



## Physical Intervention and Use of Reasonable Force Policy 2024/25

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## Introduction

Lord Gowthorpe's fully recognises the responsibility it has under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This policy is a whole school policy and applies to all pupils. Care and consideration will be given to the age of the child when following the guidance in this policy. This policy applies to all staff, volunteers and contractors, paid and unpaid, working in the school including governors. This policy has been written using advice taken from Team Teach, Use of Reasonable Force, Advice for Headteachers, staff and Governing Bodies DfE 2013.

In all but crisis situations, only staff trained in the pre-emptive and responsive positive handling strategy techniques of TEAM TEACH will use physical intervention techniques with children when necessary.

Further details of the TEAM TEACH approach can be found on the TEAM TEACH website. The website address is:

[www.team-teach.co.uk](http://www.team-teach.co.uk)

## Team Teach

Team-Teach is accredited through ICM (Institute of Conflict Management). Staff undergo a one or two day course (depending upon the needs of the children they are working with) led by a qualified trainer with a refresher course undertaken every two to three years. School staff trained in Team-Teach techniques meet together on a termly basis to share their experiences, and practice their techniques, in order to keep their knowledge and skills up to date.

## Before using Physical Intervention

We take effective action to reduce risk by:

- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning.
- Giving clear directions for pupils to stop.
- Reminding the pupil about rules and likely outcomes.
- Removing an audience or taking vulnerable pupils to a safe place.
- Making the environment safer by moving furniture and removing objects which could be used as weapons.
- Using positive guidance to escort pupils to somewhere less pressured.
- Ensuring that colleagues know what is happening and call for help.

Whilst or before intervention, staff should speak calmly as a way of reassurance e.g. "I am doing this to keep you safe."

## Use of Restraint

The term 'physical restraint' is used when force is used to overcome active resistance. At this school, we only use physical restraint when there is no realistic alternative and for the shortest amount of time possible. We expect staff to conduct either a dynamic risk assessment or use the written risk assessment. We expect staff to think creatively about alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. Any response to challenging behaviour should be reasonable, proportionate and necessary.

Physical restraint must only be in accordance with the following:

- The member of staff should have good grounds for believing the child is in immediate danger of harming themselves or another person, in danger of seriously damaging property or not maintaining good order or discipline.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure a minimum of two Team-Teach trained members of staff present before applying the restraint. Other staff can act as assistants or witnesses.
- Once safe, the restraint should be relaxed to allow the child to regain self control.
- Restraint should be an act of care and control, not punishment.
- Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate danger to people and property.
- After the event, the restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity

The definition of reasonable, proportionate and safe practice can change and evolve and that this will be kept under review.

## Dynamic Risk Assessment

Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. An unforeseen event may require an emergency response with a dynamic risk assessment. After that event, staff have a duty to plan ahead and prepare a risk assessment in the form of a Positive Handling Plan (PHP).

## Positive Handling Plan (Including Risk Assessments)

Risk assessments are required for pupils who exhibit challenging behaviour. Responsible staff should think ahead to anticipate what might go wrong. Parents will be involved with the writing of the risk assessment. When considering a pupil's behaviour, staff and parents will think about the following questions

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct the risk assessment?
- Have we provided a written plan?
- What further steps can we take to prevent dangerous behaviour from developing?

Staff may also need to make an individual risk assessment where it is known that force is more likely to be necessary to restrain a particular pupil, such as a pupil who is considered to be at greatest risk of needing positive handling interventions due to their special educational need (SEN) or disability. Plans should be compatible with a pupil's EHCP and properly documented in the school records.

An individual risk assessment is essential for pupils whose SEND are associated with:

- Communication impairments that make them less responsive to verbal communication
- Physical disabilities and/or sensory impairments
- Conditions that make them fragile, such as haemophilia, brittle bone syndrome or epilepsy
- Dependence on equipment such as wheelchairs, breathing or feeding tubes.

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk, should have a PHP. The plan details strategies which have been found effective for that individual, along with any particular responses which are to be avoided. Any particular physical techniques which have been found to be effective should be named, along with any alerts to any which have proved to be ineffective or which have caused problems in the past. PHP's should be considered along with the child's EHCP or any other planning document relevant to the pupil such as an IHCP or Pupil Passport. The PHP should take account of the age, sex, level of physical, emotional and intellectual development, special needs and social context. Parents will be involved in the writing of each PHP and PHP review. (PHP **Appendix 2**)

## Post Incident Debrief

After any incident a full debrief should take place so that learning can inform practice. Following an incident, it is the policy of the school to offer support to all involved. This is an opportunity for learning, and time needs to be given for following up incidents so that pupils and staff have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate another person's perspective. It is difficult to devise a framework of support that meets the needs of all. As individuals we all vary in how much support we need. Generally, a member of senior staff would expect to talk to staff and children involved in any incidents involving any restraint. If the staff or pupils need time to

rest or compose themselves, then the Head of School or Assistant Headteachers will make arrangements for this to happen.

