

Restrictive Physical Intervention (formerly Positive Handling Policy)

Designated Member of Staff	G Tucker
Committee with responsibility	Safeguarding Committee
Date of Issue	October 21
Frequency of Review	Yearly

Issue Number	Issue Date	Summary of Changes
1	March 2011	New Policy
2	March 2013	Reviewed
3	January 2017	Reviewed
4	October 2021	Rewrite Change from Positive Handling to Restrictive Physical Intervention (RPI)
5	October 2022	No Changes as rewrite last year
6	September 2023	Inclusion of references to guidance and key DfE documents

Guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

<https://www.gov.uk/government/publications/behaviour-in-schools--2/further-guidance-and-resources-for-supporting-behaviour-in-schools>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

This policy outlines how staff at Woodmancote create and maintain good order and relationships through positive approaches. These approaches are successful for the vast majority of the time. Effective relationships are developed between staff and pupils and PSHE activities support pupils in managing conflict and coping with feelings.

This policy on the use of restrictive physical interventions supplements the main Relationships and Behaviour policy. Both should be read in conjunction with the school SEN policy, the Health and Safety policy, and the Safeguarding policy.

Purpose of this policy

This policy aims to give all members of the school community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the values and principles described above. In particular, it aims to describe the circumstances in which restrictive physical intervention (RPI) is an appropriate response and how staff at the school will fulfil their responsibilities in those circumstances.

The Headteacher will be responsible for ensuring that staff, Governors and parents are aware of the policy. They will ensure that any necessary training/awareness-raising takes place so that staff know their responsibilities.

The Education and Inspections Act 2006 and the DfE Guidance Use of Reasonable Force July 2013 have been used to inform this policy.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Objectives

- To maintain the safety of pupils and staff
- To prevent serious breaches of school discipline
- To prevent serious damage to property

Physical touch

The staff at Woodmancote believe that physical touch is an essential part of human relationships. In our school adults may well use touch to prompt, to give reassurance or to provide support in PE.

Examples of where touching a pupil might be proper or necessary are:

- Holding a hand
- Comforting a distressed pupil
- Giving praise or congratulation
- Demonstrating how to use equipment
- Demonstrating or supporting exercises or techniques during Physical Education
- To give First Aid

Staff need to be aware of sensitivities associated with any form of physical contact with pupils.

Definitions

Control means either passive physical contact (standing between pupils) or active physical contact (leading a pupil by the hand or arm).

Restraint means to hold back physically or to bring a pupil under control. It is when staff physically prevent a pupil from continuing what he/she was doing when told to stop or when involved in a fight.

Non-restrictive physical interventions Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish. (As already stated touch/physical contact is a small but important and natural part of teacher-pupil relationships in our school.)

Restrictive physical interventions Prevent, impede or restrict movement or mobility.

Reasonable Force Force is used either to control or restrain. Reasonable means using no more force than is needed. All members of school staff have a legal power to use reasonable force.

What the law says: When is restrictive physical intervention permissible?

Section 93 of the Education and Inspections Act 2006 (enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- a) Committing any offence (or for a student under the age of criminal responsibility, what would be an offence for an older pupil);
- b) Causing personal injury to, or damage to the property of any person (including the student himself); or
- c) Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Risk assessment

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. It is avoided whenever possible and will not be used for staff convenience. Restrictive physical intervention will only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation).

Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's best interests at heart.

Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation. Staff are not expected to intervene physically against their better judgement nor are they expected to place

themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

Supply staff will not be authorised to use restrictive physical interventions.

Parents and volunteers in the school are not given authorisation.

Staff from the local education authority may have their own policies about the care and control of pupils but, whilst on the premises, they will be expected to be aware of, and operate within, the policy of this school.

How staff might intervene

When a restrictive physical intervention is justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'. It will 'be proportionate to the circumstances of the incident and the consequences it is intended to prevent'.

Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time. During an incident the member of staff involved will tell the pupil that his or her behaviour may be leading to restraint. This will not be used as a threat or said in a way that could inflame the situation.

Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

The place of restrictive physical intervention within broader behavioural planning

If, through the school's special needs assessment procedures, it is determined that a restrictive physical intervention is likely to be appropriate to help a pupil make progress, a risk assessment will be carried out.

