St John the Evangelist Catholic Primary School

Positive Handling and Physical Intervention Policy

'We Follow in the Footsteps of Jesus'

Mission Statement

We follow in the footsteps of Jesus.

Objectives:

At St John the Evangelist Catholic Primary School, we are committed to maintaining the safety and wellbeing of students and staff. This policy has close links with our Relationships and Behaviour Policy. It is written to explain our procedures in line with:

- Section 93 of the Education and Inspection Act 2006
- British Institute of Learning Disabilities (BILD) Code of Practice
- DfCS Guidance "Use of Force to Control or Restrain Pupils" November 2007
- Joint DfES/DH guidance issued July 2002, "The use of restrictive physical interventions for staff working with children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorder"
- Local authority policies
- School Relationships and Behaviour Policy and Practice.

Aims:

As a school we are committed to supporting our pupils up to and including the duty to have lawful care and control over them. In the great majority of cases this is achieved through developing sound relationships and the normal application of our Relationships and Behaviour Policy. However, in exceptional or extreme circumstances this might entail the use of positive handling and physical intervention to prevent a criminal offence, injury, damage or disruption. It should be emphasised that our approach to care and control, similar to that of behaviour in general, is very much a positive one. The physical restraint of a pupil should be seen in the context of a further positive (albeit 'last resort' or 'justifiably expedient') action of care and concern.

What is physical intervention ('reasonable force')?

The use of force is illegal if the physical circumstances do not warrant it. The force used should always be the minimum needed to regain and ensure safety and control for everyone involved or present. The Positive Handling and Physical Intervention Policy should therefore be read in conjunction with our Behaviour and Child protection/Safeguarding Policy.

Restrictive physical interventions may include:

- Bodily contact- where the physical presence of one or more people is used to control a pupil, e.g physically interposing between pupils; blocking a pupil's path; holding or 'shepherding' a pupil; using agreed, approved restricted holds

• Environmental – where a change is applied within the environment for example shutting a door or the use of locks or key pads to prevent access to a particular area.

In what circumstances can physical intervention be used?

• To prevent a pupil causing, or being at risk of causing, injury or damage to themselves or others, whether by accident, rough behaviour or by misuse of materials or objects

• To prevent a pupil committing a criminal offence

• To prevent a pupil committing deliberate serious damage or vandalism

• To prevent a pupil from attacking a member of staff or another pupil

• To prevent behaviour which is prejudicial to the maintenance of good order and discipline

The decision to use physical intervention will be taken in the context of the level of risk presented by the behaviour, the seriousness of the incident and the relative risks of the use of physical intervention compared with any available alternative. The use of physical intervention will take into account the characteristics of the pupil, including their age, gender, SEN, physical needs or disability, developmental level or cultural issues.

The Last Resort Principle

At St John's we pro-actively foster positive relationships and only use reasonable force when there is no realistic alternative. We expect staff to think creatively about any alternatives to physical intervention which may be effective.

There might be some situations in which the need for positive handling is immediate and where there are no equal effective alternatives (a child is about to run in the road). However, in many circumstances there are alternatives such as the use of assertiveness skills:

• Use a distracter such as a whistle or loud bell to interrupt the behaviour long enough for other methods of verbal control

• Withdrawal of attention(audience) e.g. if an action such as damage to property is threatened

• Other techniques designed to defuse a situation, such as the avoidance of confrontation, or use of humour, in which case the incident could be dealt with later when emotions are running lees high

• The employment of other sanctions consistent with St John's Relationships and Behaviour Policy.

Where physical interventions are needed to prevent injury to the student, other students or staff, or to prevent serious damage, these should be for the minimum length of time possible and using the least possible force. All staff must consider whether they are using reasonable force. In all circumstances other methods should be used if appropriate and effective positive handling should be a last resort. When positive handling becomes necessary:

DO

• Tell the pupil what you are doing and why

• Use the minimum force necessary

• Involve another member of staff if possible

• 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

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

• Attempt to reason with the pupil

• Involve other pupils in the restraint

• Touch or hold the pupil in sexual areas

• 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, lying face down or pulling arms across the child's chest

• Slap, punch, kick or trip up the pupil

Positive Handling Plans

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling Plan (see appendix B). The plan details any strategies which have been found to be effective for that individual. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Positive Handling Plans should be considered alongside any other planning documents which relate to the pupil. They should take account of age, gender, level of physical, emotional and intellectual development, special need and social context.

Staff Training

It is the policy of this school that all staff working closely with pupils are trained in the pro-active and responsive positive handling strategies and, to complement the behaviour management approaches and strategies reflected in the Relationship and Behaviour Policy and Practice. In cases where a Positive Handling Plan is in operation, selected staff will be trained in any physical interventions to be used.