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the PHP, the school Behaviour Policy or this policy. Any further action in relation to a member of staff or pupil will follow the appropriate procedures.

## Recording

Good practice requires that:

- All incidents are to be recorded on CPOMS.

Within these recording strategies, all details must be recorded within 24 hours of the incident. Parents will receive a face to face meeting and a copy of the brief incident report (**Appendix 3**) which must be signed. All staff involved in an incident should contribute to the record which should be completed before the colleague leaves site that day or, in the event that is not physically possible, at the latest within 24 hours of the event occurring.

Any injury/harm to staff or children involved in an incident must be reported on CPOMS and recorded in our accident book.

## Monitoring and Evaluations

The Head of School will ensure that each incident is reviewed and instigate further actions as required.

## Complaints and Allegations

Any complaints will follow the school's Complaint Procedure.

## Other Physical Contact with Pupils (DfE Use of reasonable force 2013)

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper and necessary:

- 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 a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid

This list is not exhaustive, but provides some examples of situations where physical contact is proper and necessary.

**Appendix 1** List of those qualified to use Team-Teach techniques

**Appendix 2** Blank positive handling plan

**Appendix 3** Incident report for parents

School Behaviour, Safeguarding, Anti Bullying policies etc. will be incorporated into the care package which is used to address each child's needs

### **Appendix 1**

Staff trained in the Team-Teach positive handling intervention techniques as of 15.05.24

Georgina Gowthorpe - Level One

Adele Lord-Laverick - Level One

### **Appendix 2**

### Positive Handling Plan

Child's Name:

Date of Plan:

Review date of plan:

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours

What are common triggers?

#### De-escalation skills

	Try	Avoid	Notes
Verbal advice and support	<input type="checkbox"/>	<input type="checkbox"/>	-
Giving space	<input type="checkbox"/>	<input type="checkbox"/>	-
Reassurance	<input type="checkbox"/>	<input type="checkbox"/>	-
Help scripts	<input type="checkbox"/>	<input type="checkbox"/>	-
Negotiation	<input type="checkbox"/>	<input type="checkbox"/>	-
Choices	<input type="checkbox"/>	<input type="checkbox"/>	-
Humour	<input type="checkbox"/>	<input type="checkbox"/>	-
Consequences	<input type="checkbox"/>	<input type="checkbox"/>	-
Planned ignoring	<input type="checkbox"/>	<input type="checkbox"/>	-
Take up time	<input type="checkbox"/>	<input type="checkbox"/>	-
Transfer adult	<input type="checkbox"/>	<input type="checkbox"/>	-
Success reminded	<input type="checkbox"/>	<input type="checkbox"/>	-
Simple listening	<input type="checkbox"/>	<input type="checkbox"/>	-
Acknowledgement	<input type="checkbox"/>	<input type="checkbox"/>	-
Apologising	<input type="checkbox"/>	<input type="checkbox"/>	-
Agreeing	<input type="checkbox"/>	<input type="checkbox"/>	-
Removing audience			-
Others	<input type="checkbox"/>	<input type="checkbox"/>	-

Diversions and distractions / Praise Points

<p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>
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Any medical conditions to be taken into account before using physical interventions

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Preferred method of physical intervention

Intermediate	Try	Avoid	Notes
Friendly escort	<input type="checkbox"/>	<input type="checkbox"/>	_____
Single elbow	<input type="checkbox"/>	<input type="checkbox"/>	_____
Figure of four	<input type="checkbox"/>	<input type="checkbox"/>	_____
Double elbow	<input type="checkbox"/>	<input type="checkbox"/>	_____
Single elbow in seats	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b>Advanced</b>			
Front Ground Recovery	<input type="checkbox"/>	<input type="checkbox"/>	_____
Back Ground Recovery	<input type="checkbox"/>	<input type="checkbox"/>	_____
Shield	<input type="checkbox"/>	<input type="checkbox"/>	_____

Are there any factors to consider when debriefing? E.g. Communication aids, staff etc.

<p>Hear</p> <p>Explain</p> <p>Link</p> <p>Plan</p>	
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How should we record incidents and who should we inform?

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Headteacher:	Print name:	Signature:
Parent/Carer:	Print name:	Signature:
Social Care (if applicable)	Print name:	Signature:
Educational Psychologist (if applicable)	Print name:	Signature:
Child	Print name:	Signature:



**Appendix 3**

<b>INCIDENT REPORT FOR PARENTS</b>	
DATE OF INCIDENT:	TIME OF INCIDENT:
PUPIL NAME:	
NAME OF STAFF(S) INVOLVED:	
DESCRIPTION OF INCIDENT:	

NAME OF PUPIL INVOLVED: NAME/S OF STAFF INVOLVED:

BRIEF DESCRIPTION OF INCIDENT (including reason that restraint was necessary):

Parent's Signature Date

Print name