

**Holme Grange School**  
**Whole School Policy including EYFS**



**Positive Handling and Physical Intervention Policy**

<b>Date:</b>	<b>Amendment:</b>	<b>Reviewed by:</b>	<b>Authorised by:</b>
<b>Oct 2022</b>	<b>Next review Due</b>		
<b>Sep 2021</b>	<b>Reviewed &amp; Revised</b>	<b>J Cooke &amp; L Philip</b>	<b>SMT 02/11/2021 and passed to Governors</b>
<b>Sep 2020</b>	<b>Reviewed &amp; Revised</b>	<b>J Cooke</b>	
<b>Sep 2019</b>	<b>Reviewed &amp; Revised</b>	<b>J Cooke</b>	
<b>Sep 2018</b>	<b>Reviewed &amp; Revised</b>	<b>M Jelley</b>	

## **INTRODUCTION**

1. This policy is a 'Whole School Policy' and informs practice in the Senior School (Eaton Grange), Pre-Prep School, Prep School and Nursery (Little Grange) making reference to July 2013's Department for Education (DfE) guidance on using force to control or restrain pupils (*Use of Reasonable Force in Schools*) which:

*"... It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power."*

**This policy has regard to Keeping Children Safe in Education 2021**

## **WHAT MIGHT BE DEEMED 'REASONABLE'?**

2. There is no legal definition of 'reasonable force' as circumstances will always dictate what might be regarded as acceptable and what is not. 'Reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control\* or restrain\*\*. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight, or restraining a pupil to prevent violence or injury. It is always unlawful to use force as a punishment.

*\* Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.*

*\*\* Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.*

## **HOW MIGHT FORCE OR RESTRAINT BE USED?**

3. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Examples of situations where members of staff may use reasonable force include:
  - Removing disruptive children from the classroom where they have refused to follow an instruction to do so
  - Preventing a pupil behaving in a way that disrupts a school event or a school trip or visit
  - Preventing a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
  - Preventing a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground

Staff should not intervene physically if there is risk that restraint could be misinterpreted (e.g. considered indecent).

## **4. Alternatives to physical intervention**

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Ensure that colleagues know what is happening and get help.
- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions to the pupils to stop.

- Give clear directions to guide the pupil to a safe place.
- Remind them about rules and likely outcomes.
- Remove any audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use 'positive touch' (a technique where the pupil is guided by touching the arm above the elbow to guide or escort pupils to somewhere less pressurized).

#### 5. **Reducing the likelihood of situations arising where physical intervention may be required**

All physical interventions at the school are conducted within a framework of positive behaviour management. The school's Behaviour Policy rewards effort and application, and encourages pupils to take responsibility for their own behaviour. The school's Behaviour Policy also outlines the steps the school undertakes to ensure a calm, orderly and supportive school climate which minimises the risk and threat of violence of any kind, thereby reducing the need for physical intervention.

Staff should recognise the need to effectively manage individual incidents. It is important to communicate calmly with the pupil, using non-threatening verbal and body language and ensuring that the pupil can see a way out of the situation. Strategies might include, for example, going with the staff member to a quiet room, away from bystanders or other pupils, so that the staff member can listen to concerns; or being joined by a particular member of staff well known to the pupil.

Wherever practicable, a pupil should be warned that physical intervention may have to be used before applying it.

#### **WHO CAN USE REASONABLE FORCE?**

6. The power to use reasonable force applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit.

*Staff are trained in the use of reasonable force at the discretion of the Headteacher who will give due consideration to the support needed to enable staff to carry out their responsibilities and the needs of the pupils when doing so.*

We adopt a preventative and proactive approach and individual staff are identified to assist any pupil with a positive handling plan in place.

Information regarding the positive handling strategies, including de-escalation techniques, will be shared with all identified staff.

