

# **Tenby International School – Setia EcoHill (TISSEH)**

## **PHYSICAL INTERVENTION POLICY INCORPORATING CARE & CONTROL POLICY**

***‘This school is committed to safeguarding and promoting the wellbeing of all our children, and expects our staff and volunteers to share this commitment’***

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## **Physical Intervention Policy**

This policy cannot be taken as an authoritative interpretation of the law, and we must be mindful of Malaysian Law and any subsequent legislation or policy changes.

### **1 Rationale**

Children and young people need to be safe and aware of how they should behave. Some (generally only a few and very occasionally) lose control and need someone else to supply it. They need to know we are able to control them safely and confidently. Our pupils nearly always respond well to the school rules and conventions. Situations in which physical intervention may be needed are, therefore, likely to be relatively few in number.

All our staff need to be safe and confident in how they manage inappropriate behaviour. They have to be clear about the options open to them when all the normal systems have failed or when there is a clear emergency in which, for example, talking calmly to someone in danger is irrelevant. They need to be free of undue worries about the risks of legal action against them if they use appropriate physical interventions, and need to know that the Campus Principal and TIS will offer support if they are challenged.

Parents and carers need to know that their child and those who are teaching him or her are safe and free from disruptive influences or danger. They also need to know that they will be properly informed if their child is the subject of physical intervention, and they need to know the nature of the intervention and the rationale for its use. This policy connects to and is consistent with our other policies, especially those on Pupil Behaviour, Health and Safety and Child Protection, to which reference can be made.

### **2 Our Approach : Prevention is Better than Cure**

We always try to avoid using physical interventions and regard them as a last resort for a very small minority of situations. We provide a properly planned and differentiated curriculum that provides appropriate levels of challenge to all pupils, and maintain an effective school positive behaviour policy that is known and understood by all staff and pupils.

Physical intervention is our method of last resort, after all other approaches have been tried or in situations of clear danger or extreme urgency. We utilise only the minimum force required to resolve the situation safely. How we respond always has regard to the circumstances and to the age and understanding of the child or young person.

Where there is a foreseeable risk that a pupil could behave in such a way as to require restrictive physical intervention, we undertake a risk assessment in order to balance the risks to the pupil and to others of intervening or not. Planning is also undertaken to see if trigger situations can be avoided and other positive strategies employed to lessen the likelihood of such incidents occurring.

### **3 Who May Use Physical Intervention and When**

The law allows “*teachers and other persons who are authorised by the Campus Principal to have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:*

- *committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)*
- *injuring themselves or others*
- *causing damage to property (including the pupil’s own property)*
- *engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.*

At TISSEH, teachers, teaching assistants, and other assistants are authorised by the Campus Principal, to have control of pupils and must be made aware of this policy and its implications. School staff are also, like everyone else, allowed to use reasonable force (the minimum necessary) to defend themselves.

We take the view that staff are not expected to put themselves in danger, and that removing pupils and themselves from a source of danger is a proper thing to do. We appreciate the integrity of our staff and value their efforts to rectify situations that are difficult and in which they exercise their duty of care for their pupils. We do not, however, require them to go beyond what is reasonable. In particular it is acceptable for any member of staff to decide that they will not use physical intervention for personal reasons.

#### **3.1 Acceptable Physical Interventions**

Reasonable force is not defined legally in isolation. It must be justified as appropriate by the circumstances. We will use only the minimum force that is needed to restore safety or appropriate behaviour, and we take account of the age, understanding and gender of the pupil.

*Acceptable* forms of intervention in this school include:

- leading or guiding a pupil by the hand or arm, or shepherding them with a hand in the centre of the back
- holding a pupil who has lost control until they are calm and safe
- physically moving between and separating two pupils
- blocking a pupil’s path
- use of reasonable force to remove a weapon or dangerous object from a pupil’s grasp
- where there is immediate risk of injury, any necessary action this is consistent with the concept of ‘reasonable force’ – i.e. to prevent a pupil running into a busy road or hitting or hurting someone
- using more restrictive holds in extreme circumstances.

It is also acceptable for doors to have double or high locks to ensure pupil safety, or for external doors to be locked for security purposes, if a member of staff is always with the pupils in such circumstances.

