



Positive Behaviour Support Policy (inc Physical Restraint)

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Policy Statement

Our academy is committed to ensuring and maintaining a safe working environment for everyone in it and to the Safety and Welfare of all children and young people who attend the academy sites.

To fulfil this our academy has an agreed Behaviour Policy. This Positive Behaviour Support Policy (including Physical Intervention) compliments the Behaviour Policy and the two should be used in conjunction.

This Policy on Positive Behaviour Support (including Physical Intervention) has been agreed in the knowledge, context and requirements of relevant legislation; advice, and guidance. In this respect the Local Governing Board (LGB) is aware that Section 93 of the Education and Inspections Act 2006 outlines the powers of "authorised staff" to use reasonable force.

This policy aims to give all members of the academy community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the values and principles described above. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff at the academy will fulfil their responsibilities in those circumstances.

Planned physical intervention may be practiced in our academy for the few pupils who have this highlighted as a necessary strategy in their risk assessment or in times where absolutely necessary by Team teach certificated staff members.

The Headteacher will be responsible for ensuring that staff adhere to, and parents are aware of, the policy. The Headteacher will ensure that any necessary training/awareness-raising takes place so that staff know their responsibilities.

The LGB and the Headteacher will ensure that this policy is regularly reviewed to ensure it meets the changing needs of pupils and staff.

The LGB of the academy therefore requires that only authorised staff carry out physical intervention as an exceptional measure in extreme circumstances. Physical intervention will be used only as a last resort when all other alternatives have been unsuccessful.

2 Responsibilities

2.1 Responsibilities of the Headteacher

The Headteacher is responsible for the implementation of this policy. This includes ensuring that the culture of the academy reflects the overarching policy and guidance.

In order to effectively discharge this responsibility the Headteacher should ensure that:-

- An academy Positive Behaviour Support (including Physical Intervention) policy is in place and approved by the LGB, in line with legislation and DFE guidance
- The policy is understood and adhered to by all staff
- Best practice is kept up to date and modelled by the Headteacher
- All staff know the physical intervention procedures, including who to report them to and where and how they should be recorded
- Relevant staff are authorised to carry out physical Interventions
- Adequate resources are available to ensure this policy is implemented
- Practice relating to physical Interventions is monitored
- Training is available to staff relating to the use of physical Interventions
- Risk assessments are in place where there is a requirement for planned use of physical Interventions. Where this is the case, authorised staff will require additional training
- All incidents where a physical Intervention has been used are recorded and followed up.

2.2 Responsibilities of the Local Governing Board (LGB)

The LGB are responsible for ensuring safe practices are in place and are being followed. Their responsibilities fall into 3 categories; (a) ensuring that there is adequate guidance and resourcing for this issue, (b) monitoring performance and application, (c) dealing with any complaints relating to this issue.

In particular the LGB should ensure that:

- The academy has a formally approved policy on the use of Positive Behaviour Support (including Physical Intervention)
- The policy is adhered to by the whole academy community
- Ensuring sufficient resources are available to enable the policy to be effectively implemented
- The policy is reviewed regularly, (at least every 2 years) to ensure it remains valid and meets the needs of both pupils and staff
- They receive and act upon reports relating to the implementation of the policy
- Regular monitoring of the number and type of incidents recorded is carried out
- The policy and its implementation is considered when making decisions relating to the academy and its community

2.3 Responsibilities of Academy Staff

All employees have responsibilities as outlined by the Health and Safety at Work etc Act 1974 and the Management of Health and Safety at Work Regulations 1999 to comply with this policy.

All staff will:

- Make themselves familiar with and adhere to the academy's Positive Behaviour Support (including Physical Intervention) Policy
- Be aware of safe systems of work and risk assessments, including control measures relevant to their area of work.
- Point out any shortcomings in the policy to their Headteacher as appropriate.
- Record any incidents of physical intervention on DCPro.