General Advice for Staff

• Be sure that you are aware of and complying with the school policy for behaviour and discipline and positive handling procedures.

• It is better to defuse situations wherever possible, as this prevents them from escalating to a level where force is necessary

• Send for the assistance of another member of staff as soon as possible

• All those involved should be de-briefed after incidents to explore more positive/effective responses to future difficult situations

Responding to Unforeseen Emergencies

Even the best planning systems cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences.

The key principles are that any physical intervention should be:

- In the best interest of the child
- Reasonable and proportionate
- Intended to reduce risk
- The least intrusive and restrictive of those options available which are likely to be effective.

Recording

Whenever force is used the incident must be recorded using the approved forms. All staff involved in an incident should contribute to the record which should be completed within as soon as possible within 24 hours. The details recorded on the forms are kept confidentially. Parents/carers must also be notified and this is to be recorded on the form (Appendix- A).

Staff should:

- Inform a member of SLT as soon as possible
- Complete the school recording form carefully
- Take time to think about what actually happened and try to explain it clearly
- Record on CPOMs.
- Sign and date all forms

Post-Incident Support

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and could result in injuries to the child or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries should be reported and recorded in accordance with school procedures. The school should take action to report any serious injuries to staff or students in accordance with LA guidelines.

We need to consider:- thoughts, feeling, emotions,- emotional 'first aid'

Stage 1 – Immediate 'Are you ok' This should occur before people leave to go home.
Stage 2 – De-briefing checking people have adjusted to an emotionally difficult event. This should occur within 48 hours.
Stage 3 – Counselling: formal support. Support is available when requested by a member of staff, however it is not imposed.

Post Incident Review

Focus on actions and behaviours:

- Who did what, when, why, how?
- What was the outcome?
- What does it tell us about what we already know about the young person?
- What have we learnt and what or how does this inform our practice?

Monitoring use of Restrictive Physical Interventions

Use of physical intervention in school is monitored in order to help staff learn from experience, promote the well being of children in their care, and provide a basis for appropriate support. Monitoring can help the school to determine what specialist help is needed for children. The use of physical intervention is monitored and evaluated regularly at SLT meetings. Individual student risk assessments are reviewed annually.

Review

The Local Academy Council and SLT are responsible for ensuring the review of this policy.

Date approved: 19.9.23

Review Date: 19.9.25

Appendix A – Physical Intervention Log

Physical Intervention Incident Log

Name of person recording incident:

Date: Time: Location:

Name of pupil:

De-escalation techniques used prior to physical intervention:

- Non-verbal signals
- Calm talking
- Options given
- Change of face
- Reassurance given
- Rule reminder
- Repeated first request
- Distraction
- Safe place offered
- Humour
- Class group removed from immediate proximity
- Other _____

Reason for intervention:

- Pupil involved likely to be injured
- Other pupils likely to be injured
- Staff likely to be injured
- Damage to property

Types of holds used:

- Figure of 4- Staff involved _____Duration _____secs/ mins
- 2 person single elbow- Staff involved _____Duration _____secs/ mins
- 1 person double elbow-Staff involved _____Duration _____secs/ mins
- 2 person double elbow- Staff involved _____Duration _____secs/ mins

Other elements of the incident:

- Continual verbal abuse
- Push or shove
- Nip or pinch
- Slapped
- Punched
- Kicked
- Spitting
- Bitten
- Grabbed at clothing
- Grabbed at hair
- Grabbed arms / legs
- Grabbed other _____

Any other comments:

Other Agencies involved:

Reported to parents:

Signed (staff)_____ Date____

Signed (SLT)_____ Date____

Appendix B- Risk Assessment for pupils displaying an unsafe / at risk presentation

Positive Handling Plan

A		**Name of Pupil**	**School Year / Class**	**D.O.B**	**Teacher**
St John the Evangelist Catholic Primary					
B	What are the behavioural patterns that present health and safety hazards?				
C	What risks do they pose and to whom?				Estimate Risk Level H / M / L
	•		•		
D	What measures have been taken to reduce the risks?				Risk Level Achieved H / M / L
•					
E	What further action is needed to reduce the risk?(State action/Specify dates)				Remaining Risk Level H / M / L
•					
F	What activities cannot be reasonably safely managed without disproportionate costs?				

Name of Assessor:		**Head of Establishment/Setting:**	
Job Title:		**Signature**	
Assessor Signature:		**Date:**	
Date:		**Date Review:**	