



"Together We Achieve"

Annfield Plain Junior School

POSITIVE HANDLING POLICY

(previously known as restrictive physical
intervention)

Updated September 2021

INTRODUCTION

At Annfield Plain Junior School, the vast majority of pupils in our school behave well and conduct themselves in such a manner as to bring credit to themselves, their parents or carers, the school and the local community. However, a small number of pupils may not meet the standards of behaviour and conduct the school expects of them, for a wide variety of reasons.

At Annfield Plain Junior School we endeavour to:

- Create a positive school ethos by ensuring there is the right atmosphere for children to work, grow and develop their individual potential, helping them to become competent and confident learners and grow into adults able to live their own lives and contribute to society.
- Provide a climate where children learn to co-operate with others, care for their peers and environment. At the core of this positive climate is that we are a rights respecting school and encourage pupils that not everyone looks, feels or thinks the same. We encourage children to recognise that with rights, there are the matching responsibilities.
- Ensure our pupils understand that they are in a safe and secure learning environment and that if there are issues staff will listen and support them.
- Encourage pupils the development of a positive self-concept – PSHCE, assemblies, celebration assembly, life skills work, visitors and enrichment activities, social and emotional interventions, additional behaviour and wellbeing support through the EWEL team and school counsellors all support the pupils to do this.

The School Behaviour Policy, guidance and behaviour system recognises the achievements and positive behaviour of pupils and ensures that these are recognised, shared and celebrated. It is recognised that the majority of pupils in school respond positively to this system, as well as the positive relationships between staff and pupils. It also recognises that reprimands and sanctions may need to be applied and parental involvement is requested if a child persistently needs sanctions, to work with school in changing behaviours.

However, it is also acknowledged that in **exceptional** circumstances staff may need to take action in situations where positive handling may be required. The school acknowledges the difference between restrictive forms of intervention, which are designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact including self-harm, and non-restrictive methods to manage behaviour. Positive handling will only be used as a last resort, when all other behaviour management strategies have failed or when pupils and staff are at risk. **All staff are trained in positive handling (including positive restrictive physical intervention and refresher sessions will be held annually (Initially trained autumn 2018). New staff must not take part in positive handling physical restrictive strategies until they have completed the training.**

Positive RPI (restrictive physical intervention) will usually be used as a response to an emergency and guidance is produced & law. (See appendix 2) However, the school acknowledges that, in some circumstances, it may be considered in the best interests of a pupil to accept the possible use of positive RPI as part of a broader therapeutic or educational strategy. Where such approaches are planned, the school considers it important that they are based upon risk assessment (see appendix 3); endorsed by partner agencies and parents or carers; and are included within the pupil's Positive Handling or Care Plan. However, any use of positive RPI must operate within the legal and ethical framework made explicit within this policy.

For the use of positive RPI by a teacher or other authorised person to be justified, it has to be demonstrated that it is warranted by, and in proportion to, the situation. Consideration should be given to the age, health, emotional state, etc., of the pupil. Every possible step should have been taken to prevent the situation using de-escalation techniques, and to try to avoid the use of any positive RPI.

Definitions and Framework for Positive Restrictive Physical Interventions:

(a) Physical Contact

Situations in which physical contact takes place between staff and pupils e.g. in sport/playground to comfort a child or help a child inside if hurt.

(b) De-escalation techniques (See appendix 1 for acceptable de-escalation techniques)

This may be used to divert a pupil from destructive or disruptive action, for example guiding a pupil or shepherding to a safe place, asking if they can take time out or come with staff, change of staff, use of calming techniques. This should always be tried first. If this fails, then staff work with another member of staff, who also is trained in positive handling techniques.

(c) Positive Handling (Positive RPI)

This will involve the use of reasonable force when there is a risk to pupils, staff or the child, if de-escalation techniques have failed and good order is seriously prejudiced due to the child's responses or actions e.g. damaging property, self-harming.