3 Use of Physical Touch

The academy recognises that physical touch is an essential part of human relationships. As such, no touch policies are questionable, and could actually be classed as 'acts of omission'. However, it is appreciated that there are some concerns around safeguarding in some establishments. In our academy, adults may well use touch to prompt, to give reassurance or to provide support, but this must be used sensitively and appropriately, in line with our Child Protection protocols and the unique needs, characteristics and preferences of the individual.

To use touch/physical support successfully, staff will adhere to the following principles. It must:

- be non-abusive, with no intention to cause pain, injury or use power
- be in the best interests of the child and others
- have a clear supportive purpose for the pupil/young person
- take account of gender and cultural issues
- take account of specific known historical experiences of the young person
- be within the principles of the law

Some pupils may find physical touch unwelcome, and this right must be respected. Such sensitivity may arise from the pupil's cultural background, individual needs, personal history, age etc. At our academy the site leads and keyworkers are responsible for ensuring that relevant staff are aware of any pupil who finds physical touch unwelcome, where this is known.

With the above in mind and based on the principle that touch will only be used in appropriate situations in this academy the likely situations where touch will be acceptable are:

- To administer first aid
- To administer medicines
- To apply sun cream
- To support a pupil/demonstrate a technique within PE or other practical curriculum area
- To deliver personal care to a pupil who requires support as part of a care plan
- To provide emotional support and re-assurance to a pupil
- To carry out physical interventions as necessary

4 Policy Definitions

4.1 What Is 'Positive Behaviour Support' (PBS)?

PBS is an approach which incorporates the safe use of reactive strategies (possibly including restrictive practices) alongside proactive primary and secondary preventative approaches. Reactive strategies are required to make a situation safe and return a person to a state where they can resume their regular activities and lifestyle. A considerable evidence base has emerged over recent decades that shows the clear benefits of PBS as a strategy in terms of improving the quality of life of individuals who use services and in reducing challenging behaviour.

4.2 What Is 'Physical Intervention'?

There is a difference between Non-Restrictive Physical Intervention and Restrictive Physical Intervention. In this academy these are defined as follows:

Type	Definition	Example
Non-restrictive physical interventions	Where physical touch is used to support the young person and they have the choice to move away from the touch or where a cause of distress can be removed without the need to touch the young person.	This may include: <ul style="list-style-type: none"> • guiding/shepherding a person from A to B • Removal of a cause of distress, such as adjusting temperature, light or background noise.
Restrictive physical interventions	Where the adult takes control of the young person and their actions to prevent, impede or restrict movement or mobility.	This may include: <ul style="list-style-type: none"> • Isolating a child in a room (seclusion) • Holding a pupil • Blocking a person's path • Interpositioning • Specific interventions as per a child's individual plan (following an audit of need, a risk assessment and person specific training).

5 Strategies to Minimise the Need to Use Force

It is the expressed aim of the academy to avoid the use of force to physically restrain pupils in all but the most specific circumstances, which are outlined in section 6 of this policy. To do this the academy will implement the following positive behaviour support strategies to ensure the use of force is minimised:

- Create a calm, orderly and supportive academy that minimises the risk of dangerous behaviour. Clear rules are in place and these are clearly communicated to pupils and consistently, fairly and openly applied
- There are effective relationships between pupils and staff in which pupils can engage and participate in ideas to create a calm and orderly environment
- Ensure all staff adhere to the policy regarding the use of force as a last resort
- Use proactive interventions with individuals or groups who are at risk of involvement in dangerous behaviour
- Develop a whole academy approach to developing social and emotional skills
- Recognise that challenging behaviours are often foreseeable and have plans in place to deal with these eventualities
- Monitor all incidents where force is required to ensure any trends are identified. Put plans in place to reduce the risks associated with the use of force
- Whenever practicable, tell a pupil that force may need to be used before using it
- Plan for staff development in behaviour management, including positive behaviour support strategies, so that staff have the confidence and skills necessary to manage potentially dangerous situations

6 When a Restrictive Physical Intervention May Be Used

Restrictive physical intervention is rarely used at our academy. However, it may be necessary to use such force as is reasonable in the following circumstances:

- To prevent a pupil injuring themselves or others, (e.g. rough play, stopping a young person from running towards traffic)
- To prevent a young person causing serious damage to property, ONLY where the damage may result in injury to the pupil or others
- To prevent a pupil/young person committing an offence (or for any pupil/young person under the age of criminal responsibility, what would be considered an offence for an older pupil/young person)
- In an emergency situation that required a pupil to be quickly moved or relocated (for example, a pupil refusing to leave a building during a fire alarm/evacuation)

Being mindful of:

- the seriousness of the incident, assessed by the effect of the injury, damage or disorder
- the chances of achieving the desired result by any other means
- the relative risks of intervening compared with using other strategies.

The academy will refer to the '*DfE non-statutory Guidance: Use of Reasonable Force – Advice for Head Teachers, staff and governing bodies*' when establishing the situations and circumstances that may fall into the above categories.

7 Duty of Care

Staff should be aware that their employment imposes upon them a duty of care to maintain an acceptable level of safety. It is acknowledged that the behaviour of children and young people can become dangerous and physical intervention may be required. This is inevitably a high-risk action. Guidelines cannot anticipate every situation and, therefore, the sound judgement of staff at all times is crucial. This may mean not getting physically involved if this would put you at direct risk, but could include summoning relevant assistance. It is not acceptable to do nothing.

8 Who May Use Restrictive Physical Interventions

Only 'Authorised staff' may use restrictive physical interventions within our academy. The term 'Authorised Staff' means any paid worker, or person who has been given lawful control or charge of children by the Headteacher, either on or off-site. Authorisation may be on a long or short-term basis for a specific event (e.g. a field trip). **Under no circumstances will the academy give authorisation to other pupils to be involved in the use of force.**

Authorised staff will normally include Teachers, Teaching Assistants and non-teaching staff employed by the LGB who, with the authority of the Headteacher, have lawful control or charge of children and young people. It may include volunteers working at the academy on a regular, or irregular, basis. Headteachers should explicitly authorise any volunteers who work at the academy and who may be required to carry out physical intervention. This should be recorded in an appropriate manner.

Headteachers will also ensure that all staff working at the academy are aware of and understand what authorisation entails. The Headteacher will ensure that authorised members of staff receive information and training. Permanent staff members will completed certificated Team Teach physical intervention training. A risk assessment may preclude certain staff from being authorised to carry out Restrictive Physical Interventions owing to medical or other issues.

9 The Place of Physical Intervention in our academy

Physical interventions will only be used in exceptional circumstances. The academy expects that staff will only use force in circumstances where:

- The consequences of not intervening were sufficiently serious to justify the use of force
- Achieving a safe outcome by other means had either been tried and exhausted
- The risks associated with not using force outweigh those of using force.

The use of a restrictive physical intervention will be the outcome of professional judgements made according to this policy. It will be avoided when possible and not be used for the convenience of staff.

Restrictive physical intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will weigh up, the risk of not intervening against the risk of intervening. Any actions will be carried out in the best interest of the pupil.

Staff deciding that not intervening physically is the safest course of action for them should be aware that simply doing nothing is not an option. The expectation at our academy is that as a minimum, staff should raise the alarm and summon appropriate assistance.

The two types of physical interventions likely to be required by schools are:

Emergency/unplanned interventions	Use of force which occurs in response to unforeseen events. <i>This should always be a trigger for a risk assessment and planning once it has occurred.</i>
Planned interventions	Any situation that staff might reasonably expect to occur, in which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment. Planned Interventions must be recorded in a the pupils risk assessment in their PIP

In the unlikely event that a child on roll would require planned interventions as part of regular practice, the school would be required to take steps to train designated staff and prepare a fully detailed risk assessment and physical intervention plan. Whilst this is unlikely, this policy details those steps below.

10 Individual Physical Intervention Plans

These are essential when it is known that a young person may behave in a way that raises the likelihood of a physical intervention being necessary and appropriate, (from records from a previous setting or a history of incidents at the academy). Seclusion may be used as a planned and appropriate strategy for some pupils.

