



# RESTRICTIVE PHYSICAL INTERVENTIONS/POSITIVE HANDLING

**Adopted: January 2024**

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This document is a Statutory Official School Policy of Caerleon Comprehensive School. This Policy was formally adopted by Caerleon Comprehensive School January 2024

Signatories: \_\_\_\_\_ (*Headteacher*)      \_\_\_\_\_ (*Chair of Governors*)

PRINT:      \_\_\_\_\_

Date	Revision	Type	Author	Approved by
Jan 2024	A	Adopted	ASG	Full Govs 18 January 2024

**Annotation Key for this Document**

ASG      Mr A Gardner, Assistant Headteacher

## CAERLEON COMPREHENSIVE SCHOOL POLICY ON RESTRICTIVE PHYSICAL INTERVENTION/POSITIVE HANDLING

This policy has been written in accordance with the Welsh Governments framework for Restrictive Physical Intervention policy 2005, The Use of Force to control or Restrain Pupils, the powers of which are contained in Section 93 of the Education and Inspections Act 2006, Safe and effective intervention – use of reasonable force and searching for weapons 2010 (amended 2013) and Reducing Restrictive Practices Framework (2021). It should be read in conjunction with school policies on Behaviour, Child Protection and Health & Safety.

The School recognises the importance of ensuring good order to provide a safe environment for staff and pupils. To achieve this, it is recognised that, in extreme circumstances, it may be necessary for school staff to intervene physically to manage certain harmful behaviours by pupils.

The use of restrictive practices should be within the context of the European Convention on Human Rights and in line with the principles described in the Human Rights Framework on Restraint produced by the Equality and Human Rights Commission.

1. It is the School's policy that Restrictive Physical Intervention, sometimes referred to as positive handling, will be used as a last resort, normally after non-physical strategies have failed to manage a pupil's behaviour.
2. Restrictive Physical Intervention is defined as direct physical contact between persons where reasonable force is positively applied against resistance, either to restrict movement or mobility or to disengage from harmful behaviour displayed by an individual.
3. The school will work to create an environment that minimises the risk of incidents that might require restrictive physical intervention. This will include :-
  - The implementation of whole-school behaviour management strategies
  - Training staff to de-escalate and defuse potentially disruptive situations
  - Working with individual pupils and their parents to identify trigger behaviours and to develop preventative strategies that avoid the need for physical intervention.
4. Restrictive physical intervention will only be used when the risk of not intervening outweighs the risk of doing so. It will only be used to prevent pupils:
  - Harming themselves or others
  - Committing a criminal offence
  - Causing serious damage to property
  - Engaging in behaviour which is seriously prejudicial to good order and discipline.
5. Action taken during a restrictive physical intervention will be:
  - Reasonable
  - Proportionate
  - Necessary
  - In the best interest of the child.
- 6a. Parents will be informed of the school's policy on Restrictive Physical Intervention. Details will be included on the school website and a copy of this policy will be given to parents on request.
- 6b. It is recommended that the policy, together with other information shared with parents includes this statement: 'Team Teach techniques seek to avoid injury to the service user, but it is possible that

bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe’. George Matthews – Founder, Team Teach.

7. While any member of school staff may intervene physically in an emergency, and all teachers are legally enabled to use reasonable force under section 93 of the Education and Inspections Act 2006, only those staff who have been specifically authorised by the Head Teacher will normally take part in restrictive physical interventions that have been included in Positive Handling Plans. An up to date list of authorised staff will be kept in the school and will be reported annually to the Governing Body.
8. In cases where it can reasonably be foreseen that a pupil is likely to require positive handling, a Positive Handling Plan (PHP) will be drawn up by the school with the agreement of parents/carers and in consultation with relevant agencies and the child, and will be reviewed regularly.

The PHP will seek to meet the child’s needs in a person centred way that promotes wellbeing and the opportunities for individuals to realise their rights.

Consent should always be sought from people who have capacity about the inclusion of any restrictive practice in a plan, it is important to include the wishes of the individual in any plan. If a person lacks capacity to consent, their wishes should still be included in the plan and any advance directives should be considered. Where a person with parental responsibility for a child gives consent on behalf of their child, the child’s wishes should also be recorded in the plan. *If there is no consent, this would be recorded on the PHP, but it would not mean that a restrictive intervention would not be used if such an action were deemed necessary in a specific circumstance.*

In line with a rights approach, schools should ensure that children are given accessible and age appropriate information to enable them to understand their rights in relation to the use of restrictive practices. This should also include *information about where to go for advice and help if they are worried about the use of restrictive practices.*

9. Records :-

All incidents involving restrictive physical intervention will be recorded in a Bound and Numbered book.