If appropriate, an individual positive handling plan will then be drawn up for that pupil (see Appendix A). This plan will aim to reduce the likelihood of the need for restrictive physical intervention as well as describing how such intervention will be carried out. This plan will be discussed with parents/carers.

Before the risk assessment is implemented, any necessary training or guidance will be provided for the staff involved. The Headteacher or SENCo will be responsible for establishing staff needs and for organising necessary training.

Recording and Reporting Significant Incidents

This part of the guidance is statutory

The Governing Body must ensure appropriate procedures are in place for recording and reporting significant incidents where a member of staff has used a restrictive physical intervention on a pupil. After the use of an unplanned restrictive physical intervention, the following steps will be taken.

- Details of the incident will be recorded by all adults involved immediately on the positive handling incident report form (see Appendix B).
- Recording will be completed within 12 hours whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- Any injuries suffered by those involved will be recorded following normal school procedures.
- The Headteacher will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the Headteacher will follow the school's child protection procedures and also inform parents/carers.
- Parents/carers will be informed by the Headteacher/SENCO on the day of the incident or as soon as is practicable.
- Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions.

Arrangements for recording and informing parents in the case of a planned restrictive intervention will be followed as agreed beforehand but broadly will follow the same pattern as above. The Senior Leadership Team will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The Headteacher/SENCO will report this information to the SEN Governor at their meetings.

Complaints procedure

If a complaint is made the school's complaints procedure and guidance on dealing with allegations of abuse by staff will be followed.

Monitoring, Evaluation and Review

The effectiveness of this policy will on going and carried out by the SLT. This policy will be evaluated and reviewed in line with the Behaviour Policy and any new legislation and guidance provided by the DfE

Signed:..... Chair of Safeguarding Committee

Annexure A

POSITIVE HANDLING PLAN

Name	DOB	Date
Triggers/Behaviours/Situations likely to result in physical interventions. What is the behaviour like? When does it occur? Where does it occur?		
Strategies to be used, where possible, before physical intervention		
Chill out	Distraction	Alternatives /consequences
Space	Reassure	Praise partial compliance
Verbal Advice	Give a count	Repeat request
	Negotiation	Remove stimulus
		Other staff
		Planned ignoring
		humour
Other strategies		

Preferred Intervention strategies	
Friendly hold	Shield
Walking	Wrap
Single elbow	Double elbow
Standing	Ground
Figure of four	Chairs

Other strategies
De-briefing process
Signatures
Parent;
Headteacher
Class Teacher/Teaching Assistant:
Date

APPENDIX B
USE OF FORCE TO CONTROL OR RESTRAIN PUPILS: INCIDENT RECORD

Details of pupil on whom force was used by a member of staff (name, class)	
Date, time and location of incident	
Names of Staff involved (directly or as a witness)	
Details of other pupils involved directly or as witnesses, including any pupils involved who were vulnerable - SEN, disability, medical or social reasons	
Description of incident by staff involved, including any attempts to de escalate and warnings that force might be used.	
Description of incident by staff involved, including any attempts to de escalate and warnings that force might be used.	
Reason for using force and description of force used.	
Any injury suffered by staff or pupils and any first aid required.	
Follow up, including post-incident support, any disciplinary action against pupils	
When and how parent/carer informed and any views expressed	
Has any complaint been lodged	Yes No
Report compiled by:	
Report countersigned by:	

Safeguarding Policies	Policies currently allocated to Premises-December 2017 which have a Safeguarding element
Acceptable Use	Accessibility Policy, Audit and Plan
Allegations against Staff	Anaphylaxis Awareness and Monitoring
Anti-Bullying	Disability Discrimination Policy and Plan
Attendance	Business Continuity Plan
Bereavement	
Children in Care	Emergency Asthma Inhaler Policy
Children with Health Needs Who Cannot Attend School	
Code of Conduct	Fire Risk Policy and Risk Assessments
Complaints	Health and Safety Policy
Cyber Security	Lone Working Policy
Educational Visits	Lettings Policy
Equality	Security Policy
Flexi-Schooling policy	Records Management Policy
Governor's Behaviour Statement	
Intimate Care	
Lockdown	
Online Safety	
Preventing Radicalisation	
Recruitment and Selection	
Recruitment of Ex-Offenders	
Relationship and Behaviour	
Restrictive Physical Intervention	
Safeguarding and Child Protection	
SEN	
Supporting children with medical needs	
Volunteers in School	