In these cases the Headteacher will ensure that:

- A risk assessment including an individual physical intervention plan are in place in the pupils PIP, taking account of the needs of the pupil and identifying ways of addressing needs
- Appropriate support services have been consulted and their advice sought
- The plan and risk assessment are fully communicated to those in direct contact with the pupil
- The plan identifies triggers and warning signs of the dangerous behaviour
- The plan includes positive behaviour support strategies to manage the behaviour without the use of physical interventions
- The physical interventions to be used and the points at which they are to be used are specific
- Designated staff are fully trained in the physical interventions detailed within the plan
- That parents/carers, staff and pupils (where appropriate) have been involved in drawing up the plan and are clear about the specific actions staff may need to take
- That the pupil's Special Educational Needs (SEN) and/or disability, have been fully considered. This will include seeking medical advice regarding how restraint could affect a pupil with disability or medical condition.

Once the plan has been drawn up and agreed, the Headteacher will ensure that:

- The plan and risk assessment is effectively communicated to all those authorised to use force and who may be required to use it
- That all those who may be temporarily authorised to use force (e.g. volunteers on school trips are made aware of the plan and risk assessment as necessary)
- That appropriate training on specific restrictive physical interventions is available and it is mandatory that those who require it attend
- That appropriate resources are available to ensure the plan is effectively implemented
- That the plan is reviewed after every intervention, to ensure it is still appropriate

11 Planned Generic Physical Interventions

The academy will attempt to identify situations where these events may predictably occur, (e.g. fights, rough play, serious disruption of teaching), and will put in place agreed risk assessments protocols to deal with such events. These will be communicated to staff and any necessary training will be accessed.

It is the responsibility of every member of staff to ensure they act in accordance with these plans and risk assessments. Additionally, staff should make the Headteacher aware of any shortcomings in these plans and assessments.

12 Unplanned Physical Interventions

These by their very nature are more difficult to deal with and will certainly involve staff making on the spot decisions about if and how to intervene.

In emergency or unplanned situations staff will need to carry out a dynamic risk assessment based on the circumstances at the time, professional judgement, this policy and any training received.

Staff are not expected to intervene physically against their better judgement, nor are they expected to place themselves at unreasonable risk. They must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

All staff must be aware that the academy does not condone and will not tolerate the use of physical restraint to punish or discipline a pupil or to deliberately cause pain to or humiliate a pupil. Staff must never use physical restraint out of anger or frustration.

13 Risk Assessments

Risk assessments will focus on the significant risks involved in carrying out a Physical Intervention and the actual circumstances, therefore, it is impossible to cover all eventualities in this policy. Risk Assessments will be carried out by competent staff, authorised by the Headteacher, and may involve a Behaviour Support Teacher or other specialist staff external to the academy if required.

There are many things to consider in both a planned and a dynamic risk assessment and the following are examples of factors which must be taken into account when evaluating the risk and in determining the strategies and if necessary control measures to be employed. The list is not exhaustive;

- Any known SEN including; social, emotional, communication, physical or medical needs
- The age, relative physique, and known medical conditions of both the adult and the child or young person
- The relative genders of staff and child or young person
- The presence of a second adults available to assist, monitor and witness the physical intervention
- The availability of a second, or other adult
- Spectacles, hearing aids, jewellery and clothing worn by the child or young person
- The adults capacity to act calmly and systematically
- The location of the incident and the potential for the physical intervention to be carried out safely
- The potential outcomes of not intervening
- Whether other techniques not involving force have been tried
- The presence of other pupils/bystanders who could escalate risk to staff or any child or young person

The purpose of the risk assessment is to outline the likelihood of challenging behaviour or an incident which may require intervention and/or a significant risk of injury occurring when dealing with such a situation.

