



ST PHILIP HOWARD CATHOLIC SCHOOL

POSITIVE HANDLING & PHYSICAL RESTRAINT POLICY & PROCEDURES

Approved by governors: January 2018

Review date: January 2021

Policy Statement

This policy has been prepared in consultation with the staff and governors and sets out the arrangements for St Philip Howard Catholic School. The governors regard the need for physical intervention of pupils as something they hope can be avoided but in extreme cases, especially to prevent a pupil harming themselves or others, including physically assaulting staff, then this policy is agreed as necessary. This policy seeks to fulfil responsibilities to the fullest extent, to ensure the provision of a safe environment for staff, pupils, parents and visitors.

This policy is to be read in conjunction with the following Policies:

- Safeguarding
- Positive Handling
- Anti-Bullying
- Behaviour
- Health and Safety
- Equality
- Code of Conduct setting out standards and acceptable behaviour for staff
- E-Safety and ICT acceptable use
- Managing allegations of abuse against staff
- Confidential Reporting.

Underpinning values

Everyone attending or working at St Philip Howard has a right to:

- a 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

Aims

- to offer a secure, carefully structured environment, promoting positive behaviour, where pupils develop as confident and independent learners
- to provide all staff with the necessary support and information to enable them to understand their professional and legal responsibility in carrying out their duty of care which may, at times, involve the use of positive physical intervention
- to inform staff, pupils, parents, carers and outside agencies about the rationale and use of physical interventions in managing challenging behaviours warranting their use
- to establish consistent procedures for the use of all physical interventions ranging from positive handling to restrictive physical intervention of pupils throughout the school
- to embed procedures that work towards minimal use of Restrictive Physical Intervention (RPI) and maximum use of non-intrusive intervention such as positive reinforcement, distraction and other de-escalation techniques.

Legal Position

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);

- causing personal injury to, or damage to the property of, any person (including the pupil himself); prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

What do we mean by Positive Handling?

No legal definition of reasonable force exists, however for the purpose of this policy and the implementation of it: *Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.*

Positive Handling by staff can take several forms. St Philip Howard will employ the TeamTeach methods. At different ages, it could be appropriate to involve:

1. Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g. in the care of pupils with learning disabilities; in games/PE; to comfort pupils.

2. Physical Intervention

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

3. Escorting and Holding

The most commonly used forms of physical intervention are escorting and holding. These depend upon the degree of compliance from the child as to whether they constitute 'restrictive'. The development of trusting, confident relationships is of high priority so that children are accepting of the use of the friendly escort and calming holding to support their own efforts to manage their behaviour. These positive handling holds rarely need force and are not 'restraint'.

4. Restrictive Physical Intervention (*Restrictive Physical Intervention- RPI*)

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of '*reasonable force*' should be seen as a last resort. All such incidents must be recorded and stored in an accessible way. The level of compliance from the pupil determines whether or not the interaction is an intervention or a method of physical control.

School staff use RPI as opposed to holding or escorting as the last resort after:

- appropriate de-escalation techniques have failed to help the child to control themselves
- instant risk assessment by staff lead them to believe that injury, or serious damage to property, is an immediate danger
- knowledge of the child's history and behaviour pattern leads staff to believe that speedy removal from the room is necessary to prevent escalation or breakdown of the session or other pupils behaving in a similar manner
- the pupil has been cautioned that their continued choice of behaviour may lead to restraint

5. Restrictive Physical Intervention (RPI)

We adopt positive behaviour management procedures to diffuse and de-escalate, including:

- requests to comply, partial agreement, negotiation
- exposition of consequences or application of sanction
- verbal advice and support, reassurance using calm talking, humour, distraction
- options offered, stepping away, time out offered
- holding without force.

The Support of Parents/Carers

The St Philip Howard Home School Agreement explains behaviour expectations. Acceptance of the place offered and the Home School Agreement indicate parental support in the application of all our behaviour management strategies to help the pupil. The use of RPI (*Restrictive Physical Intervention*) can be a source of anxiety for parents/carers. We therefore attempt to establish as a priority, close working relationships with parents and carers so that they fully understand why it has been used. This school/home relationship in itself is a strategy for reducing the likelihood of need for RPI on any regular scale.

Staff Training

Staff participate in Behaviour Management Training in September each year and throughout the year - INSETs, etc. All members of staff are authorised to use Restrictive Physical Intervention although some staff have received specific training on Positive Handling via TeamTeach.

Recording and Reporting

It is essential that a risk assessment is completed to assess and manage foreseeable risks for children who present challenging behaviours (**Appendix 1**).

It is important that on occasions necessitating its use, RPI is recorded (**Appendix 2**). This is to:

- prevent later misunderstanding of the incident
- prevent misrepresentation of the facts
- identify patterns of behaviour
- encourage pupils to acknowledge/take responsibility for their actions
- allow parents/carers to check the use of RPI at any time
- allow the Headteacher to monitor the operation of the policy to allow positive Handling Plans or individual risk assessments to be developed for individual pupils who are assessed as being at greatest risk of needing RPI.

Complaints

Staff seek to involve parents/carers in the effective management of such situations because home involvement is frequently key to behavioural change.

Despite the care taken by staff to follow procedures and ensure that incidents are positively resolved, a small number of complaints following restrictive intervention may be expected for many reasons, e.g.:

- pupils with severe emotional and behavioural needs may take time to accept responsibility for their actions and seek to transfer ownership of negative behaviour to others – often the staff who have ‘controlled’ them;
- some parents/carers have yet to accept that their child can behave in school in a manner dangerously violent or disruptive enough to have needed RPI;
- any act of RPI carries with it a risk of accidental harm which is difficult for the injured party (who could be either the child, member of staff or passing member of the public) to accept as such.

