:
Injury to others:	Action taken:

Action following the event:

Designated Person for Safeguarding has checked this record:	
Parent/carer informed:	
Risk assessment to be carried out/reviewed:	
Positive Handling Plan to be completed/reviewed:	
Procedural change:	
Child support:	
Staff support:	
Completed by:	Role:



Risk Assessment Completed by:		
Name of Child:		
Child's Date of Birth:	Class:	
Ethnicity:	Gender:	
Identification of Risk		
Describe the foreseeable risks:		
Is the risk:	potential	occurring
Assessment of Risk		
In which situations does the risk usually occur?		
How likely is it that the risk will occur? (unlikely, possible, probable, likely)		
If the risk arises, who is likely to be injured or hurt?		

What kinds of injuries or harm are likely to occur?

How serious are the adverse outcomes? (severe, substantial, minor, minimal)

Risk Reduction Options

What actions are being taken to minimise the level of risk?

(Consider changes, to environment, awareness of triggers, de-escalation strategies, varying staff deployment, varying teaching group/size, access to quiet area)

Any immediate actions to be taken, by whom and by when?


Signed:

Role:

Date:

Copy to:

Appendix 5 - Positive Handling Plan

	Name of child:	Date of Birth:
	Triggers	Medical Information: (that need taking into account before physically intervening)

Stage of Crisis:	Topography of behaviour (Describe what the behaviour looks/sounds like)	Preferred supportive/intervention (Describe strategies that should be attempted at each stage, including critical friends)
(Describe common behaviours/situations which are known to have led to positive handling being required)		
Anxiety		
Defensive/Escalation		
Crisis		
Recovery		
Depression		
Follow Up		

Additional information/Preferred handling: (Describe preferred holds, standing, sitting stating numbers and names of preferred staff and useful 'get outs' that can be used when holding)

Plan agreed by

Name (child) _____ Signed _____ If appropriate
 Name (parent/carer) _____ Signed _____
 Name (School staff) _____ Signed _____