14 Methods of Restrictive Physical Intervention

When a restrictive physical intervention is justified, staff will use “reasonable force”. This is the degree of force “warranted by the situation”. It will be ‘proportionate to the circumstances of the incident and the consequences it is intended to prevent’. Any force used will be the minimum degree and time needed to achieve a safe outcome. The physical intervention must:

- not involve hitting the child or young person
- not involve “punitive” acts such as deliberately inflicting pain on the child or young person
- not restricting the child or young person’s breathing, e.g. throat or chest holds or pressing the child or young person’s face into soft furnishings
- avoid the genital area, buttocks or breasts of the child or young person

- avoid the adult putting weight upon the child or young person in any way
- avoid holding joints or pulling on joints

During any incident of physical intervention adults must, seek to:

- Minimise the need for, or length of, any physical intervention
- Lower the child or young person's level of anger or distress during the physical intervention by continually offering verbal re-assurance and avoid fear of injury in the child or young person
- Cause the minimum restriction of movement of limbs consistent with the level of risk to safety and welfare,
- Take account of the potential for accidental injury during the physical intervention by using a method appropriate for the environment in which it is taking place
- Work together as a team, with one member taking the lead,
- Exclude any other child or young person from assisting with the physical intervention

The LGB recognises that there is no legal definition of reasonable force. The LGB acknowledges:

- The use of physical intervention is unlawful if the circumstances do not warrant the use of physical force. Therefore, physical intervention cannot be justified to prevent a child or young person from committing a trivial misdemeanour, or in a situation that could clearly be resolved without physical intervention
- The physical intervention must be in proportion to the incident and the seriousness of the potential risk of injury. Any physical intervention should always be the minimum needed to achieve the desired outcome.

The academy will refer to the '*DfE non-statutory Guidance: Use of Reasonable Force – Advice for Head Teachers, staff and governing bodies*' to reinforce the meaning of 'appropriate physical intervention'.

The LGB recommends that other strategies should be used before resorting to the use of force. These may include:

- Telling the pupil to stop or what you need them to do
- Verbal and non-verbal de-escalation techniques.

In circumstances where force is necessary and there is no alternative, the following basic points should be considered when undertaking a physical intervention:

- Stabilise or redirect as quickly and as safely as possible
- Hold clothes instead of skin
- Do not hold on a joint
- Avoid pressure on vulnerable areas such as neck, diaphragm and stomach
- Avoid pressure on areas which will restrict blood flow
- Avoiding contact with sexual areas
- Be sensitive to the child or young person so that control can be returned to her/him as soon as possible.

Staff who have received specific training on physical restraint must always act in accordance with that training.

15 Induction and Training

See '**Responsibilities of the Head teacher, LGB and Staff**'.

The Headteacher will ensure all staff know physical intervention procedures, who incidents should be reported to, and where and how they should be recorded.

All new staff appointed to work at the academy will be given an explanation of the Policy on Positive Behaviour Support (including Physical Intervention) and be made aware of the ethos of the academy as part of their induction programme. The LGB believes this is particularly important for Early Careers Teachers and Supply Teachers

The Headteacher will ensure that staff receive appropriate training relating to this policy and methods of physical intervention for authorised staff, if required. This will be organised via "Team Teach".

16 What to Do After the Use of a Restrictive Physical Intervention

16.1 Recording Events and Actions

The LGB acknowledges the importance of ensuring accurate and detailed records of incidents of physical intervention are made and kept for future reference.

16.2 Restrictive Physical Intervention Incident Reports

The LGB and Headteacher will establish procedures to ensure that all significant incidents of physical intervention are reported and recorded by the member(s) of staff involved as soon as possible after the event. **This will be before the staff leave the building at the end of the day but after they have had time to calm down following the incident.** The recording will be factual include any antecedents to the incident, any proactive and active strategies used and will avoid emotive language. The incident report should be sent to the Headteacher for signing. The Headteacher will upload to our online reporting system, DCpro.