1. Working in pairs –stand a reasonable 1m distance away forming a right angle with the child in the middle of both staff.
2. One member of staff should talk, so as not to confuse the children. Give a verbal acknowledgement (calmly) of unacceptable behaviour with request for the pupil to stop; this includes giving care and concern.
3. Ask again if the child will come with staff and take time out, to discuss why they are upset. Repeat again why the behaviour is unacceptable and then give an explanation of what will happen if the unacceptable behaviour continues.
4. Give a final warning of the potential need to intervene physically and that this will cease if the pupil complies. If this fails both staff move towards the child to continue the positive RPI, as trained, until the child is calm. Take care this is completed as in training to ensure your safety and the child's, using a minimum degree of contact, in as seating position with the child safely sitting in between both staff.
5. When the child is calm, explain that you will move away as long as the child remains calm and listen to the problem and try to resolve it.
6. Any positive RPI must be recorded and reported to the HT/senior leaders. Parents must be informed of these and any injuries sustained during the incident. Governors receive information at the Full Governing Body about any positive PRI which have taken place.

School staff are vulnerable to allegations if they use any form of positive RPI, but particularly physical control, and 'get it wrong', or are perceived to have done so. Therefore, it is essential that such positive RPI is undertaken in pairs and the framework above is followed. On the other hand, staff are also vulnerable to accusations of a failure of duty of care if they do not apply any form of positive RPI and, as a consequence, a child or a member of staff suffers harm.

Recording (Appendix 3)

Where positive RPI have been used to manage a pupil, a record of the incident **must** be kept. This record should be made on Impero and in an incident report; the record will include:

- name of pupil;
- date, time and place of incident;
- a brief description of the incident and actions taken;
- A record of any injuries.

The Incident Report must be completed as soon as possible after the incident, normally prior to staff going off duty and be signed by all staff involved, and the Headteacher.

In addition, specific details of the use of physical control must be recorded on a Major Incident Report (MIR, see Appendix 2 within this document). Reporting will include:

- how the incident developed;
- attempts made to calm the situation – de-escalation techniques;
- names of any staff or pupils who witnessed the incident;
- the outcome of the incident including any injuries sustained, by any pupil or member of staff;
- any damage to property which has resulted;
- whether/how parents have been informed;
- after investigation, a summary of actions taken.

Staff may find it helpful to seek advice from a senior colleague when compiling a report. After the review of the incident, copies of the MIR will be placed on the pupil's file and can be attached to Impero. A copy of the serious incident can be recorded on the County's accident/near miss online form as a log at the county. If needed assaults of staff can be reported to the police.

Where staff have been involved in an incident involving physical control they should have access to counselling and support. Within the school, this will be made available through the Headteacher. Staff may also contact the Lancaster Counselling Helpline (Tel. 0800 068 5155).

Action After an Incident

The Headteacher will ensure that each incident of the use of physical control 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 procedures.

Complaints

The availability of a clear policy about positive RPI and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be dealt with under the School's Complaints Procedure. A copy of the school complaints policy is available on the school website.

Complaints will be dealt with by SLP 's head office.

Appeals

If parents remain dissatisfied with the decision following investigation into their complaint, then they have the opportunity to appeal against the decision to SLP. All appeals have to be made in writing. Parents will also have the opportunity to attend the appeal hearing in person.

Monitoring of Incidents (Appendix 4)

Whenever a member of staff has occasion to use physical control this will always be recorded and documented, reported to the governing body and the County. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour can only be contained by the use of physical control.

This process will also address patterns of incidents and evaluate trends which may be emerging.

Appendix 1 - De-escalation terminology and definitions:

Physical Presence	Describes a situation in which staff stand close by or in front of a pupil momentarily, or temporarily in the way of a pupil. Physical presence is a means of both communicating authority and re-establishing safety and security.
Restriction of Access or Exit	Describes a situation in which staff stand in doorways or corridors to restrict a pupil's movement, or a room fitted with door catches beyond the reach of the pupil. It is a means of preventing pupils accessing dangerous environments, or leaving a room when it is judged it would be prejudicial to the maintenance of a safe and secure learning environment for them to do so.
Time Out	Describes the removal of a pupil from an environment where he/she may be gaining reinforcement to maintain a behaviour to an area or room less likely to reinforce it with the purpose of enabling the pupil to regain self control. In Durham LEA any area or room used for time out must be unlocked and be monitored by staff at all times.
Isolation	Describes the separation of a pupil from his/her peers and his/her supervision by a member or members of staff with the purpose of providing him/her with continuous focused supervision and support. Pupils isolated from their peers and supervised by staff must not be in locked rooms.
Seclusion	Describes the forcible confinement and segregation of a pupil from his/her peers in situations that are unsupervised by staff. In Durham LEA seclusion is not permitted in its schools.