Staff may move, defend themselves, lead, restrain or block someone, bearing in mind the whole time their own safety as well as that of others and of the child who is the subject of any restraint or other intervention.

It is *unacceptable* and likely to be illegal or grounds for disciplinary action for staff to use any physical intervention designed to cause pain or injury, including:

- any form of corporal punishment, slapping, punching or kicking
- holding by the neck or collar, or otherwise restricting the ability to breathe
- holding by the hair or an ear
- twisting or forcing limbs against a joint
- tripping up a pupil or holding an arm out at neck or head height to stop them
- holding a pupil face down on the ground or sitting on them
- shutting or locking a pupil in a room, except in extreme situations whilst summoning support.

Staff should also avoid touching or holding a pupil in a way that might be considered indecent.

Physical interventions are permitted to achieve a search of clothing or property if staff have good reason to believe that a weapon or dangerous drugs are being concealed.

#### **4 Using Physical Intervention**

Except in cases where there is immediate danger, we would normally try other ways of resolving or de-escalating a situation. These could include:

- calmly restating the rules and expectations for the situation
- removing other pupils from the situation and thus from danger or from being an audience
- use of physical proximity, but not in a threatening way
- encouraging the pupil to withdraw to a safer and calmer situation
- calling another adult for support or to take over.

If more than minor physical intervention is judged to be necessary, the teacher or adult in charge should:

- send for the assistance of another adult (for support or to take over, and as a witness)
- remove other pupils from the scene if possible
- continue to talk calmly to the pupil explaining what will happen, and under what circumstances the physical intervention will cease (but not in a threatening way)
- use the minimum force necessary and cease the intervention as soon as it is judged safe
- not act punitively in any way verbally or physically.

In some circumstances we may consider it appropriate to call the police.

Following a significant incident of physical intervention, when a pupil has resisted or challenged and force has been used, the teacher or adult responsible should as soon as possible inform the Campus Principal or in their absence the relevant Head of School or another senior member of staff. We acknowledge that such events are

stressful for both pupils and staff, and both parties will need time to recover, with the chance of debriefing and resolving the situation.

A full written account of the incident will be made by the member of staff concerned using the Restrictive Physical Intervention Report. The report will contain:

- name(s) of pupil(s) concerned, when and where the incident occurred
- names of staff or pupils who witnessed
- the reason why force was needed
- how the incident began and progressed, who said what, who did what
- what was done to calm things down
- what degree of force was used; what kind of hold, where and for how long
- pupil's response and the outcome of the incident
- details of any injury to any person or damage to property.

The report must be signed and dated by the member of staff and countersigned that it has been read by the Campus Principal or in their absence the Head of School or another senior member of staff who will:

- discuss the incident with the pupil as soon as possible
- interview staff involved and any other witnesses
- inform the pupil's parents/carers and social worker if relevant
- record any disagreements expressed by the pupil or adults about the event

We report individual incidents, if and when they occur, to the ISP Regional Office and ISP in London as soon as possible.

## **5 Planning for Physical Intervention**

Where we have identified a pupil has issues in controlling their temper might in the future require physical restraint, we plan in advance and know who will do what. This planning includes helping pupils to avoid provoking situations, helping them find success and minimise frustration, and develop our own skills. It also helps us to see better where we can head off difficulties when we spot them early enough. The plan will include:

- involving the parents and the pupil to gain their views and to ensure that they are clear about what specific action the school might need to take
- a risk assessment that considers carefully the likely outcomes to the pupil and others of undertaking intervention or not
- managing the pupil (e.g. reactive strategies to de-escalate a conflict, at what stage and what types of holds to be used
- identifying key staff who should know exactly what action they should be taking. Any member of staff who may have to use a physical intervention should always be fully briefed about the child in question, and it is best if they are well known to the child
- ensuring that additional support can be summoned if appropriate
- identifying training needs and updates.