The academy considers any of the following incidents to be significant and therefore requires that staff complete an incident record:

- Any incident which caused injury or distress to a pupil or member of staff (where an injury is involved the academy's accident reporting guidance must also be followed)
- Any incident which is sufficiently serious in its own right to require an incident record to be completed (even though there was no apparent injury or distress). Any use of restrictive physical interventions will fall into this category
- Any incident where a written record is needed to be able to justify the use of force. (This is relevant where the staff involved feel the judgement was finely balanced)
- Any incident where a record will help the academy to identify and analyse patterns of pupil behaviour or will help to inform future training
- Any incident which involved other agencies e.g. the police.

The form must be completed by the member(s) of staff concerned. They will detail and date the record of physical intervention. The report will include:

- The name(s) of the child(children) or young person(s) involved
- The name(s) of the staff involved
- When and where the incident took place
- The name(s) of other staff or children or young people who witnessed the incident
- The reason why physical intervention was necessary
- How the incident began and progressed, why the physical intervention was used, details of the child's or young person's behaviour, what the member of staff said and did to defuse the situation, the physical intervention used, how it was applied and for how long
- The child's or young person's response and the outcome of the incident
- Details of any injury suffered by anyone, and subsequent medical attention given
- Details of any damage to property
- A description of action taken after the incident
- Records of incidents will be reviewed regularly to identify any triggers or patterns of behaviour

The Headteacher and a senior member of staff should be informed of any incident of physical intervention as soon as possible.

It is good practice for the member of staff with lead responsibility for safeguarding to check the report and for the member(s) of staff involved to be provided with a copy of their statement.

16.3 Witness Statements

Where a physical intervention has been used statements will be taken from witnesses where possible. This will be carried out by the Headteacher or a senior member of staff. This should be carried out as quickly as possible so that witnesses do not have the opportunity to influence each other's statement. All staff involved in the intervention will be required to sign the RPI form.

16.4 Follow-Up Action

All senior staff involved must record details of their involvement at every stage, together with details of all follow-up action.

The children and staff involved in an incident of physical intervention will have an opportunity to discuss the matter with The Headteacher or an appropriate senior member of staff.

Any lessons learned as a result of this discussion will be used by the academy to update risk assessments.

Parents and carers of children involved in an incident of physical intervention will be informed of what has happened to their child or young person and offered an opportunity to discuss this with the Headteacher or a senior member of staff.

Any member of staff involved in an incident of physical intervention may need time to recover and regain their composure. They will also be given the opportunity to discuss how the incident of physical intervention has affected them personally with an appropriate colleague, friend or Professional Association or Trade Union Representative.

For planned physical interventions the risk assessment should be reviewed. This should result in a number of actions aimed at meeting needs and reducing the risk of incidents and harm to other pupils and staff, such as:

- preparation of individual plans to address a range of needs
- avoidance of known triggers
- addressing environmental factors and teaching skills.

17 Handling Complaints

Complaints about physical contact or intervention will be considered in the light of existing statutory routes of investigation. These are:

- Safeguarding (Local Authority advice)
- Disciplinary Procedures (School policies/Local Authority advice)

The Headteacher or a senior member of staff will consult with the Safeguarding Lead, the safeguarding lead for Esteem and Authority's Child Protection Officer.

If there are no grounds for continuing with either of these procedures the complaint will be dealt with through the LGB's normal Complaints Procedure.

18 Monitoring

The Headteacher and LGB will review the implementation of the Policy on Physical Intervention at appropriate intervals or every 2 years as a minimum.

All staff will be involved and asked to contribute to the review. All staff will be informed of the outcome of the review.

Positive Behaviour Support Policy (inc Physical Restraint and seclusion)

STAFF CHECKLIST

DO:

- Know the procedures set out in the academy's Policy and Guidelines on physical intervention
- Discuss these with a senior member of staff if you are unsure of any point
- Remember your professional obligations to all children in your care
- Be aware of the history of children who have been physically restrained
- Avoid being isolated with any child wherever practicable
- Send for adult help early if a situation begins to get out of hand
- Stay calm and do not over-react. Assess the situation before acting
- Use minimum intervention for minimum time
- Report an incident of physical intervention to the Headteacher and a senior member of staff as soon as practicable and complete a physical Intervention report form and send to the Headteacher by the end of the day.

