

Wreningham V.C. Primary school

1 Corinthians 12:12, "There is one body but it has many parts. But all its many parts make up one body."

Positive Handling Policy **Physical Intervention with pupils**

All policies at Wreningham VC Primary School should be taken as part of the overall strategy of the school and implemented within the context of our vision, aims and values as a Church of England School

Person Responsible - Headteacher: Mr RP Jones

Raising Standards Committee

Chair of Full Governing Body: Mr Jon Gent

Introduction

This policy is based on DfE guidance and the corresponding Norfolk County Council's documentation. Wreningham Primary School recognises there is a need, reflected in common law, to intervene when there is an obvious risk of safety to its pupils, staff and property.

Wreningham Primary School is committed to ensuring all our staff and adults with responsibility for pupil's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort in line with DfE and Norfolk County Council's guidance. If used it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff.

This policy applies to all our staff who are authorised to use physical intervention – see below for details. It will be reviewed and discussed with the staff, and the Raising Standards Committee of the governing body, on an annual basis. The nominated member of the School's Leadership Team with responsibility for advising on the implementation of this policy is the Head Teacher.

School Expectations

The best practice regarding physical intervention outlined below should be considered alongside other relevant policies in the school, specifically those policies involving behaviour, bullying, child protection and health and safety. Examples of harms where positive handling or Restricted Physical Interventions *RPI* may be appropriate to use with a pupil include:

- Physical assault against a pupil
- Physical assault against staff or adults in school
- Threatening behaviour against a pupil or an adult

- Committing, or on the verge of committing, significant damage to property
- Causing, or at risk of causing, injury or damage by accident, by the misuse of objects
- Absconding from a room
- Persistently refusing to leave a class
- Behaving such that the lesson is being seriously disrupted

Staff will make a dynamic risk assessment at the time comparing the risks associated with intervention against the risks of not intervening.

This judgment will consider the circumstances of the incident. All staff should be aware that the use of physical intervention in response to a clear or developing danger of injury will always be more justifiable than the use of force to prevent damage or misbehaviour.

Our staff will view physical intervention or restraint of pupils as a last resort to maintaining a safe environment.

If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation and to restore a safe, secure environment. Our staff will understand the importance of listening to and respecting pupils to create an environment that is calm and supportive especially when dealing with pupils who may have emotional and behavioural needs that may increase their aggression.

All our staff will understand the importance of responding to the feelings and well-being of the pupil, as well as to the behaviour itself.

Our Practice Regarding Specific Incidents:

Staff intervening with pupils will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risks of injury to both parties and does not provide a witness. All staff who become aware that another member of staff is intervening physically with a pupil will have responsibility to provide a presence and to offer support and assistance should this be required.

Before intervening in a non-emergency, consideration will be given to whether other staff are available to assist. Where possible, staff who have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene or restrain the pupil if this proves necessary. Staff should support colleagues by offering to take over the role of holding to minimise stress.

A pupil's behaviour may be adversely affected by the presence of an audience. Wherever possible, the audience will be removed, or if this is not possible, the pupil will be removed from the audience. The pupil and member(s) of staff will withdraw to a quiet, but not completely private, place (e.g., two members of staff should be present, or a door left open so that others are aware of the situation).

Staff will be aware of the need to tell the pupil being restrained, in a calm and gentle manner, that the reason for the intervention is to keep the pupil and others safe i.e. '*I'm Keeping you safe*'. Staff will explain that as soon as the pupil calms down, he/she will be released.

Restricted Physical Intervention Approaches which can be regarded as reasonable in appropriate circumstances

The following approaches are regarded as reasonable in appropriate circumstances.

Guiding a pupil using Open mittens i.e. open mitten escort. Restraining a pupil using A Rescue Bracelet. These require Step Up training.

Recording an Incident

All incidents that result in non-routine/emergency interventions will be recorded in detail (Behaviour Incident sheet Part A/B). The Ongoing Chronology of Behaviour Incidents is also used to record incidents. Notes will be made immediately following, or as soon as possible after the incident (i.e. before the end of the day of the incident) by the staff member involved in the original incident, on an Incident Sheet.

Notes will also be made in the same way by any other members of staff involved (i.e. as witnesses or additional providers of support). The notes will be signed and dated on the same day. The notes must contain the following factual information:

- the name(s) and the job title(s) of the member(s) of staff who used reasonable force
- the name(s) of the pupil(s) involved
- when and where the incident took place
- names of staff and pupils who witnessed the incident
- the reason the force was necessary
- the progress of the incident. Include details of: behaviour of the pupil which led up to the incident; any attempts to resolve the situation; what was said by staff and pupils; the degree of force used; how it was applied; how long it was used for
- the pupil's response and the eventual outcome
- details of any injuries suffered by either staff or pupils
- details of any damage to property
- details of any medical treatment required (an accident form will be completed)
- details of any follow-up, including contact with the parents/carers of the pupil(s) involved
- any other relevant details e.g., the involvement of any other agency, e.g., the Police

Pupil witnesses may also be asked to provide a written account if appropriate. These notes should be kept in the pupil's file.

