



## Asterdale Primary School

### Positive Handling / Physical Intervention Policy

*'Together We Can...'*

*Be confident, Be excellent, Nurture, Build*

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Approved by:	Governing Body
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We as a school consider our equality duties under the Equality act 2010. The general duties are to: -

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

This policy understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

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## 1. Statement of Intent

At Asterdale Primary School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices and is clearly communicated and understood by pupils, parents and staff. We aim, as a school, to produce a safe and secure environment where all can learn. On rare occasions, circumstances may result in a situation that requires some form of physical intervention by staff. This policy aims to produce a consistent school response to any incidents that may occur and make clear each person's responsibilities with regard to physical intervention and restraint.

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 and reported to the Head teacher as soon as possible.
- Parents will be informed of each incident.

## 2. Department for Education (DfE) Advice

DfE Use of Reasonable Force Advice for Headteachers, Staff and Governing Bodies, July 2013, states that teachers and other members of staff at school who are authorised by the headteacher, to use force as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage property. This guidance extends to maintaining good order and discipline for both on and off-site activities. Physical intervention should only be used in circumstances where all other strategies which do not employ force have been tried and found unsuccessful or in an emergency situation.

## 3. Our Approach

At Asterdale Primary School, we aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in conjunction with our Behaviour Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the school's policy on behaviour, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in *loco parentis* and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure **all** pupils' safety and wellbeing.

Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

## 4. Roles

### 4.1 The Head Teacher

- Lead the implementation of the contents of this policy and communicate its contents to all members of the school community.
- Ensure that the school is a safe place for all pupils and staff.
- Ensures incidents are recorded appropriately.
- Ensures that all staff members receive sufficient training to be equipped to deal with incidents that require physical intervention and restraint.
- Ensures that staff receive appropriate support following an incident.

### 4.2 Staff & Training

- Follow the positive handling plans for those with recognised emotional/behavioural difficulties.
- Inform the Head teacher of any incidents involving physical intervention or restraint.
- Communicate effectively and promptly with parents.
- Write/review and behaviour plans and share with parents and relevant staff.
- Record any incident on relevant forms and file and stored with the Head teacher. Copies of all forms will be uploaded to the child's 'CPOMs' record.
- Communicate any concerns to the head teacher.

### Team Teach

Named staff at Asterdale Primary School have been trained in Level 2 'Team Teach', a system which promotes positive handling. This term is used to cover a wide spectrum of risk reduction strategies. It includes an integrative holistic approach involving training, policy guidance, management of the environment and the deployment of staff. Ninety-five percent of positive handling does not involve physical intervention but in some circumstance, this is necessary to ensure the safety of the child and others.

Team Teach Techniques are based on a gradual and graded approach using guides, controls and restraints. Staff must ensure that they select and apply a guide, a control or a restraint that is reasonable, proportionate and necessary and in the best interests of the child at all times.

- Guides – Used when there is minimal resistance from the child
- Controls – Used when there is moderate resistance from the child
- Restraints – Used when there is rigorous resistance from the child

The decision to use restrictive physical intervention:

- Must be in the **best interests of the child** – taking into account all the relevant circumstances
- Must employ only a **reasonable** amount of force
- Must be **proportionate** to the circumstances
- Must be **necessary** – based on an assessment of risks associated with intervention compared with the risks of not employing physical intervention
- Must take into account any medication/illness, physical disabilities, sensory impairments or needs.

- Where possible to be used by those staff trained in Level 2 'Team Teach'.

### 4.3 Parents

- Will be informed whenever physical handling has been used.
- Attend meetings arranged by members of staff and cooperate in devising strategies, planned responses and behaviour plans which will support the child.
- Sign and support the behaviour plan.
- Communicate any concerns to an appropriate member of the Senior Leadership Team.

## 5. Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. **The Head Teacher should be informed of any incident as soon as possible** and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed. After any incident involving restraint, a physical handling pro forma (Appendix 1) will need writing/reviewing and this will be kept by the Headteacher. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All sections of this report should be completed so that any patterns of behaviour can be identified and addressed.

In the event of any future complaint or allegation this record will provide essential and accurate information. A copy should be filed in the Behaviour Log File, kept in the Head Teacher's office. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

## 6. Behaviour Plans

If we become aware that a pupil is likely to behave in a disruptive 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 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 (this may identify a need for training or guidance).
- Identification of additional support that can be summoned if appropriate.
- The school's duty of care to all pupils and staff.

## 7. Complaints and Allegations

A clear Positive Handling Policy that outlines any physical intervention and restraint is adhered to by all staff and shared with parents, should the need arise e.g. if there is an incident or potential incident to use the strategies outlined in the policy. Any concern about the use of physical intervention and restraint would lead to a full investigation.

## **8. Recording**

All incidents to be recorded on the appropriate forms attached in Appendix 1 and Appendix 2. All behaviour incidents, where restraint is needed, are also to be recorded on the electronic 'CPOMS' recording system.

The office staff will keep a list of all staff who are TEAM TEACH trained. This list will be updated as required when staff are trained.

Staff will undergo training as appropriate. The training will be renewed as required by TEAM TEACH.

Arrangements regarding physical restraint and positive handling will be made clear as part of the induction of staff and training will be provided as part of ongoing staff development.

This policy is monitored on a day-to-day basis by the Head Teacher and all staff, by talking with children, both formally and informally, from parents' communications and from colleague observations and reporting. Information is reported to Governors about the effectiveness of the policy.

