

# **Keir Hardie Primary School & Children's Centre**



## **Positive Handling/Physical Intervention Policy**

<b>Reviewed:</b>	<b>Autumn 2022</b>
<b>Date of Next Review:</b>	<b>Autumn 2025</b>

## **Rationale**

### **The aims of this policy are to:**

- Assist staff to maintain a safe and secure environment in school<sup>1</sup> so that learning can take place.
- Protect all pupils in school against any form of physical restraint which is either unnecessary or inappropriate or excessive or unlawful.
- To protect staff and minimise the risk to staff of any accusation of improper conduct towards a pupil
- To protect staff and pupils from physical harm

The school has a Behaviour Policy. Please refer to the policy for information.

At Keir Hardie Primary School we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. On rare occasions circumstances may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:

- Physical intervention should be used only as a last resort when other appropriate strategies have failed;
- Any physical contact should be only the minimum required;
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned;
- Incidents must be recorded on Safeguard as a behaviour incident and reported to the Head teacher as soon as possible;
- Parents/Carers will be informed on the day of each incident by either the SENCO or a member of SLT who has dealt with the incident.

### **Pupils with Known Behavioural Difficulties**

Children with Special Educational needs are identified through the procedures outlined in the Special Educational Needs Policy.

If a pupil begins to show a tendency towards disruptive or violent behaviour, even if they are not on the Inclusion register, then a risk assessment will also be carried out on that pupil. The risk assessment will be carried out by a senior teacher in collaboration with the class teacher, and may involve the Learning Mentor and the Head or Deputy Headteacher.

If a class teacher feels that a pupil needs a risk assessment then they should inform the SLT and the SENCO and agree a time to prepare the risk assessment. The purpose of the risk assessment is to identify the potential hazard/risks which the pupil presents and detail the action which needs to be taken to reduce the risk and deal with the behaviour.

The aim is to keep the use of restrictive physical intervention with any pupil to a minimum.

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<sup>1</sup> Please note: 'School' refers to KH Primary School and KH Children's Centre

## Principles of Physical Intervention

The general principle is that the use of physical intervention should, wherever possible, be avoided. Before using physical intervention, staff should always attempt to use de-escalation techniques and verbal communication to manage the situation. However Section 93 of the Education and Inspections Act 2006 allows all teachers to use reasonable force to prevent a pupil from:

- Acting in a way that is counter to maintaining good order and discipline at the school
- Injuring another child or adult
- Exposing themselves to danger, including attempting to run out of school
- Damaging property and causing disorder
- Committing a criminal offence

If physical intervention is deemed to be necessary then:

- It should be an exceptional circumstance.
- It must be used in ways that maintain the safety and dignity of all concerned.
- It should be both reasonable and proportional to the circumstances and necessary to avert injury or damage to property. In all cases there should be reasonable use of physical restraint. There should be no unnecessarily rough handling or shaking of the pupil.
- It should be sensitive to the cultural expectations of pupils and their attitude towards physical contact.
- It should avoid any contact that might be misinterpreted as sexual.
- It should be applied for the shortest period of time.

Examples of acceptable forms of physical intervention are:

- A safe holding tactic by which a pupil is restrained until he/she calms down.
- Physical removal of a pupil from one place to another (for example to the sensory room)
- Removing a weapon or dangerous object from a pupil.
- Applying deep pressure massage to a child who has SEND

## Applying Physical Intervention

Additionally all persons have powers to use force under Common Law and Section 3(1)(a) Criminal Law Act 1967.

**Please note that the use of force can be used elsewhere i.e on trips where the member of the staff has lawful control or charge of the pupil concerned.**

Physical Intervention will always be used as a last resort.

It can be applied immediately if:

- 1) The pupil is assaulting or injuring another person.
- 2) The pupil is injuring him/herself.
- 3) The pupil is putting himself/herself into danger
- 4) The pupil is damaging property.

**Please note: Should the child be attempting to run away, avoid restraining him/her.**

Where a pupil is deliberately refusing to cooperate or refusing to follow instructions then the teacher or member of staff should:

- 1) Give clear instructions to the pupil as to what is required of them.
- 2) Give the pupil a warning of the consequences of not complying with the request from the teacher.
- 3) Give the pupil time to reconsider and conform to the request.
- 4) Keep calm and remain in control of the situation.
- 5) Send another adult or responsible pupil to bring an appropriate member of staff. This could be the headteacher, the deputy head teacher, the Assistant head teacher, phase leader, the SENCO or the person named in the child's risk assessment (if there is one). This member of staff will go through these steps again when they arrive and attempt to persuade the child to accompany them and leave the room.
- 6) All school staff have a duty of care for children and a power to use force in certain circumstances. However, there will be a proper risk assessment in place if it could be reasonably foreseen that staff would need to restrain pupils. Control measures will be introduced such as training. If an incident that could not be reasonably foreseen were to suddenly occur in front of an untrained member of staff, and they felt it was necessary to restrain a pupil to prevent harm, that would be ok as long as the force used was reasonable.

