

St Peter's C of Academy  
Policy for the Positive Use of Physical Interventions with Children  
**'We care enough about you for you not to be out of control'.**

### **Introduction**

This policy provides a guide for adults working in schools (including staff, governors, volunteers and visitors) about acceptable and desirable conduct when using positive physical interventions with children to protect both adults and pupils. It refers to and complements other policies and guidance in our school.

### **Underpinning Principles**

- We promote the use of the least intrusive de-escalation strategies possible in any situation, using verbal and non-verbal strategies before positive handling techniques are employed.
- The use of force should, wherever possible, be avoided;
- There are occasions when the use of force is appropriate;
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.
- All incidents should be recorded in line with policy.
- Provide a process of repair and reflection for both staff and children.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

'Reasonable in the circumstances' means using no more force than is needed.

Restraint means to hold back physically or to bring a pupil under control.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **All members of school staff have a legal power to use 'reasonable force'.**

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools do not require parental consent to use force on a child. The power for school staff to use force comes from Section 93 Education and Inspections Act 2006 and under Common Law, including situations where a child was in danger of hurting someone else or themselves or from damaging property. See <http://www.legislation.gov.uk/ukpga/2006/40/section/93> for further information.

All staff, volunteers and visitors to the schools should be familiar with and work in accordance with the school's policies including in particular:

Child Protection Policy  
Behaviour

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Internet Safety  
Intimate Care  
Health and Safety  
Use of Photography and Video  
Whistle-blowing  
First Aid Procedure  
Positive Handling Procedure  
Individual positive handling plans (where appropriate)

All staff, volunteers and visitors to the school should provide a good example and a positive role model to pupils.

All staff, volunteers and visitors to the school should behave in a mature, respectful, safe, fair and considered manner. For example, you must ensure that you are not sarcastic; that you do not make remarks or 'jokes' to pupils of a personal, sexual, racist, discriminatory, intimidating or otherwise offensive nature; and that you do not embarrass or humiliate children.

**Unplanned/Emergency use of Physical Interventions**

Unplanned or emergency use of force should occur in response to unforeseen events and may be required when children behave in unforeseen ways. Staff should be aware that in an emergency the use of reasonable force is permissible if it is the only way to prevent injury to the child or serious damage to property.

Even in an emergency the force used must be 'reasonable'. That is to say it should be commensurate with the risk posed by the situation. The person concerned should be confident that the potential outcomes associated with the intervention (for example, injury or distress) will be less severe than the adverse consequences which would have occurred **without** the use of a physical intervention.

Sometimes, for personal safety reasons, a staff member should not intervene in an unplanned situation without help. Some examples of when this might apply are:

- when dealing with a physically large child;
- where an intervention technique can not be applied safely by one person;
- if the staff member believes he or she may be at risk of serious injury.

Before intervening physically, a staff member should, wherever practicable, use de-escalation strategies and tell the child who is misbehaving to stop, and what will happen if he or she does not.

Where the member of staff believes that non-compliance with instructions is creating an unsafe environment and children are at risk, they should consider the use of physical intervention very carefully.

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**Planned use of Physical Interventions**

Planned intervention is where staff employs, where necessary, prearranged strategies and methods which are based upon a risk assessment and are recorded in the child's positive handling plan (see Appendix 1).

Planned use of physical interventions should only be for those children who have positive handling plans (PHP). Situations requiring breakaway or disengagement strategies should be used **only** by appropriately trained staff e.g. Team Teach trained. The strategies used should involve the minimal use of pain or discomfort.

After an intervention, first aid procedures should be employed where necessary by appropriately trained staff.

**Training**

The head teacher is responsible for ensuring that staff receive appropriate training, including updates and refresher sessions, to a standard, which is appropriate to their role and responsibilities within the service.

All staff will receive an induction. This induction should include reference to this policy, departmental guidelines and other associated local procedures.

Staff should only use methods of physical interventions for which they have received training. Techniques should be closely matched to the characteristics of individual children (see child's positive handling plan) and reflected in risk assessments.

Certain restraint techniques present an unacceptable risk when used on children and young people and should not be used. (DfE guidance July 2015). **The following should not be used -**

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.
- the prone position (face down on the floor) or T Supine position (on their back)

**Action Following an Incident**

The use of a physical intervention involving force, whether planned or unplanned (emergency) should be recorded promptly, as a minimum action **in all circumstances**.

**Recording and Informing**

Interventions will need to be reported immediately to the Headteacher or Assistant Head.

Wiltshire County Council's red Incident Report book should be used to record details of any incidents in which physical intervention is used and a scanned copy sent to Wiltshire Council (Email address on the

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front of the book). Use of physical interventions is also reported to DBAT using an incident form, including a copy of the 'Red book report.'

Incidents involving the use of force with children can cause the parents/carers of the child involved great concern. Parents/carers will be informed of the incident and give them an opportunity to discuss it. The Headteacher or member of staff to whom the incident is reported, will need to consider whether this should be done immediately or at the end of the school day.