#### 7. **Positive Handling Plans**

Individual pupils assessed at being at greatest risk of requiring restrictive physical intervention will be identified by the Headteacher/Deputy Headteacher. These pupils will be placed on Positive Handling Plans (Appendix 1), developed in consultation with the school, parents/carers, and the pupil. Positive Handling Plans set out the situations that may provoke difficult behaviour, preventative strategies and the de-escalation strategies that are most effective. Specific strategies and techniques that have been agreed by staff when physical intervention is required are also included. The positive handling plan will be discussed with parents/carers as well as the pupil in a meeting and a copy provided along with the school's Positive Handling and Physical Intervention Policy.

#### **USE OF REASONABLE FORCE TO SEARCH FOR PROHIBITED ITEMS**

8. In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":
- knives and weapons

- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules.

### **UNACCEPTABLE TECHNIQUES**

9. The DfE identifies certain restraint techniques which present an **unacceptable** risk when used on children and young people. These techniques are:
- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
  - The 'double basket-hold' which involves holding a person's arms across their chest
  - The 'nose distraction technique' which involves a sharp upward jab under the nose

### **ACTION TO BE TAKEN AFTER AN INCIDENT WHERE FORCE HAS BEEN USED**

10. All incidents where restraint has been used must be reported as soon as possible to the Headteacher or the Deputy Head and a written record made (Appendix 2) of the incident outlining:
- the names of those involved
  - when and where the incident occurred
  - names of staff and pupil who witnessed the incident
  - the reason that force was necessary (e.g. to prevent injury)
  - a brief description of how the incident developed and the steps taken to calm the situation
  - what force was used and for how long
  - the pupil's response and the outcome of the incident
  - details of any injuries sustained, damage caused and action taken to deal with these.

### **NOTIFYING PARENTS OF PHYSICAL CONTACT**

11. DfE guidance states it is good practice for schools to speak to parents about serious incidents\* involving the use of force although the decision is at the discretion of the school (see [Use of reasonable force: DfE 2013](#)).

*\* In deciding what is a serious incident, teachers should use their professional judgement and consider the: pupil's behaviour and level of risk presented at the time of the incident; the degree of force used; the effect on the pupil or member of staff; and the child's age.*

12. Where it is likely that a child poses a risk and it is probable that restraint or physical contact may be used, parental consent should be sought and procedures explained and always reported as above in the event of it being used.

### **EYFS SPECIFIC GUIDANCE**

13. Early Years Foundation Stage (EYFS) children refer to children in the nursery and reception class aged 3 to 5 years. The behaviour of children is managed as identified in the *Behaviour Policy*. Physical intervention will only be used for averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary. Where this

does arise, the incident will be recorded and reported to parents on the same day or as soon as practically possible. Staff are reminded that it is an offence to give corporal punishment to a child and it should not be given or threatened.

#### **OTHER PHYSICAL CONTACT WITH PUPILS**

14. It is not illegal to touch a pupil and that there are occasions when physical contact with a pupil is 'proper and necessary'. Examples of where touching a pupil might be proper or necessary, include:
- 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 congratulating or praising a pupil
  - When demonstrating how to use a musical instrument
  - When demonstrating exercises or techniques during PE lessons or sports coaching
  - When giving first aid

Appendices:  
Appendix 1

Positive Handling Plan Template

Support and Positive Handling Plan			
<b>Name:</b>	<b>Class:</b>	<b>Date of plan:</b>	
<b>EHCP/SEN Support:</b>		<b>Review date:</b>	
<b>Additional Information</b> (e.g. medical information, any specific equipment required, access information).			
•			
<b>Staff involved in plan</b>			
1:			
2:			
3:			
<b>Trigger behaviours</b> (Describe situations/behaviours which are known to have led to positive handling being required)			
•			
•			
<b>Behaviour (description of observable behaviours):</b>			
Pupil Targets			
Shorter-term 'SMART target ('What' is the desired target for child?)	Intervention/ Strategies ('How do adults intend to support?) Strategies	People taking the action	Progress achieved, with dates
	•		
	•		