DO NOT:

- Attempt to restrain a child who obviously carries a "weapon"
- Physically restrain a child in anger or when you have lost your temper
- Allow the situation to get out of control
- Use excessive force or use restraint as a punishment
- Place yourself at risk of false allegation

Approaches to Consider

It is important to remember that the manner in which a situation is approached might make the use of physical intervention unnecessary. It will help to:

- Move calmly and confidently and seek assistance
- Relate to the age, language levels and understanding of the child
- Explain the consequences of refusing to stop, (in terms of safety, not sanctions)
- Make simple, clear statements to the child in a quiet, firm, assured tone
- Reduce physical threat by allowing the child space, e.g. backing off
- Talk to the child offering reassurance, purpose and security
- Keep the child in your sight at all times
- Allow the child to save face
- Judge the risk of increasing disruption as a consequence of physical intervention
- Remove others from the situation.

It will not be helpful to:

- Give complex advice or instructions
- Speak quickly and loudly
- Trap a child or stand too close
- Attempt to reason by asking questions
- Consider physical intervention to enforce compliance of an older or physically large child or young person, or when others present may be at risk of injury

Other children or young people should never be involved in intervention.

APPENDIX 2

HANDLING COMPLAINTS AND SAFEGUARDING

1 Introduction

There is a clear requirement upon Headteachers (or Chairs of Governors) to consult immediately with the Local Authority's Designated Officer (LADO) following the receipt of an allegation that a member of academy staff may have abused a child or young person. Child Protection Procedures set out clearly the circumstances in which a referral should be made. This does not necessarily mean that a safeguarding investigation will take place.

The following guidance is intended to assist Headteachers and Chairs of Governors in making decisions as to whether the reported action or behaviour should be dealt with in accordance with Child Protection procedures.

2 Context

Teachers should discharge their duties in the manner of a reasonably prudent parent or carer.

It is not intended that this guidance should deter routine physical contact between academy staff and children. Physical contact may be necessary on occasions to restrain or protect a child. Academy staff should feel able to provide comfort to ease a child's distress, although in such situations consideration should always be given to the risk of being alone with the child.

Physical contact should not be in response to, or be intended to arouse, emotional or sexual expectations or feelings.

The age, gender, culture and particular needs of the child should also be considered when deciding proper physical contact.

Where there is physical contact with a child the member of staff should always be aware of the possibility of invading the child's privacy and personal space and should respect the child's wishes and feelings.

3 Guidance

(i) Any complaint arising from the use of physical intervention must be fully considered in light of existing statutory procedures for investigation. These are:

- Safeguarding (Local Authority and the Police);
- Disciplinary Procedures (School policies/Local Authority advice).

Only where there appears to be no grounds for pursuing either of these procedures should an investigation be initiated through the academy's normal complaints procedure.

In all circumstances Headteachers or Chairs of Governors should seek advice from the Local Authority Safeguarding Team. This should be done before conducting an investigation which may prejudice the outcome at a later stage.

ii) The following actions will be considered as unacceptable professional conduct and potentially abusive:

- A member of staff slaps, punches, pinches or hits a child;
- A member of staff hits a child with an object or implement.

They could also include a potential criminal offence which will need to be investigated through Safeguarding Procedures. It is expected that when deciding whether to consult the Authority, the Headteacher or Chair of Governors will take account of the frequency and circumstances surrounding the incident in which the physical injury occurred. If the Headteacher or Chair of Governors decides not to consult Safeguarding consideration should be given to what other action should be taken, such as disciplinary action, or an informal warning. This action should be recorded.

4 Allegations Against a Headteacher

When it is suspected that a Headteacher has failed to follow the academy's guidelines for the use of physical intervention it will be necessary for the Chair of Governors, after taking advice from the Authority's Safeguarding Officer, to initiate Safeguarding procedures or take any other appropriate action.