## 6 Training

We are clear that training of staff is vital in this area if we are to be seen to adopt the best practice and maintain a record of safe management of all school situations. We, therefore, make budgetary allowance for the following kinds of training:

- at least one member of staff has accredited training in ‘Safe Protection’
- awareness training – for staff and parents/carers
- general training on behaviour management for all staff (not just teachers)
- training on avoiding and coping with crisis/difficult/physically challenging events for identified pupils
- specific training and skill development on use of the some basic ‘breakaway’ or ‘hold’ techniques that are safe and useful to know, for all or some staff
- training and skill development on more advanced holds or methods for restraining and controlling others and avoiding serious personal harm (to self or others)
- we believe that skills need to be developed and renewed and therefore use training programmes that provide ‘top ups’ and extensions.

## 7 Who Needs to Know?

Everyone connected with the school should know of the existence of the policy and feel free to study it in detail if they wish or need to do so. Not everyone, however, needs to know about specific incidents. The chart below sets out the information.

	7.1.1.1 About The Policy	7.1.2 About A Specific Incident
ISP	Yes	In reports
Parents/Carers	Yes	About incidents relating to their own child
Staff	Yes	About incidents involving pupils they may have charge of
Pupils	Yes	Only those they witness

## 8 Complaints

We hope that by adopting this policy and keeping parents well informed, this will help to avoid the need for complaints. Any disputes that do arise about the use of force by a member of staff will be dealt with in accordance with the Local Child Protection Procedures, a copy of which is available online. This could in some circumstances lead to an investigation by police and social services.

Complaints about this policy should be directed to the Campus Principal.

9 Physical Intervention Plan

## Tenby International School – Setia Ecohill

### PHYSICAL INTERVENTION PLAN

Name of Child	
Date of Plan	

Where we think a pupil might require physical restraint, we plan in advance and know who will do what. This planning includes helping pupils to avoid provoking situations, helping them find success and minimize frustration, and develops our own skills. It also helps us see better where we can head off difficulties when we spot them early enough.

Process	Action Taken & Date
Involving the parents and the pupil to gain their views and to ensure that they are clear about what specific action the school might need to take.	
A risk assessment that considers carefully the likely outcomes to the pupil and others of undertaking intervention or not.	
Managing the pupil (eg reactive strategies to de-escalate a conflict, at what stage and what type of holds to be used).	
Identifying the key staff who should know exactly what action they should be taking. Any member of staff who may have to use a physical intervention should always be fully briefed about the child in question, and it is best if they are well known to the child.	
Ensuring that additional support can be summoned if appropriate.	
Identifying training needs.	

**Signature of Head of School:**..... **Date:**.....

**Signature of Parent / Carer:**..... **Date:**.....



# **CARE & CONTROL POLICY**

## **10 Introduction**

The purpose of the policy is to clarify the situation for all teaching and support staff working with children and young people, to inform them what is acceptable in relation to the use of physical intervention to manage challenging behaviour, and to prevent any misunderstanding of their intentions. It is also intended to inform children, their parent(s), carer(s), families and other relevant stakeholders of the legal position in relation to physical intervention, and systems and procedures that we follow at TISSEH.

There is a common misconception that any physical contact with a child is in some way unlawful. This is NOT true.

***“It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary: holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school; when comforting a distressed pupil; when a pupil is being congratulated or praised; to demonstrate how to use a musical instrument; to demonstrate exercises or techniques during PE lessons or sports coaching; to give first aid.”***

Page 8, Use of Reasonable Force – Advice for head teachers, staff and governing bodies – July 2019

At TISSEH we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with challenging behaviour have an individual Positive Handling Plan (PHP) Appendix 1. In relation to inappropriate behaviour, staff at the school will use their skills to defuse conflict situations. We will distract, cajole, persuade and negotiate with young people as well as reminding them of rules, privileges, rewards and sanctions. There may be circumstances however, where verbal de-escalation alone is not enough to deal with the risks that present themselves, and physical steps need to be taken.

This policy should be read in conjunction with the school's Behaviour Policy, Health and Safety Policy and Child Protection Policy.

Every effort will be made to ensure that all staff at St Joseph's School:

- i. clearly understand this policy and their responsibilities in the context of their Duty of Care in taking appropriate measures where physical intervention is necessary
- ii. are provided with appropriate training to deal with incidents safely and effectively.

## **11 Underpinning values**

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;

- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- be informed about the school's complaints procedure.

The school will ensure that pupils are given support to understand the need for and respond to clearly defined limits, which govern behaviour in the school.