Physical Diversion	Describes a means of deflecting a pupil from destructive and/or disruptive behaviour, for example, by holding a hand, placing a hand on the forearm, putting an arm around a shoulder or guiding by placing a hand on the back. It involves little force but serves to reinforce staff attempts to reason with the pupil.
Restrictive Devices	Describes those approved mechanical devices, e.g. helmets that are used in a planned manner to prevent self injury. A risk assessment should be undertaken prior to use identifying the benefits and risks associated with the use of the restrictive device, and staff should be fully trained in their usage.
Physical Control – Positive Restrictive Physical Intervention	Describes the positive use of reasonable minimum force to divert a pupil from committing a criminal offence, harming himself/herself or others, seriously damaging property or disruptive behaviour which prejudices the establishment and maintenance of a safe and secure learning environment. Physical control is normally limited to holding a pupil in a standing or sitting position.

Appendix 2

GENERAL PRINCIPLES – Restrictive Physical Interventions and the Law

Principles Within the Legislation:

Section 550A of the Education Act 1996 sets out the powers which teachers and other staff have to use reasonable minimum force to physically control pupils.

It allows those teachers and other members of staff who are authorised by the Head Teacher 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:

- (i) 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);
- (ii) injuring themselves or others;
- (iii) causing damage to property (including the pupil's own property); and
- (iv) 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.

(Section 550A of the Education Act 1996, Circular 10/98, Para 9)

Any form of corporal punishment in schools is illegal, and this ban is absolute

In considering issues in respect of the use of RPI, this school will have cognisance of the following:

- The Children Act 1989, guidance and regulations, which state: “physical control should be used rarely and only to prevent a child from harming himself or others or from damaging property. Force should not be used for any other purpose, or simply to secure compliance with staff instruction”.
- Further advice on pupil behaviour and discipline which is given in DfEE Circular 9/94 and the advice on restraint is given in Paragraphs 115 to 117 of the Circular.
- Circular 10/95 entitled ‘Protecting Children From Abuse’ which stresses that schools have pastoral responsibility towards their pupils and should recognise that pupils have a fundamental right to be protected from harm. Schools should have procedures for handling suspected cases of abuse of pupils which should be based upon procedures laid down by the Area Child Protection Committee.
- The use of RPI must **not** be used with intent to:
 - (i) punish;
 - (ii) cause or threaten hurt;
 - (iii) oppress, threaten, intimidate or bully; or
 - (iv) secure compliance with staff instruction.
- Within the continuum of RPI, physical control **should only** be used:
 - (i) with minimum and reasonable force;
 - (ii) rarely and exceptionally;
 - (iii) as a last resort where all other courses of action have failed; and
 - (iii) with the minimum degree of intrusion required to resolve the situation.

- Staff should not act in a way that might reasonably be expected to cause injury, for example, by:
 - (i) holding a pupil around the neck or by the collar, or in any other way that might restrict the pupil's ability to breathe;
 - (ii) slapping, punching or kicking a pupil;
 - (iii) twisting or forcing limbs against a joint;
 - (iv) tripping up a pupil;
 - (v) holding or pulling a pupil by the hair or ear; or
 - (vi) holding a pupil face down on the ground.

(Section 550A of the Education Act 1996, Circular 10/98, Para 23)

- Any use of physical control should be justifiable and reasonable and informed by risk assessment. (See Circular 10/98 Para 8, and Appendix 1 within this document).
- Staff must always adhere to School policy and guidance when using positive RPI.
- Preventative techniques must have been exhausted.
- **The School will not use seclusion, this puts at risk the pupil's safety.**
- The School will agree its policy and guidance on the use of RPI with its Governing Body and the LEA.
- All pupils and their families and representatives will have ready access to an effective complaints procedure.
- The School will facilitate LEA monitoring of incidents of the use of physical control in school.
- The School will facilitate LEA compliance with the requirements of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 if employees or pupils are injured while using techniques in the use of physical control by comprehensive reporting.
- All involved pupils and staff will be provided with opportunities for debriefing as soon as possible following an incident.