## Appendix 1

**Asterdale Primary School****Physical Handling Proforma**

We believe that reasonable force should only be used when absolutely necessary. With this in mind, this form has been created to ensure that all incidents of this type are recorded. Incidents must also be documented in the CPOMs recording system.

<b>Name of staff member:</b>	
<b>Name of pupil:</b>	
<b>Date:</b>	
<b>Time:</b>	
<b>Location:</b>	
<b>Name(s) of staff member(s) who witnessed the incident:</b>	
<b>Informed parties (parents, social workers, police, etc.):</b>	
<b>Circumstances prior to the incident:</b>	
<b>Details of the incident:</b>	

**Details of any negative impact on other pupils:**

**Reason(s) for physical intervention (please tick):**

Danger to self

Danger to others

Significant damage to  
property

**Was it a planned intervention, e.g. in line with approved strategies for the behaviour of specific pupils?** Please circle.

Yes/No

**Details of the intervention (please circle):**

Helping hug

Guided  
Elbow

Single Elbow

Double  
elbow

Figure of  
Four



<b>Any disciplinary action taken:</b>	
<b>Fixed Term Exclusion:</b>	<b>No. of days:</b>
<b>Permanent Exclusion:</b>	
<b>Injuries (if any) to staff members, the pupil concerned or other pupils:</b>	
<b>Damage (if any) to property:</b>	
<b>Recommendation(s) to avoid future incidents:</b>	
<b>Headteacher's signature:</b>	<b>Date:</b>
<b>Signature of staff member concerned:</b>	<b>Date:</b>

## Appendix 2

## Asterdale Primary School

### Serious incident report



Date and time of injury		Name of injured individual	
<b>Details of injury, including where the incident occurred, the nature of the injury, the circumstances leading up to the injury occurring, and whether the incident was reported to the HSE</b>			
<b>Details of any first aid administered, including name of staff member administering first aid</b>			
<b>Details of what happened following the incident, including whether the individual went to hospital</b>			
<b>Details of any further action taken</b>			

<b>Name and role of staff member recording incident</b>		<b>Name and role of staff member verifying report</b>	
<b>Signature</b>		<b>Signature</b>	
<b>Date</b>		<b>Date</b>	

## Appendix 3

## Positive Handling Strategies and Recording Prompts



### De-escalation Strategies

- |                                 |  |
|---------------------------------|--|
| • Verbal advice and support     | - Supportive touch                                       |
| • Giving space                  | - Change of face   |
| • Reassurance                   | - Success reminders                                      |
| • Help scripts                  | - Active listening                                       |
| • Negotiation                   | - Acknowledgement  |
| • Choices                       | - Apologising  |
| • Humour                        | - Agreeing   |
| • Consequences                  | - Removing audience                                      |
| • Planned ignoring              | - Empathy  |
| • Validate emotions<br>(breaks) | - Time out (withdrawal to a safe space / sensory breaks) |

### Physical Intervention Techniques

#### Prompts;

- Shoulder prompt,
- Elbow prompt,
- Hand,
- Caring c guide,
- Elbow snug (help hug)

#### Guides, escorts and holds;

- Friendly elbow
- Single elbow
- Figure of 4
- Double elbow
- Seated single elbow
- Small child hold
- Small child seated beanbag

## Help Scripts & Calm Communication

### Scripts;

Name... (pause)

I can see something is wrong/has happened...

(pause) Talk to me... I want to help...

How can I help?...

Let's go and...

### Direct language;

- 'Hands down' rather than 'kind hands'
- 'Feet on floor' rather than 'kind feet'
- 'Stand still' rather than 'stop running'
- Avoid 'stop' unless the child knows what this means / what you're asking them to stop doing

### Active listening;

- Putting the speaker at ease
- Space, privacy, time, comfort
- Not interrupting
- Allowing silence
- Signalling that you are listening
- Nodding, smiling, verbal cues
- Listening with your eyes
- Seeking for meaning behind the words
- Reflecting back to the speaker
- Checking you have got it right, helping them recognise the force of what they are saying
- Drawing the speaker out
- What else needs to be said
- Paraphrasing, summarising
- Resisting the temptation to tell your story

<b>Reporting and Recording Language</b>		
<b>Emotive</b>	<b>Factual – records</b>	<b>Factual – parents</b>
Lost it Kicked off Uncontrollable	Dysregulated At crisis point Distressed	Dysregulated In the red zone Distressed
Horrible Awful Horrendous Dreadful	Sensory overload Feeling upset / angry use of emotions (angry, frustrated, anxious)	Feeling upset / angry Use of emotions (angry, frustrated, anxious)
Time out Restraint / restrained	Withdrawal Team teach techniques (figure of 4, single elbow etc.) Supported Held Guided, prompted, escorted	Supported Held Guided, prompted, escorted
Winding up Pushing their luck Targeting other children	Displaying socially unacceptable behaviours Displaying negative ways to gain attention Testing boundaries	Displaying socially unacceptable behaviours Displaying negative ways to gain attention Testing boundaries

Trashed Wrecked Lobbed Booted Attacked Assaulted Beat up Grabbed Dragged Destroying (Use of slang)	Kicked, hit out, pushed, pinched, bit, threw, knocked over (describe the situation using factual language and as clearly as possible – no slang)	Hurting others Displaying risky/unsafe behaviours
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