Physical Intervention Incident Report Form (Restrictive, Non-restrictive and Seclusion)

Pupil Class Date Time

Period Location Current Lesson

Report Writer Staff involved

Other staff present.....

Pupils present

Type of Incident (please tick)				
Self – harm		Threatening others		Possession of Illegal
Refusal to follow request		Disturbing Conversation		Bullying
Verbal Abuse to Peer		Offensive Behaviour		Disturbing Others
Verbal Aggression to peer		Refusal to work with Others		Smoking
Verbal Aggression to staff		Abuse of Equipment/damage		Spitting
Physical Aggression to Peer		Physical Destruction		Sexist/Racist Remarks
Physical Aggression to Staff		Truancy		
Behaviour Prejudicial to the maintenance of good order and discipline				
(Non-restrictive) Positive Handling Used Yes / No		Restrictive intervention Yes / No		Duration of restraint =
				Reasonable Force used = Y /N
Suspension as a result: Yes/No			No of sessions	
SECLUSION used Yes / No			Length of seclusion period:	

What is seclusion and how is it in the best interest of the pupil?
<p>The term seclusion refers to any space with the door closed that provides safety for the pupil, staff and other pupils. Seclusion has many functions for our pupils including a quiet safe space for pupils to manage their own anxieties, regulate or on the occasions for seclusion as a temporary intervention. This intervention is in place to support the physical and emotional needs of each individual pupil. It is a risk assessed, personalised, structured (reported, recorded and reviewed) strategy. It is used in the child’s best interests with the intent of prevent significant harm to the pupil, other pupils and staff with the aim of regulating and reducing anxieties. We monitor this through the use of My Concern. Where seclusion is used the pupil will be continually monitored by at least one member of staff.</p>

Summary of Guides, Controls and Restraints Used					
Hold	1 Person	2 person	Standing	Seated	Floor
Friendly Hold					
Single Elbow					
Double Elbow					
Figure of Four					
Summary of De-escalation Attempted					
Humour		Verbal advice & Support		Firm, clear directions	
Negotiation		Limited Choices		Distraction	
Diversion		Reassurance		Planned Ignoring	
Contingent Touch		Calm talking		Calm Stance	
Patience		Withdrawal Offered		Withdrawal Directed	
Swap Adult		Reminders of Consequences		Success Reminders	
Other (specify)					

Description of Events Leading up to the Incident
(To include dialogue between staff and pupil)

Description of the Incident
(Please include details of any holds used and why they were deemed necessary. Remember to include which member of staff held which body part in which restraint and/or where seclusion took place and for how long)

Reasonable Force was used to.....	Yes
To remove disruptive children from the classroom where they have refused to follow an instruction to do so	
To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit	
To prevent 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	
To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight	
To restrain a pupil at risk of harming themselves through physical outbursts.	

Medical Checks	
Offered	Yes/No
Accepted	Yes/No
by	
Time	
Details of any Injuries	
Pupil: -	
Staff: -	
Treatment:-	
Photograph of injuries taken Yes / No By:-	

Follow Up Actions
(How was the situation resolved and what were the consequences?)

Positive listening and learning – Reflection and debrief	
Offered	Yes/No
Accepted	Yes/No
by	
(name)	
Details: -	
Pupil Signature	Date
.....

Risk assessment	Yes	No
Did the pupil have planned restrictive intervention and/ or seclusion previously identified in their PIP risk assessment?		
Does the risk assessment for this pupil need to be amended?		

Senior Staff Informed	Y/N	Accident/injury form	Y/N
Parents/Carers Informed	Y/N	Police Informed	Y/N

Social Worker Informed	Y/N	Complaint Made Y/N To:	
Assault Form	Y/N	Prejudiced Based Incident	Y/N

N.B In cases where Restraint is used parents/carers must be informed by a member of staff with knowledge of the incident.

Signed (Report Writer)

Signed (Involved Staff)

Signed (Head Teacher)

Email to Headteacher and Assistant Headteacher (B&A) on the day of this incident