This policy should be read in conjunction with other policies of the school relating to interaction between adults and pupils, and has been informed by:

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| <ul style="list-style-type: none"> • Guidance for Restrictive Physical Interventions • Promoting Positive Handling Strategies for Pupils with severe Behavioural Difficulties • The Use of force to Control or Restrain Pupils • Physical Interventions: A Policy Framework | <p>DfES, DoH
July 2002</p> <p>DfES April 2001</p> <p>DfEE Circular
10/98</p> <p>BILD 1996</p> |
|---|---|

and is intended to provide pupils, parents and carers, staff, Governors, visitors, and the LEA with a clear statement about the use of RPI within the school.

Escalating Situations

The 1996 Education Act (Section 550A) stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere (this includes authorised out-of-school activities);
- self-injuring or placing himself or herself at risk;
- injuring others;

- causing damage to property, including that of the pupil himself or herself; and
- committing a criminal offence (even if the pupil is below the age of criminal responsibility).

Types of Incidents

- where action is necessary in self-defence or because there is an imminent risk of injury;
- where there develops an increasing risk of injury, or significant damage to property;
- where a pupil is behaving in a way that is significantly compromising good order or discipline.

Examples of situations which fall within one of the first two categories are:

- a pupil attacks a member of staff or another pupil;
- pupils are fighting;
- a pupil is engaged in increasingly at-risk behaviour;
- a pupil is causing, or at risk of causing injury, damage by accident, by rough play, or by misuse of dangerous materials or objects;
- a pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself; and
- a pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- a pupil persistently refuses to comply with a directive to leave a classroom in an escalating situation; and
- a pupil is behaving in a way that is **seriously** disrupting a lesson.

Acceptable Measures of Physical Intervention

The use of any RPI can only be deemed reasonable if:

- it is warranted by the particular circumstances of the incident;
- it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent;
- it is carried out as the minimum to achieve the desired result;
- the age, understanding and gender of the pupil are taken into account;
- it is likely to achieve the desired result.

Wherever possible assistance should be sought from another member of staff before intervening.

Restrictive Physical Intervention may involve staff:

- physically positioning themselves between pupils - **physical presence**
- blocking a pupil's path - **restriction of access or exit**
- escorting a pupil or shepherding a pupil away - **physical diversion**

In extreme circumstances, trained staff may need to hold a pupil. - **physical control**

APPENDIX 3

RISK ASSESSMENT

Risk Assessment is the process of identifying the hazards present in the workplace and then evaluating the extent of the risks involved, taking into account whatever precautions are already in place and seeking to alleviate them. It is important to be clear what is meant by hazard and risk. A **Hazard** is something with the potential to cause harm. The **Risk** is the likelihood that harm will occur.

The purpose of Risk Assessment in respect of the pupils in schools is in effect no different from that relating to the building, its fixtures, fittings, equipment and grounds. It is to protect and minimise the risk of harm to the pupils, staff and others; to reduce the incidence of serious and/or extended damage to property; and to ensure that safe working practices are clearly identified and recorded.

Risk Assessment need not be a necessarily difficult or technical process. In most cases school staff will already be aware of the main hazards and will have taken measures to control them. However, it is a legal requirement for Risk Assessments on vulnerable pupils to be done formally and the results written down and brought to the attention of the staff.

Knowledge of the pupils is the crucial factor in respect of Risk Assessment. Whilst most staff will have a very good knowledge of the potential difficulties when working with the schools' pupils, schools' recording systems are an important source of information. As a consequence the diligence with which all staff use the established recording systems impacts on the quality of Risk Assessments. Other sources of information will include Social Services Department Reports and verbal information passed to school.

The process of Risk Assessment of pupils should include the following:

Identifying Hazards

- *Have you identified any potential or actual hazards arising from the pupil's behaviour?*
- *Are the risks to this pupil, children, school staff or others?*

Assessing Risk

- *In which situations do risks occur?*
- *Is injury or harm likely to arise?*
- *How serious are these adverse outcomes likely to be?*

- Exploring Risk Reduction Options**
- *What are your risk reduction options?*
 - *What are the benefits and drawbacks for each option?*
 - *How will they affect the risk?*
- Deciding Risk Management Measures**
- *Which measures prevent risk?*
 - *Which measures manage risk?*
 - *Which measures cope with adverse consequences?*
- Sharing Plans and Strategies**
- *Who needs to know and why?*
 - *How will you inform them?*

Staff Training Issues

- *Can you and other staff implement the plans and strategies?*
- *What training is needed?*

Evaluating Impact and Effectiveness

- *Is the pupil supported effectively?*
- *Are the risks prevented and managed?*
- *Are adverse outcomes addressed?*
- *What action will be taken as a result of this evaluation?*
- *When will the next review and evaluation take place?*

Risk Assessment is a continual process and subject to change. It is the responsibility of all staff to conduct their own Risk Assessments as any "situation" develops. Risk Assessments on vulnerable pupils should be regularly reviewed.