The written record should include:

- The names of the staff and details of the child involved.
- The reason for using a physical intervention (rather than another strategy).
- The type of physical intervention employed.
- The date and the duration of the physical intervention.
- Whether the child or anyone else experienced injury or distress and, if they did, what action was taken.

Records of incidents should be reviewed by Head teacher and used to help determine the need for any action.

### **Supporting Staff**

Being involved in physical interventions may be an unsettling experience for all parties and Head teachers should recognise that staff, and the child involved may need some form of reassurance.

### **Debriefing and Follow-up Action**

Staff should be debriefed about the intervention and given the necessary support.

Any concern about the validity or method of intervention should be thoroughly investigated. Any such investigation should seek to protect the safety and well-being of staff and the child involved. If individual members of staff are concerned about the methods that have been used, they should refer to the 'Whistle Blowing' policy.

The head teacher should ensure that an individual's positive handling plan is reviewed in the light of any intervention.

### **Risk Assessment and Risk Management**

Risk assessments where necessary will be recorded on the child's positive handling plan.

### **Complaints/Investigations**

If staff adhere to this policy it should help to avoid complaints about physical handling of a child from parents or carers.

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However, it may not prevent all complaints and the possibility that a complaint might result in a disciplinary hearing or a criminal prosecution, or a civil action being brought cannot be ruled out. In any of these circumstances, it would be for the disciplinary panel or the court to decide whether the use and degree of force was reasonable in the circumstances.

Where there is a complaint that unreasonable force has been used on a child, it is important to follow Child Protection procedures and inform the Head of Child Protection immediately.

If a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/she has acted reasonably.

**Reference documents and Notes**

Keeping Children Safe in Education 2018

Guidance for Safer Working Practice for Adults who Work with Children and Young People October 2015

Use of Reasonable Force (DfE July 2013)

Education and Inspections Act 2006, section 93

## St. Peter's C of E Academy Positive Handling Plan

*“We care enough about you for you not to be out of control”*

Name	DOB	Class

**TRIGGER BEHAVIOURS (Describe common behaviours/situations which are known to have led to Positive Handling being required and when such behaviour is likely to occur)**

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**PREFERRED SUPPORTIVE AND INTERVENTION STRATEGIES (Describe strategies that should be attempted before positive handling techniques are used)**

<b>Verbal advice /support:</b>	
<b>Reassurance:</b>	
<b>Calm talking/stance:</b>	
<b>Negotiation:</b>	

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<b>PREFERRED SUPPORTIVE AND INTERVENTION STRATEGIES (Describe strategies that should be attempted before positive handling techniques are used)</b>	
<b>Choices/Limits:</b>	
<b>Humour: (if appropriate)</b>	
<b>Consequences:</b>	
<b>Planned Ignoring: (if safe)</b>	
<b>Distraction: (known key words, objects, activities)</b>	
<b>Time Out: (ideas and places)</b>	
<b>Withdrawal: (requires a staff member to observe at all times)</b>	

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<b>PREFERRED SUPPORTIVE AND INTERVENTION STRATEGIES (Describe strategies that should be attempted before positive handling techniques are used)</b>	
<b>Success Reminder:</b>	
<b>Extra adult Support: (ask for help if required)</b>	
<b>Other Strategies:</b>	

<b>PRAISE POINTS / STRENGTHS: (areas that can be developed and built upon)</b>	
1.	
2.	
3.	

<b>OTHER ISSUES</b>
<b>Medical conditions that should be taken into account before physically intervening (e.g. asthma, brittle bones):</b>  
<b>Preferred handling strategies to be used by appropriately trained persons: (describe the preferred holds: standing, sitting, ground, stating numbers of staff and what "get outs" can be used when holding)</b>  

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<b>OTHER ISSUES</b>
<b>Risk assessment: (include information from previous incidents where relevant)</b>
<b>De-briefing process following incident: (what care is to be provided)</b>
<b>Recording and notifications required: (e.g. bound and numbered book, significant incident book, accident book)</b>

<b>Establishment:</b>	<b>St Peter's Church of England VA Primary School</b>		
	<b>Print Name</b>	<b>Sign</b>	<b>Date</b>
<b>Head Teacher:</b>			
<b>Class Teacher:</b>			
<b>Teaching Assistant:</b>			
<b>Parents/Guardians:</b>			
<b>Review Date:</b>			

**Other Factors to Consider:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Key behaviour difficulties</li> <li>• How the pupil can help</li> <li>• Our understanding of the behaviour</li> <li>• How Parents / Carers can help</li> </ul> | <ul style="list-style-type: none"> <li>• Rewarding progress</li> <li>• Environmental changes that might help</li> <li>• Monitoring progress</li> <li>• What we want to see instead</li> </ul> |
|---|---|

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