## **12 Strategies for dealing with challenging behaviour**

### **12.1 Prevention of challenging behaviour**

#### **12.1.1 Primary Prevention**

This is achieved by:-

- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff;
- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for choice and achievement;
- Developing staff expertise through a programme of Continuous Professional Development;
- Exploring pupils' preferences relating to the way/s in which they are managed.

#### **12.1.2 Secondary Prevention**

This involves the recognition of the early stages of a behavioural sequence that is likely to develop into violence or aggression and employing 'defusion' techniques to avert any further escalation.

At this stage, a Positive Handling Plan (PHP) will be set up to clarify the appropriate application of gradually increasing or decreasing levels of force in response to the particular child/young person's behaviour.

Where there is clear documented evidence that particular sequences of behaviour escalate rapidly into violence, the use of a restrictive physical intervention (RPI) at an early stage in the sequence may, potentially, be justified if it is clear that:

- Primary prevention has not been effective, and
- The risks associated with **NOT** using an RPI are greater than the risks of using a RPI, and
- Other appropriate methods, which do not involve RPI, have been tried without success.

The school uses Social and Emotional Aspects of Learning (SEAL) approaches to help pupils to learn about feelings and managing conflict, where this is appropriate to their level of development. The school curriculum and ethos promote independence, choice and inclusion and pupils are given maximum opportunity for personal growth and emotional wellbeing.

As endorsed in the school's Behaviour Policy, staff consistently use positive strategies to encourage acceptable behaviour and good order.

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Some or all of the following approaches should be taken according to the circumstances of the incident:

- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern)
- Further verbal reprimand stating:
  - that this is the second request for compliance;
  - an explanation of why observed behaviour is unacceptable;
  - an explanation of what will happen if the unacceptable behaviour continues.
- Warning of intention to intervene physically and that this will cease when the pupil complies, if possible summon assistance from other staff.
- Physical intervention. Reasonable force being used in line with legislation and guidance.

All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise.

Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not using force.

## **13 The Legal Implications**

### **13.1 Duty of Care**

All staff working within the school have a 'Duty of Care' to the children and young people and as such, may face a situation where physical intervention is the only option left available to them, in order to ensure safety. Staff who have a Duty of Care have lawful justification for taking reasonable physical steps to prevent injury to any person, or damage to property. Taking no action which results in a person being injured, could leave a member of staff open to an allegation that they were in neglect of their Duty of Care.

A member of the staff of in school may **use such force as is reasonable** in the circumstances to prevent a pupil from doing, or continuing to do any of the following;

- committing an offence
- injuring themselves or others, or causing damage to property
- compromising the good order or discipline of the school.

This policy allows for the physical restraint of pupils in disciplinary or dangerous situations. This must not include any form of corporal punishment and should be limited to the minimum force absolutely necessary for the minimum amount of time.

Examples of situations where the guidance could apply:

- when a pupil attacks a member of staff;
- when a pupil attacks another pupil;
- when a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism;
- when a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects (for example, in the lab or on the sports field)
- when a pupil at risk absconds from class or tries to leave the school;
- when a pupil persistently refuses to obey an order to leave a classroom;
- when a pupil is seriously disrupting a lesson.

It is the policy of the school that only in exceptional circumstances may physical restraint be used by an adult working within the school, and that our policy in this regard be made known to staff, parents and pupils and that clear contingencies are known to all.

### **13.2 The Application of Force**

The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It can only be justified according to the

circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff need to be aware that they are responsible for:

- assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties and
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff need to be aware that they are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

When circumstances justify, staff **AS A LAST RESORT**, may:-

- physically interpose between pupils
- block a pupil's path
- hold a pupil in a controlled manner
- use escorting techniques in a controlled manner
- in extreme circumstances, use more restrictive holds.

Staff's response to an incident should seek to employ a gradually increasing or decreasing level of force in response to the child/young person's behaviour as set out in the child's PHP.

If possible, the use of restraint needs a second adult present to assist with and/or witness the incident. Staff must be aware of recommendations as set out in the guidance document, and not hold pupils in such a way that they may be injured or prevented from breathing.

During any incident involving the use of force, staff are expected to continue to use all available verbal and non-verbal support and de-escalation strategies to defuse difficult situations.