Dealing with Complaints

Parents/carers must be informed by telephone (the most immediate and favoured communication method), in person, by letter or by note in home-school books of serious incidents of challenging behaviour necessitating RPI. This is the first opportunity for parents/carers to discuss any concerns they might have.

If the parent/carer or child remains anxious, an appointment can be made to discuss the incident with the staff concerned and/or the Head Teacher. At this point, written records and other evidence may be consulted and shared with the parent/carer to help them to understand the facts. Presented with the evidence, parents/carers are enabled to see that procedures are followed and actions justified. The pupil concerned will also now, having been given the chance to re-evaluate and accept what has happened, in all likelihood confirm the facts postulated by staff and reassure the parent/carer.

If the situation cannot be resolved through informal discussion, the parent/carer may make an official complaint, which will be investigated by the Governors of St Philip Howard catholic High School and a representative from the local authority.

Monitoring of the Policy and Practice of Procedures

Following any incident of RPI, the Head Teacher will receive and read the detailed account of the incident, and interview those involved if necessary. Appropriate follow-up action may then be taken. Any complaints will be recorded, including the nature of the complaint, the time taken to deal with them and the outcome.

Health and Safety

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. Restrictive physical interventions are performed with due regard to ensuring the minimum risk to the safety of all concerned. Where either a pupil has a medical condition (which may make some methods of intervention inappropriate), or a history of aggressive/victim behaviour all staff should be informed of the circumstances so that an accurate risk assessment can be made (**Appendix 1**).

On occasions, the decision to apply RPI procedures will be based on the need to prevent a child from harming themselves. A member of staff may request to be exempted from obligation to apply if it may endanger their own health and safety, e.g. someone who is pregnant, temporarily suffering from an injury etc. In such a case, arrangements will be made to minimise the possibility of the member of staff becoming involved in a situation requiring the use of RPI.

Policy Review

This policy is to be read in conjunction with all other school policies, in particular the Behaviour and Anti-Bullying Policies.

APPENDIX 1

**St Philip Howard Catholic School
Whole setting behaviour risk assessment**

Proforma for assessing and managing foreseeable risks for children who present challenging behaviours

Name of child	
Class group	
Name of teacher	
Date of Assessment	

Identification of risk

Describe the foreseeable risk	
Is the risk potential or actual	
List who is affected by the risk	

Assessment of risk

In which situations does the risk usually occur?	
How likely it is that the risk will arise? [highly unlikely/unlikely/likely]	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes? [slightly harmful/harmful/extremely harmful]	
Risk rating (see table below) [likelihood x severity]	

Risk reduction options

Measures	Possible options	Benefits	Drawbacks
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

Examples for the above include:

- Eliciting pupil view in planning and review
- Providing regular feedback and pastoral support to pupil
- Involving parent/carer in decision-making and planning
- Involving outside agencies
- Establishing an individual plan
- Providing regular supervision to staff working with the pupil
- Adapting curriculum arrangements to reflect challenge, choice and structure levels which are appropriate to the pupil's assessed needs
- Adapting group arrangements to promote positive peer models and minimise inappropriate contact
- Arranging furniture and other equipment to minimise movement and frustration
- Providing frequent rest or change of activity opportunities
- Establishing a positive teaching programme to increase the pupil's range of appropriate skills
- Providing a range of rewards which the pupil can earn by demonstrating the skills defined in the teaching programme, and through other appropriate behaviour
- Identifying the message communicated by the pupil's behaviour
- Agreeing key reactive strategies for handling incidents of challenging behaviour with all staff likely to be in contact with the pupil, and ensuring that these plans are shared with parents
- Assistance in the use of an agreed strategy such as a particular communication symbol, or an exit card (specify)
- Physical intervention (TeamTeach)

Agreed Behaviour Management plan & school risk management strategy		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early intervention to manage risks		
Reactive interventions to respond to adverse outcomes		

Communication of Behaviour Management Policy & school risk management strategy		
Plans and strategies shared with:	Communication method	Date actioned

Staff training issues		
Identified training needs	Training provided to meet needs	Date training completed

Evaluation of Behaviour & Management Plan School Risk Management Strategy		
Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		
Any actions for the future:		

* Risk rating table

RISK RATING	Slightly harmful	Harmful	Extremely harmful
Highly Unlikely	Trivial	Tolerable	Moderate
Unlikely	Tolerable	Moderate	Substantial
Likely	Moderate	Substantial	Intolerable

APPENDIX 2

STEP ACADEMY POSITIVE HANDLING RECORD FORM (RPI)

For reporting significant incidents where staff has used force on a pupil

Details of pupil on whom force was used – name, class, and any SEN, disability or other vulnerability
Date, time and location of incident
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used
Reason for using force and description of force used
Any injury suffered by staff or pupils and any first aid and/or medical attention required
Reasons for making a record of this incident
Follow-up, including post-incident support and any disciplinary action against pupils
Any information and incident shared with staff not involved in it and external agencies
When and how those with parental responsibility were informed about the incident and any views they have expressed
Has any complaint been lodged (details should not be recorded)? Y/N
Names of staff involved (directly or as witnesses) – names only included with their consent
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons – remove these names on any reports to parents

Report compiled by:	
Role:	
Date:	
Report countersigned by:	
Role:	
Date:	

- The member of staff involved in the incident should compile the record. The member of staff with lead responsibility for safeguarding checks the record and provides the member of staff with a copy of the final version.
- Record to be copied to the governing body.
- If there is an injury to the pupil or member of staff the Council accident report form must be used (hard copy available in the school office).