Routine incidents of physical intervention, usually for pupils with identified needs as set out in the pupil's intervention plans (i.e. an Individual Risk Management Plan included in this document) will need to be recorded as follows (**Behaviour Incident sheet Part A**):

- Name of pupil
- Date
- Name of member of staff who intervened
- Name of any witnesses
- Brief description of the reason for intervention
- Brief description of action taken
- Details of any follow-up with parents
- First Aid Record

Post Incident Support

We will ensure the pupil and the member of staff have immediate access to first aid for any signs of injury. This must be recorded. We will give the pupil time to become calm while staff continue to supervise him/her. When the pupil regains complete composure, staff will talk about the incident with the pupil and try to ascertain the reason for its occurrence. The pupil will be given an opportunity to explain things from his/her point of view.

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

The Headteacher will be informed at the earliest possible opportunity of any incidents where physical intervention or restraint has been used. The Head Teacher (or Senior Teacher) will initiate the recording process and we will review each incident to ensure that any necessary lessons are learned. We will inform parents/carers of any non-routine/emergency interventions incident involving physical intervention as soon as possible after the incident and whenever practicable on the day of the incident before the child arrives home.

Where a 'significant' injury has occurred, the school will complete an online incident reporting form on OSHENS.

Training Needs of Staff

At least one member of our Leadership Team will attend relevant training on physical intervention and will keep this training updated (Norfolk STEPS). In cases where it is known that a pupil may, on occasions, require

physical intervention, we will ensure that appropriate training is provided for relevant staff (both teaching and support staff) by accredited trainers.

We will ensure all our staff receiving this training will keep it updated as prescribed by the trainers, if such physical interventions remain a possibility within the class / school.

Authorisation of Staff to Use Physical Intervention

We recognise that most of the time physical intervention will be used infrequently, that is, as a last resort to maintaining a safe and secure environment.

Although, under Section 550A of the Education Act 1996, all our teaching staff are, by the nature of their roles and their duty of care, authorised to use ‘force as is reasonable in the circumstances for the purpose,’ we will ensure specific training is given as outlined above.

Our support staff will require specific authorisation, either temporarily or permanently. This authorisation can only be given by the Head Teacher or lead teacher in their absence.

Dissemination of any revised information (including updated DfE and/or Norfolk Council’s policies) will be included as part of the school’s normal schedule of meetings. These meetings will be open to all staff, including non-teaching staff, who have been authorised to use physical intervention techniques.

Governors will be informed of the number of unplanned / emergency physical interventions and the number of planned physical interventions as appropriate.

Risk Assessment

We acknowledge that some pupils behave in ways that make it necessary to consider the use of restrictive physical intervention as part of a behaviour management plan (Individual Risk Management Plan included in this document). All identified behaviours necessitating use of physical intervention will be formally risk assessed using the form ‘Specific Risk Assessment for Managing Threatening or Violent Behaviour in Wreningham VC School.’

The resulting risk management strategy must be compatible with the school’s positive behaviour management approach and must also consider the pupil’s Intervention Plan, if this is applicable to the pupil. Techniques and methods for controlling and restraining pupils using restrictive physical interventions must be assessed to ensure they are safe, suitable and appropriate for use with the named pupil.

The techniques will be agreed in partnership with the pupil, his/her parents (or those with parental responsibility) and other statutory agencies working with the pupil. This is especially the case when children are looked after by the local authority, in respite care, or cared for by others with legal responsibility in order to ensure that there is a consistent approach to the use of intervention strategies both in and out of school.

In the event of disputes over, or concerns about, techniques and methods being considered, an interim school strategy will be agreed, and the matter referred to Norfolk County Council. If necessary, adjudications might be offered by an independent officer nominated by the Local Safeguarding Children’s Board.

The Risk Assessment should also be properly documented within pupil’s records

Arrangements for informing parents

Parents / carers will be informed of the school’s policy regarding physical intervention in the following ways:

- Staff who work with pupils who have learning or physical disabilities and who have Intervention Plans and Individual Risk Management Plans may need to use specific techniques routinely to manage challenging behaviour. Such arrangements will be discussed with parents/carers in advance on an individual basis. All interventions will be routinely recorded.

- Parents/ carers will be informed after a non-routine incident where physical intervention is used with their child.