### **13.3 Reasonable Force**

There is no legal definition of 'reasonable force'. It will always depend upon the circumstances of each individual case.

### **THE USE OF ANY DEGREE OF FORCE IS UNLAWFUL IF THE PARTICULAR CIRCUMSTANCES DO NOT WARRANT THE USE OF PHYSICAL FORCE.**

The degree of force employed must be in proportion to the circumstances of the incident and must be the minimum needed to achieve the desired result.

Whether the degree of force used is reasonable will also be determined by the child's age; gender; stature; medical history; level of physical, emotional and intellectual development; special needs; and social context.

### **13.4 Definitions of Positive Handling**

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Positive Handling Plans (PHPs) are a plan for the positive management of pupils' challenging behaviour. They are based on a risk assessment and identify positive prevention strategies and how a pupil may need to be supported in a crisis.

- Physical intervention - the use of any physical handling technique that has the child or young person's compliance. (e.g. prompting, shepherding)
- Restrictive physical intervention (RPI), Restraint - the positive application of force in order to overcome rigorous resistance, completely directing and controlling a person's free movement (i.e. the child or young person is no longer compliant)

A **planned intervention** is one that is described /outlined in the pupil's PHP. This should cover most interventions, as possible scenarios will be identified and planned for when the PHP is drawn up. These interventions may include the use of Team -Teach physical intervention techniques.

An **emergency physical intervention** may be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their Duty of Care to pupils and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Following any such incident, a PHP will be devised (or the existing plan updated) to support effective responses to any such situations which may arise in the future.

### 13.5 Positive Handling Plans (PHPs)

Where behavioural records and/or risk assessment identifies a need for a planned approach, PHPs are written for individual children and where possible, these will be designed through multi-agency collaboration in conjunction with the child and their parent/carer. With parental consent, these plans may be shared with other agencies/services supporting the child to facilitate consistency of approach so far as is possible.

Where a PHP is required, a meeting will take place between the school, the child, their parent/carer and any other stakeholder/service where appropriate, to set out a written plan that will identify the key drivers and trigger points for a child's behaviour and a gradual and graded system of staff response which may include the application of gradually increasing or decreasing levels of force in response to the child/young person's behaviour. The purpose of a PHP is to provide all staff with the necessary information to deal with behaviour effectively and consistently, avoiding the need for any physical intervention. The plans do need to cover this however, in the event that all else has failed.

Any techniques used will take account of a young person's;

- age;
- gender;
- level of physical, emotional and intellectual development;
- special needs;
- social context.

### 13.6 Personal Safety

There may be times when a member of staff may need to defend themselves from a physical assault or 'break away' from a child who has taken hold of them. It is acknowledged that with some disengagement techniques pupils may encounter some minimal discomfort when appropriate release techniques are used. However, this is very brief, transient and poses less of a risk than the behaviour they are employed in response to, eg biting.

All staff will be given input on key skills and principles regarding personal safety and self-defence, as part of their ongoing training.

### 13.7 Seclusion, time out and withdrawal

#### 13.7.1 Seclusion:

where an adult or child is forced to spend time alone against their will in a locked room or room which they can not leave. Seclusion could be deemed to be a breach of a person's human rights unless sanctioned by a lawful order, or unless used in an emergency situation where there is significant risk of harm. This strategy will only ever be used in exceptional circumstances where the risks involved with it's use are outweighed by the risks that are presented. Any child placed into a **Recovery Room** must be continually monitored by a member of staff. It is a risk assessed, personalised and structured (reported, recorded and reviewed) strategy, an action documented as in the child's best interests, with the aim of preventing the risk of harm. This would include the risk of physical or psychological harm and the risk of harm to a safe environment. The use of seclusion must be recorded in a **Recovery Room Log** and be followed up as per any other form of RPI.

#### 13.7.2 Time out:

This involves restricting a child's access to positive reinforcements as part of the PHP, in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily literally mean time spent out of the class/group, but rather refers to a

withdrawal of attention and/or things they find rewarding (it could be as simple as turning away from a child who is attention seeking, or positioning a child away from the class/group). This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area.

#### 13.7.3 Withdrawal:

Which involves removing the child from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class/group to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. This "quiet time" could be time in the playground, a quiet room, or sitting in an office supervised by a member of the leadership team.