All serious incidents will be reported to the LA, where possible within 24 hours of the incident, in order to provide appropriate follow up and support for pupils and staff. The LA will respond to all reports.

Parents will be informed as soon as practical about all serious incidents.

A completed Violence at Work form will be sent to the LA if a member of staff is injured during an incident.

The Restrictive Physical Intervention reporting form is attached as Appendix 4.

10. The school’s Bound and Numbered Book will be reviewed every half term by the Assistant Headteacher and the Governor with responsibility for Child Protection issues, and all incidents will be monitored by an LA representative. The information will be used to review Positive Handling Plans for individual children, staff training needs and relevant school policies.
11. The Assistant Headteacher will determine the training needs of school staff after assessing the likely need and scope of physical intervention that might be required. Advice and support on assessing training needs will be available from the LA.
12. Training will be provided by Newport City Council and will meet the standards approved by the Institute of Conflict Management. Staff will only use intervention techniques which they have been trained to use, except in extreme emergencies. Staff will not use any technique that restricts a child’s breathing or which requires a child to be held face down.

13. All staff involved in a restrictive physical intervention will be allowed time to seek medical attention if necessary, to recover and to be debriefed by colleagues nominated by the Head Teacher. Written records will be completed within 24 hours, if practical.
14. Pupils will be given medical attention if necessary, and will be given time to become calm before discussing an incident. The pupil will be given the opportunity to explain things from his/her point of view and steps will be taken to re-establish the relationship between the pupil and the staff involved in the incident, via, for example, a restorative conversation/conference
15. Staff who act in accordance with this policy will be positively supported by the LA and the School, but staff will be expected to use their professional judgement when handling children, and everyone involved must be aware that their actions may be subject to scrutiny and possible legal action.
16. While staff will use the minimum force for the shortest time during a restrictive physical intervention, it is recognised that minor injuries, such as bruises and scratches, may occur. Such minor injuries will not, by themselves, be regarded as evidence of misconduct.
17. All complaints relating to restrictive physical intervention will be recorded by the school and details will be shared with relevant LA staff and other agencies. The Head Teacher will clarify the details of all complaints in accordance with the school's Complaints Policy, and will ensure they are dealt with appropriately.
18. This policy will be effective from 01/12/23 and will be reviewed annually by the Governing Body. Appendices may be amended at any time to reflect changes in legislation or good practice.

Author: Anthony Gardner

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Appendices –

1. List of staff authorised to use physical intervention
2. Authorisation for Restrictive Physical Intervention letter
3. Sample Positive Handling Plan
4. Incident Recording Forms

## **Appendix 1 – Authorised staff list (RPI)**

### **CAERLEON COMPREHENSIVE SCHOOL**

#### **Restrictive Physical Intervention – Authorised Staff**

all Team Teach staff are listed in our Central Safeguarding Register and have been authorised by the Head Teacher to carry out restrictive physical interventions with pupils. They have been given appropriate instruction and training, and have read the school policy on Restrictive Physical Intervention and Positive Handling.

This list will be reported to the Governing Body annually.

Signed:



Head Teacher

Date reported to Governing Body 18/01/24

**Appendix 2:**

Letter to be given by the Head Teacher to all staff who have been authorised to carry out restrictive physical interventions with pupils.

School Headed Paper

Date

Dear .....

**Authorisation for Restrictive Physical Intervention**

This letter authorises you to use Restrictive Physical Interventions when dealing with pupils.

You attended Team Teach training on positive handling on (date) ..... You successfully completed the training, which included information on –

- identification and prevention of trigger behaviours,
- strategies to distract, defuse and de-escalate during disruptive behaviour,
- legal issues,
- documentation, recording and reporting procedures,

and practical training in techniques involved in Restrictive Physical Intervention.

You should attend refresher training before (date 3 years later) ..... to ensure your knowledge and physical skills are at an appropriate level.

Further training can be arranged if you identify new issues that need to be addressed.

I attach a copy of the school’s policy on Restrictive Physical Intervention and Positive Handling. Please read the policy and discuss it with me or ..... if there are any points on which you need clarification.

Please sign the attached Confirmation Slip and return it to me when you are satisfied that you understand the policy.

Yours sincerely,



Head Teacher

**CONFIRMATION SLIP**

Please complete this slip and return it to .....