Responding to Complaints

‘Norfolk Steps’ techniques seeks to avoid injury to the pupil but it is possible that bruising or scratching may occur accidentally and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of attempts to keep children safe.

If a parent/carer or pupil is concerned about any aspect of the management of an incident requiring physical intervention, he/she should inform the Head Teacher of their concern. If the concern relates to action by the Headteacher, the parent/carer should contact the Chair of Governors and follow the normal school complaint procedures.

Sharing details of the incident and its record should enable the resolution of most complaints but if a parent remains concerned, they should contact an external agency (Police or Social Care) to provide an independent investigation of the circumstances. This will determine the necessity for further action. (See Norfolk County Council Procedures for Allegations Against School-based Staff.)

“Education Staff and Child Protection: Staff Facing an Allegation of Abuse” can be downloaded from:

Review of Policy This policy will be reviewed at least annually or earlier if any changes are indicated at national or local level.

Good Practice Checklist for Positive Handling & Physical Intervention

To create a safe teaching environment

A. Ethos

1. Are staff and pupil well-being promoted in the school to ensure a safe environment?
2. Do you work in partnership with parents / carers and the pupil and record your evidence of meetings and outcomes?

B. Procedures

3. Does the pupil have a special educational needs statement and / or have the needs identified matched the provision put in place?
4. In the case of a pupil who is believed to present a risk of behaviour that might place others at risk if not appropriately managed, has a risk assessment been completed with information from all staff involved with the pupil to decide a school risk management strategy?
5. Do all the staff consider risk reduction options related to curriculum access?
6. Do all the staff have access to the information in the risk assessment and consider the implications of this information in helping to secure a safe environment?
7. Has the use of Restricted Physical Interventions *RPI* being recorded (Part A/B Incident Sheet)?
8. Does the school have a process for monitoring the use of unplanned and planned physical intervention with reports to the governing body?
9. Do you have a complaints procedure to deal with any disputes or concerns?

C. Post Incident Support

10. Do you ensure all involved in physical intervention have immediate access to a first aider and record that a check has been made?
11. Do you have post-incident support processes in place to care for school staff and pupils?

D. Training

- 12 a. Have all the necessary staff received training from an approved trainer?
 - b. Is this training updated as required by the training provider?
 - c. Is there an updated list of all those staff authorised to use physical inte

PART B NON ROUTINE/EMERGENCY PHYSICAL INTERVENTIONS *(to be completed if the use of "restraining" physical controls has occurred)*

WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS:

(tick the appropriate box below)

Defusing	<input type="checkbox"/>	Time out	<input type="checkbox"/>
Deflection	<input type="checkbox"/>	Changes of task	<input type="checkbox"/>
Distraction take up time	<input type="checkbox"/>	Choices	<input type="checkbox"/>
Humour	<input type="checkbox"/>	Limits	<input type="checkbox"/>
Proximity control	<input type="checkbox"/>	Consequences	<input type="checkbox"/>
Hurdle help	<input type="checkbox"/>	Another member of staff	<input type="checkbox"/>
Planned ignoring	<input type="checkbox"/>	Other (please state)	<input type="checkbox"/>

JUSTIFICATION FOR USE OF PHYSICAL CONTROLS:

(tick the appropriate box below)

To prevent/interrupt;	A criminal offence	<input type="checkbox"/>
	Injury to pupil/staff/others	<input type="checkbox"/>
	Serious damage to property	<input type="checkbox"/>
	Disruptive behaviour	<input type="checkbox"/>
	Pupil absconding	<input type="checkbox"/>
	Other (please state)	<input type="checkbox"/>

NATURE OF PHYSICAL CONTROLS USED: *(include estimate of duration of use of physical controls)*

(please tick appropriate box)

Standing	<input type="checkbox"/>	Sitting/ Kneeling	<input type="checkbox"/>	Prone/lying	<input type="checkbox"/>	Duration (how long physical restraint was used)	<input type="text"/>
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DETAILS OF ANY RESULTING INJURY: *(injury to whom and action taken as a result, e.g. first aid, medical treatment)*

DETAILS OF ANY DAMAGE TO PROPERTY:

ANY OTHER RELEVANT INFORMATION:

- *Details of any follow-up, including contact with the parents/carers of the pupil(s) involved*
- *Any other relevant details e.g., the involvement of any other agency, e.g. the Police*

NAME OF SENIOR PERSON NOTIFIED:	<input type="text"/>	TIME/DATE	<input type="text"/>
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HEADTEACHERS COMMENTS:

SIGNATURE OF HEADTEACHER:	<input type="text"/>	DATE:	<input type="text"/>
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On-going Chronology of Behaviour Incidents

This information is gathered to provide a chronology of events and an overview of the nature of concerns and details of professional interventions.