If a pupil still refuses to comply then the staff members should make an assessment as to whether physical intervention will succeed. If an older child is involved then he or she may be physically bigger and stronger than the adults and physical intervention would be very difficult. The senior member of staff should make an assessment of the situation and decide whether to physically intervene or follow another course of action. This could be:

- Remaining by the pupil and giving him/her further time to calm down and reflect on the situation.
- Remaining by the pupil and arranging for the pupils' parents to be contacted and asked to come to school to deal with the incident.
- Removing other pupils to another room while the pupil calms down, if they are felt to be in danger. In this case there should always be two members of staff with the disruptive pupil

For a pupil with SEND, who is dysregulated, a danger to themselves or others, two members of staff should follow this approach:

- 1) Calmly, give clear instructions with visuals or key words
- 2) If this does not work – apply the PALM approach

## How to support emotional regulation: **PALM**



**P**ause → Give yourself time to think, try not react to behaviours instinctively in a 'neuro typical' way.

**A**ttune and analyse → How is the student feeling? Empathise and join in a little bit. Why is he doing that?

**L**abel → Validate their feelings & Tell them how they feel

**M**odel → Show a more acceptable way of expressing that feeling (speech, sign, action, coping strategy)

- 3) If this doesn't work offer them a choice – including an object that calms them.
- 4) If the behaviour continues – the child should be taken to the safe space of the sensory room, with the equipment set to calm them (colours & lights depend on the child.) Show the visual with transactional support.  
If the child is distressed or a danger to themselves or others – physical intervention may be used in a way which is dignified to the child to get to the safe space
- 5) A member of the inclusion team must be informed to support.
- 6) In the rare case that positive handling is used the SENCO or member of the inclusion team will inform the parents and the incident recorded on Safeguard.
- 7) 1:1 adults must record on an ABC chart to identify triggers and causes for behaviours – enabling patterns/ cause to prevent future instances

### The Department for Education guidance

in [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf) advises that certain restraint techniques present an unacceptable risk when used on children and young people. The techniques in question are:

- 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.
- Use of prone position (face down on the floor) or T Supine position (on their back) should not be performed

### Use of physical restraint

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

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the

particular situation and the pupil to whom it is being applied. Teachers should apply the training they receive to de-escalate where possible then use the appropriate holds as practised in the training. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

When physical restraint becomes necessary:

Do:

- Tell the pupil what you are doing and why;
- Use the minimum force necessary;
- Involve another member of staff if possible (HNF and EHCP pupils need 2 members of staff)
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition);
- Use simple and clear language;
- Hold limbs above a major joint if possible e.g. above the elbow;
- Relax your restraint in response to the pupil's compliance.
- For pupils with an EHCP or HNF, the SENCO or a member of SLT will be called to support.
- Apply your knowledge of any physical or sensory needs.

Don't

- Act in temper (involve another staff member if you fear loss of control);
- Involve yourself in a prolonged verbal exchange with the pupil;
- Involve other pupils in the restraint;
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct;
- Twist or force limbs back against a joint;
- Bend fingers or pull hair;
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck;

**Please note that Staff will not perform the above mentioned techniques and will comply with Article 2, Human Rights Act, which all public authorities must adhere to.**

## **Parental Involvement**

If a member of staff deems it necessary to use physical intervention with a pupil then the head teacher or deputy head teacher must be informed immediately. The head or deputy will decide if the parent should be asked to come to school and take the pupil home. In all cases of physical intervention the parents must be informed on the day of the incident and given an explanation of the incident by either the SENCO or a member of SLT

## **Recording Instances of Physical Intervention**

Often, a member of the Inclusion team or SLT will have been involved at an early stage in dealing with an incident or extreme behaviour and will have sanctioned the use of physical intervention. If not, a member of staff who has used physical intervention with a pupil must immediately report the incident to the head or deputy. The member of the Inclusion team will ask the member of staff to make a written report on the incident. This should include:

- Name of the pupil and date of the incident.
- The location and time of the incident
- The circumstances and significant factors leading up to the incident
- A description of the pupil's behaviour
- Strategies used to control the behaviour
- The reason for using physical intervention
- A description of the physical intervention used
- Whether the pupil, other pupils, or staff experienced any injury

The incident must be recorded on Safeguard as a physical intervention.

### **Responsibilities:**

#### Headteacher

It is the responsibility of the head teacher to regularly review this policy and monitor incidents of physical intervention.

It is the responsibility of the head teacher to regularly review the Behaviour Policy in order to promote good behaviour and ensure that there are clear guidelines for dealing with bad behaviour.

#### Class teachers

It is the responsibility of the class teachers to inform the Inclusion Manager if there is a pupil in their class who is displaying extreme behaviour and to work with the Inclusion Manager to draw up a risk assessment.

It is the responsibility of class teachers to monitor the risk assessment and arrange with the Inclusion Manager for review when necessary.

Class teachers will be responsible for informing teacher assistants and other staff who work in the classroom of the risk assessment.

#### Inclusion Manager / SENCO

In collaboration with the class teacher, the SENCO will write risk assessments on children who are identified as extremely disruptive or violent. The SENCO will copy risk assessments to all staff who may work with the child. This will usually mean all the teachers, teacher assistants and learning support assistants who work in the learning group, including lunchtime supervisors.

#### **Risk Assessments**

If we become aware that a pupil is likely to behave in a disruptive and/or

challenging way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Strategies to be used prior to intervention;
- Ways of avoiding 'triggers' if these are known;
- Involvement of parents/carers to ensure that they are clear about the specific action the school might need to take;
- Briefing of staff to ensure they know exactly what action they should be taking;
- Identification of additional support that can be summoned if appropriate