Step One Support strategies (Outline support strategies which, where and when possible should be used before positive handling)			
Strategy	Date/time	Strategy	Date/time
<b>Verbal prompts and advice</b>		<b>Planned positive distractions</b>	
•		•	
<b>Positive reinforcement</b>		<b>Positive touch</b>	
		•	
<b>Tactical ignoring</b>		<b>Time out offered/directed to attend a safe place</b>	
•			
<b>Negotiation/partial agreement</b>		<b>Choices/limits/consequences</b>	
•		•	
<b>Details of any other strategies used (classroom management, peer support, etc.)</b>			
1.			

<b>Step Two</b> <b>Preferred Handling strategies</b> (Describe the preferred staff, responses/holds)  <b>Preferred staff members who should be called in the following order if incident occurs:</b> LBA, LPH, DBO, AAT, CRO, AMI, MJE		
<b>Technique</b>	<b>No of staff</b>	<b>Breakaway techniques</b>
<b>Step Three</b> <b>Repair and Rebuild Strategies following incident:</b> What care is to be provided? What learning opportunities exist for the child? How will the child be reintegrated back into school?  •		
<b>Evaluation:</b> (To be completed during review)		
<b>Signatures</b>		
Headteacher:	Date:	
Parent/carer:	Date:	
Do you wish to be informed on each occasion that the Positive Handling has been implemented?	Yes/No (Please delete)	

## Appendix 2

### Physical Intervention Incident Report

All records must be retained for 10 years.

INCIDENT NO:

Name of Pupil:	NCY:	
Name of school:	Date:	Time:
Staff Involved:		
1:	2:	
3:	4:	
<b>Names of Witnesses:</b>		
<b>Antecedents</b> (events leading up to the incident)		
<b>Behaviours</b> (description of behaviour exhibited by the pupil)		
<b>Consequences:</b> (what happened and how was the situation resolved)		
<b>Injuries:</b> (to staff or pupils, type of injury and treatment, if any)		
<b>Damage to property:</b>		
<b>Debrief:</b> (was the incident talked through with the pupil and by whom?)		
<b>Any further actions taken:</b> (e.g., police or SC&H involved, behaviour plan changed etc)		
<b>Justification for Physical Intervention:</b> (please tick)  Physical safety of the pupil is at risk <input type="checkbox"/> Physical safety of another pupil is at risk <input type="checkbox"/> Physical safety of a member of staff is at risk <input type="checkbox"/> The pupil is attempting to harm him/herself <input type="checkbox"/> To prevent absconding <input type="checkbox"/>		

<p>To prevent disruption to other pupils Y</p> <p>To prevent the committing of a criminal offence Y</p> <p>Member of staff believes that any of the above was likely to occur Y</p> <p>To prevent or interrupt serious damage to property (describe ) Y</p>	
<p><b>De-escalation strategies used:</b> (state all strategies tried, e.g. verbal advice/ support, reassurance, calm voice, non-confrontational body language, voice matching, distraction, humour, options provided, time-out offered, time-out directed ).</p>	
<p><b>Physical strategies used:</b> (state types of escort/hold used and why)</p>	
<p><b>Notification:</b> (SLT member informed)</p>	
<p><b>Was the parent/carer informed?</b>          Yes: Y No Y          By whom?:          When? (date/time)</p>	
<b>Signatures of those involved:</b>	<b>Signatures of witnesses:</b>
1.	1.
2.	2.
3.	3.
4.	4.
<p><b>Completed report to be given to headteacher</b></p>	
<p><b>This phrase to be recorded onto MyConcern - name of pupil</b> has been involved in a physical intervention          – Incident number ____ -</p>	
<p><b>Report completed by:</b></p> <p>Signature: _____ Date: _____</p>	
<p><b>Headteacher/SMT name:</b></p> <p>Signature: _____ Date: _____</p>	