### **14 Restrictive Physical Interventions and Risk Assessment**

Both challenging behaviour and RPIs will involve a risk – to both staff and pupils. A risk assessment aims to balance these risks. The aim of the individual pupil's PHP and of this policy is to reduce the risks associated with pupils' challenging behaviour as far as is reasonably practicable – the risks that are associated with the behaviour itself and the risk of managing that behaviour. The risks of employing an intervention should be lower than the risks of not doing so.

Pupils whose challenging behaviour may pose a risk to staff or pupils will be the subject of an Individual Pupil Risk Assessment (IPRA) and will have a PHP drawn up as a result of this. These will be shared with all staff and stored in the staffroom.

All staff authorised to use physical intervention with pupils receive training in Team-Teach techniques and receive information about the risk to pupils of positional asphyxia. There are very clear protocols delivered during training to minimise the possibility of this and to ensure that appropriate safeguards are implemented.

### **15 Responsibility of Staff**

The Law authorises all staff at the school to use reasonable force to control or restrain pupils.

The Head of Schools will ensure that all staff are aware of, and understand, what the authorisation entails.

Where a pupil is recognised as likely to behave in ways which may require physical control, staff should initiate the production of IPRA's and PHPs. This plan will be drawn up in conjunction with the SEN co-ordinator and shared with all pertinent staff at the school. The plan will also be made available and discussed with the child, their parent(s), carer(s), families and other relevant stakeholders.

Pupils' PHPs are Safe Systems of Work under Health and Safety Regulations. As such it is imperative that these plans are followed and implemented by all members of staff.

Any force used must be appropriate in the sense that a "reasonable adult" should think it suitably addresses the tariff level of challenging behaviour. It should always be the last resort and in no circumstances be used in anger and/or to inflict pain.

Adults must avoid putting themselves into physical danger. If self-defence is necessary then the minimum force must be used.

### **16 Training Issues**

Training on managing behaviour at some level will be available for **all** staff at TISSEH. For some staff this may be enhanced by external training in the use of positive handling and it is the responsibility of the Head of School to ensure this training is kept up to date. No member of staff will be expected to use enhanced techniques without appropriate training. Arrangements for training will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

### **17 Action and support after an incident**

#### **17.1 De-brief (Learning from an incident)**

It is essential to 'debrief' as soon as possible after the incident (child/young person and staff member(s) involved), however all persons involved will require a short period of time to allow heightened emotions to dissipate before engaging in this process.

Training has been given to all staff on debrief procedures and systems. At TISSEH we will endeavour to follow this procedure.

- **ISOLATE** – we will ensure the person is somewhere quiet and calm;
- **EXPLORE** – we will allow the person to tell us what has happened first;
- **SHARE** – we will then give our (or other's) perspective of a situation;
- **CONNECT** – through careful questioning, we will connect the behaviour to the drivers, ie, we will seek to discover not just *what* happened, but *why* it happened;
- **ALTERNATIVES** – we will explore alternative ways that a situation could have been dealt with;
- **PLAN** – we will ensure that plans are put in place (or reviewed if a PHP already exists) to help us deal with any future incidents;
- **ENTER (RE)** – we will consider the emotional wellbeing of the person and how best to re-engage them back to their normal working environment.

The Campus Principal or person delegated by them will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Individual Behaviour Plan (IBP) and/or PHP
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure in the case of violence or assault against a member of staff

The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

## **18 Recording and Reporting of Incidents**

If a restrictive physical intervention is used on a pupil the Campus Principal must be notified at once. The name of the pupil will then be recorded in the appropriate school document (RPIR) Appendix 2, along with the time, circumstances, witnesses, details of any injury sustained and the pupil's responses. The parent(s)/carer(s) of the child will be notified as soon as possible via a telephone call or face to face and be given the opportunity to discuss the incident.

Appropriate documentation will be completed as soon as possible after the incident (within 24 hours), normally prior to staff going off duty and be signed by all staff involved and the Head of School.

## **19 Monitoring incidents**

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head teacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

## **20 Involvement of Stakeholders**

(children, parent(s)/carer(s), families and other relevant stakeholders)

As stated throughout this policy, children, their parent(s)/carer(s), families and other relevant stakeholders will be involved at every stage when planning and implementing care and control protocols at TISSEH.