Risk Assessment			
Pupil:	Date:	Assessment completed by:	
Identification of Hazard			
Description of foreseeable hazard		Potential	
		Actual	
List of those affected by hazard			
Assessment of Risk			
In which situation does the risk usually occur?			
How likely is it that the risk will arise?			
If the risk arises who may be injured or hurt?			
What kind of injuries or harm may occur?			
How serious are the potential adverse outcomes?			
Risk Reduction			
Measures	Possible Options	Benefits	Drawbacks
Proactive interventions to prevent risks			
Early interventions to manage risks			
Reactive interventions to respond to adverse outcomes			
Agreed Strategy			
Focus of Measures	Measures to be Employed		Level of Risk
Proactive interventions to prevent risks			
Early interventions to manage risks			
Reactive interventions to respond to adverse outcomes			
Strategy agreed with:			
Strategy communicated to:			
Training needs:			
Evaluation of Strategy			
Measures Set Out	Effectiveness in Supporting Student		Impact on Risk
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			
Future Action			
			Date:

De-escalation Techniques: (staff should always adopt a non-threatening posture, number other strategies used i.e. thus indicating the order of their use)

*verbal advice/support
*re-assurance
*tactical ignoring

*planned positive distraction, what?
*positive touch, who? and how?
*distraction

*negotiation
*time out offered/directed
*change of adult

*negotiation/limits/consequences
*other: (describe)

Length of time de-escalation techniques employed:

Justification for use of physical controls: (tick and delete as necessary)

- prevent/ interrupt injury to student/students/staff/others
- prevent/ interrupt serious damage to property
- prevent/ interrupt absconding if judged prejudicial to student's safety/welfare
- interrupt disruptive behaviour prejudicial to the safe & secure learning environment

Nature of physical controls used:

Seq.	Hold	Min.	Staff involved	Position
1				
2				
3				
4				

Post incident measures undertaken to ensure student calmed, and final outcome: (must be completed)

Response and view of the student: (must either be completed by the student/agreed with the student and counter-signed by him, or the response of the student described)

Student Signature:.....

Details of any resulting injuries: (to whom, and action taken as a result e.g. medical treatment, if none, write none)

Injury form completed: YES/NO (delete)

Accident Book: YES/NO (delete)

Any other relevant information: (include details of damage to property, etc, if none, write none)

Senior Manager reported to:..... **Time:**..... **Date:**.....

Parents/Carers informed: YES/NO (delete) **If not record reason:**.....

Name of Member of Staff who informed Parents:.....

Head Teacher's comments : (including any implications for future management)

Signature:

Date:

Copied to:

MONITORING

Head Teachers

Head Teachers should monitor any use of Restrictive Physical Interventions by examining:

- the frequency of their use;
- the justification for their use;
- their nature;
- their users; and
- the views of students concerning them.

Head Teachers must ensure that:

- the need to use Restrictive Physical Intervention is minimised;
- Restrictive Physical Intervention is used only in the appropriate circumstances; and
- only the appropriate degree of Restrictive Physical Intervention is used in particular situations.

Head Teachers must also:

- report on the use of Restrictive Physical Intervention to the School's Governing Body;
- report specifically on the use of Physical Controls;
- take appropriate action over issues of concern of either a general or specific nature; and
- make available on request the Major Incident Record File to SLP or county if required.

Governors

Governors should monitor the use of Restrictive Physical Intervention within the school ensuring that:

- the incidence of the use of Restrictive Physical Intervention is reported to them termly;
- incidents comply with school policy;
- trends are recognised; and
- action is taken to reduce the use of Physical Control.

The LEA

The LEA should monitor all incidents of the use of Physical Control within schools ensuring that:

- the incidents of the use of Physical Control are reported to them;
- incidents comply with LEA policy;
- records of incidents are thorough;
- trends are recognised; and
- action is taken to reduce the use of Physical Control.