Date & Time	Name & Job title of staff member	Incident Name of pupil involved; When and where the incident occurred; Key events and actions taken in response; Names of staff/pupils who witnessed the event	Outcomes Any Actions to be Taken	Signature

INDIVIDUAL RISK MANAGEMENT PLAN


Name	DOB	Date	Review Date:
Photo	Potential Triggers <ul style="list-style-type: none"> • • • • • Risk Reduction Measures <ul style="list-style-type: none"> • • • • 		
What we want to see <ul style="list-style-type: none"> • • 		Strategies to maintain <ul style="list-style-type: none"> • • • 	
First signs that things are not going well <ul style="list-style-type: none"> • 		Strategies to Support <ul style="list-style-type: none"> • • 	
Where this behaviour leads next <ul style="list-style-type: none"> • • • 		Strategies needed (response depends on the situation and location) <ul style="list-style-type: none"> • • • • 	
What we are trying to avoid <ul style="list-style-type: none"> • • • • 		Interventions Necessary <ul style="list-style-type: none"> • • 	

Signature of Parent/ or Parent Informed _____ Signature of teacher _____

Reviewed 25/3/20

Next Review Date Spring 2020
Raising Standards committee

EXAMPLE INDIVIDUAL RISK MANAGEMENT PLAN

Name	DOB	Date	Review Date:
	<p><u>Ann has the potential to run away without regard for her safety.</u></p> <ul style="list-style-type: none"> • Being told she can't have her own way • Testing less familiar staff • If staff physically intervene with her • If she becomes over excited 		
<p>What we want to see</p> <p>Ann smiling, concentrating and engaged in activity. Ann waiting her turn. Ann coping with change Ann making progress with her learning Ann being quiet so she can listen. Ann calm, attending and being co-operative</p>		<p>Strategies to maintain</p> <p>Remind Ann to be quiet as she starts to increase noise level. Expect Ann to walk not run around class Use 'first this then that' with Ann Praise good behaviour-catching Ann 'being good' Ensure she is not always first Avoid her becoming rigid by building in flexibility (not always having bikes out for example) Visual timetable and picture symbols to support staying on task</p>	
<p>First signs that things are not going well</p> <p>Noise level increases Ann may refuse to co-operate Ann says No, No Ann may jump up and down over excitedly/laugh hysterically</p>		<p>Strategies to Support</p> <p>Positive behaviour management strategies-star chart/reward time Remind Ann she needs to be quiet, and that if she can't she will have to sit away from the group until she is quiet. Remind Ann of the next motivating activity and that she needs to complete this first Ignore her at agreed times Remind Ann she needs to calm down and that if she doesn't she will need to sit away from the group until she is calm</p>	
<p>Where this behaviour leads next</p> <p>Ann running away Ann hitting himself Ann demanding/crying Ann hitting out at others</p>		<p>Strategies needed (response depends on the situation and location)</p> <p>Don't give Ann opportunity- non key staff hold hands and know where Ann is at ALL times. Practice coming when called. Use hand holding as consequence of running off. Direct Ann to sit away from the group, if she kicks/hits something as she goes direct her to come back and then to go nicely (as many times as it takes-consistency) Remind Ann what she needs to do, or why she is not allowed what she wants then ignore until calm. Direct Ann to sit away from the group (see above)</p>	
<p>What we are trying to avoid</p> <p>Ann kicking and hitting with intent Ann pushing people/objects Ann lying on the floor and refusing to move</p>		<p>Interventions Necessary</p> <p>Once Ann is isolated give her space to calm down, avoid physically intervening with Ann unless there is immediate serious risk to herself or others Minimise use of verbal communication-key words Ensure she is sat down away from group when agitated or distressed, not given opportunity to run around pushing things/people. Avoid physically intervening but ensure Ann does not achieve through this behaviour (reaching a book she wants for example) Wait her out and then tell her what the consequence will be, to hold staff hands, miss free time, sit on a stool for example</p>	

Signature of Parent/ or Parent Informed _____ Signature of teacher _____

Specific Risk Assessment for Managing Threatening or Violent Behaviour in Wreningham 0oVC School

Pupil's Name:

Year:

Assessment carried out by:

Date:

Review Date

Who might be harmed?

Potential Triggers

Signed: _____

Identification of the Risk			Assessment of the Risk	School Risk Management Strategies	Evaluation	
Harms/Hazards <i>The foreseeable risks</i>	Who might be harmed? (see above)	Are the risks potential or actual (e.g. has there already been an incident?)	How likely H/M/L is it that the risk will arise? e.g. Level of risk	How the risk is adequately controlled (Proactive interventions to prevent risks/Early interventions to manage risks)	What further actions are needed to control the risk?	Tick if in Place