They will be invited to take part in;

- the IPRA and PHP processes
- reviewing progress and the effectiveness of any plans put in place
- any reviews or changes that need to be made to IPRA's and/or PHPs

Parent(s)/carer(s), families and other relevant stakeholders will be notified as soon as possible, where there has been need to use an RPI or seclusion.

## **21 Complaints**

In the event of a complaint or allegation that a member of staff has used unreasonable force - or where a child has been injured during a physical intervention - the Campus Principal will in all circumstances undertake legal consultation with regional office.

The Campus Principal will then conduct a thorough investigation and may re-interview all involved parties.

Upon investigation the Campus Principal will provide a written report to the parents which will outline how the investigation was conducted, the findings and the next steps.

If parents are unsatisfied with these actions they may escalate the process up to the Regional Office and then if still unsatisfied to ISP in London.

## **22 Whistle Blowing**

Whilst the training provided to all staff, encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their Duty of Care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns should be raised with the Head of School, Campus Principal or another Senior Manager in order to allow concerns to be addressed and practice improved.



# POSITIVE HANDLING PLAN

**NAME:**

**SETTING/CLASS:**

**MEDICAL CONDITIONS:**

(Note any medical or physical condition that could impact on the use of physical intervention.)

**TRIGGER BEHAVIOURS:**

(Describe common behaviours/situations which are known to have led to positive handling being required. When is such behaviour likely to occur?)

**RISK ASSESSMENT COMPLETED:**      YES                      NO

(If YES please attach a copy)

**DE-ESCALATION:**

(Describe any strategies which have worked in the past or should be avoided.

E.g. Verbal advice and support, Firm clear directions, Negotiation, Limited choices, Distraction, Diversion, Reassurance, Tactical ignoring, Prompt touch, Take-up time, Time out – offered, Time out – directed, Reminder of consequences, Reminders of success)

<b>BEHAVIOUR OBSERVED</b>	<b>STAFF RESPONSE</b>

**PHYSICAL INTERVENTION STRATEGIES:**

(Describe any strategies which have worked in the past or should be avoided.)

	<b>Try</b>	<b>Avoid</b>
Shepherd	<input type="checkbox"/>	<input type="checkbox"/>
Steering	<input type="checkbox"/>	<input type="checkbox"/>
Cradle hold	<input type="checkbox"/>	<input type="checkbox"/>
Double-elbow	<input type="checkbox"/>	<input type="checkbox"/>
Half shield	<input type="checkbox"/>	<input type="checkbox"/>
Friendly escort (Two person)	<input type="checkbox"/>	<input type="checkbox"/>
Single elbow (Two person)	<input type="checkbox"/>	<input type="checkbox"/>
Figure of Four (Two person)	<input type="checkbox"/>	<input type="checkbox"/>
Double-elbow (Two person)	<input type="checkbox"/>	<input type="checkbox"/>
Use of sitting in chairs	<input type="checkbox"/>	<input type="checkbox"/>
Location of chairs	<input type="text"/>	

Other:

**FOLLOW-UP TO RESTRAINT**

(Positive listening and debrief. Describe any strategies that have worked in the past. For example, how long should the child be left to calm, where should this be, who should do the debrief, where should it take place? Etc)

**RECORDING AND NOTIFICATIONS**

(recording and notifications required)

**SIGNATURES**

School:

Name:

Parent/Carer:

Name:

Date: .....

## Restrictive Physical Intervention Report

Seen by Head:		Date:		Log Book No:	
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### Basic information

Name of Child		Year Group:	
Date:		Time:	
Place:		Length of restraint::	
Names of staff involved:			
Names of witnesses:			

### Reason for intervention : to prevent a pupil from doing or continuing to do;

Committing a criminal offence		Damage to property	
Injury to themselves or others		Behaviour prejudicial to maintaining good order and discipline	

### Describe the lead up to the incident/behaviour

### De-escalation Techniques Used

Verbal Advice & Support		Humour		Distraction	
Reassurance		Options Offered/choices		Step Away	
Calm Talking		Time out Offered		Time out Directed	
Non Threatening Body Language		Other (Please specify) i.e. quiet room			