**Restrictive Physical Intervention**

I confirm that I have read and understood the school policy on Restrictive Physical Intervention and Positive Handling.

Signed .....

Print Name .....

Designation .....

Date .....

## Appendix 3

### Positive Handling Plan

**Name:**

**Date:**

**Trigger Behaviours:** (Describe common behaviours / situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?)

**Topography of Behaviour:** (Describe what the behaviour looks / sounds like?)

Stage of crisis.	What does the behaviour look like?	What should the adult try?	Anything else?
Stage 1 – Anxiety behaviours.			
Stage 2 – Defensive behaviours.			
Stage 3 – Crisis behaviours.			



**Preferred Supportive & Intervention Strategies** (Other ways of C.A.L.M.ing such behaviours Describe strategies that, where and when possible, should be attempted before positive handling techniques are used)

Verbal advice and support		Distraction (Known Key words, objects, etc. Likes)	
Reassurance		Take up Time	
C.A.L.M talking / Stance		Time Out (Requires a written plan)	
Negotiation		Withdrawal (Requires Staff/Carer Observation)	
Choices / Limits /		Cool Off: Directed / Offered (Delete as appropriate) Time allowed out to calm down or cool off.	
Humour		Contingent Touch	
Consequences		Transfer Adult (Help Protocol)	
Planned Ignoring		Success Reminder	

Others:

**Praise Points / Strengths:** (Areas that can be developed and built upon) Please state at least 3 bridge builders.

1:

2:

3:

**Medical Conditions** that should be taken into account before physically intervening. i.e. Asthma, Brittle bones.

**Preferred Handling Strategies :**( Describe the preferred holds: standing, sitting, ground, stating numbers of staff, what “get outs” that can be used when holding, etc)

**De-briefing** process following the incident. Recording and notifications required:

Please print:

Please sign:

Head:

Name:

Parent/Guardian:

Name:

Date: \_\_\_ / \_\_\_ / \_\_\_\_\_

Review Date: \_\_\_ / \_\_\_ / \_\_\_\_\_

**Appendix 4**

**Physical intervention - Incident record form**

**School:**

**SECTION A – Basic Data**

**Name of pupil:**

**D.O.B.**

**Age:**

**Full names of staff involved:**

**Date of incident:**

**Location of incident:**

**Time:**

**Duration of incident:**

**Minutes**

**Full names of staff /pupil who witnessed the incident:**

**SECTION B - Reason for Intervention**

**(Please tick appropriate)**

- |    |  |                          |                          |
|----|--|--------------------------|--------------------------|
| 1. | Risk of personal injury to pupil       | <input type="checkbox"/> |                          |
| 2. | Risk of injury to another person       | <input type="checkbox"/> |                          |
| 3. | Risk of significant damage to property | <input type="checkbox"/> |                          |
| 4. | Compromising good order and discipline | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | At risk of committing criminal offence | <input type="checkbox"/> |                          |

### **SECTION C - Details of Incident**

- **Antecedents:** (Where did incident start, what was happening at the time?)

#### **De-escalation: Please tick all used**

Humour  Verbal advice and support  Firm clear directions  Negotiation  Limited choices   
Distraction  Diversion  Reassurance  Planned ignoring  Contingent touch  Calm talking   
Patience  Withdrawal offered  Withdrawal directed  Swap adult  Reminders about  
consequences  Success reminders

- **Description of Incident**

### **SECTION D: Method of Physical Intervention**

- How was the pupil held?
- How long did the pupil need to be held?  
Minutes
- Has the pupil been physically restrained before? Yes / No  
How many times at your school?
- How effective was the intervention?
- How was the intervention in the best interest of the young person?

### **SECTION E: Outcome of incident**

1. Was anybody injured? Yes / No  
(Please give details (nature of injuries, treatment required))
2. Response and view of pupil





## Policies Equality Statement

At Caerleon Comprehensive School, we serve a diverse community and take account of a wide range of needs. In accordance with the Equality Act (2010), our policies and learning and teaching strategies fulfill our duty to serve people according to their needs and promote equality. In order to embed fairness in all aspects of school life, we take account of equality as we formulate, develop and update school policies and plans.

Our vision and values promote inclusivity and equality and tackle discrimination. We have high expectations for all our pupils and staff. Our equality statement is guided by core principles:

- All learners are of equal value;
- We recognise and respect difference;
- We foster positive attitudes and relationships and a shared sense of community and belonging;
- We observe good practice in recruitment, retention and staff development;

We aim to reduce and challenge barriers to equality at every opportunity.