



# **Touch and the use of Physical Intervention**

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Annually  
Headteacher

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

### **Rationale**

There are many occasions when staff will have cause to have physical contact with children or young persons for a variety of reasons, for example: -

- Communication
- First Aid
- To comfort a child or young person in distress (so long as this is appropriate to their age)
- To direct a child or young person (holding hands, hand on shoulder etc)
- For educational skills (PE, Drama etc)
- For life skills (changing for PE, toileting, using cutlery etc)

In an emergency to increase safety to the child or young person and staff In an emergency incident staff may take into account the use of reasonable force and their responsibilities under duty of care.

In all situations where physical contact between staff and children takes place, staff must consider the following:

- the child's age and level of understanding
- the child's individual characteristics and history
- the location where the contact takes place (it should not take place in private without others present)

If a child or young person requires physical support on a regular basis this information will be documented on an individual plan such as a handling plan, toileting plan or behaviour support plan.

Be aware that some pupils may dislike physical contact of any kind because of their cultural background or because they have been abused. Occasionally it may be necessary to use reasonable force to control or restrain pupils. Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the child's neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular child or young person.

## **Policy on the use of force by staff to control or restrain a child at Moss Lane School.**

### **OBJECTIVES.**

This school endeavours to ensure that all children are safe and that all aspects of every child matters agenda are addressed. The main objective of this policy is to ensure all staff, parents and children or young persons are aware of the procedures and practice that will be carried out to ensure that this is the case at the school. This policy links with the school's behaviour policy, ant-bullying policy and special educational needs policy. It is intended to ensure that it will prevent serious breaches of school discipline and prevent injury to individuals or serious damage to property.

In order to minimise the need to use force or restrain a child staff will strive to: -

- Create a calm environment that minimises the risk of incidents that might require using force and apply school rules consistently and fairly.
- Develop an effective relationship between staff and a child or young person that is central to good order.
- Ensure all supervision of children is carried out in a consistent manner so children and staff are comfortable within the setting.
- Use relevant materials for approaches to teach children or young person's how to manage conflict and strong feelings.
- Ensure all staff have appropriate instructions and training to enable them to be effective in their various roles in and out of the classroom.
- Ensure that handling plans will be put in place and training given to ensure staff are equipped to deal with individual children or young persons who have been identified.
- Whenever possible, warn a child that force may have to be used before using it.

### **Guidelines - Planning ahead**

When the school is aware that a pupil is likely to behave in a way that may require physical control or restraint the school will plan how to respond if the situation arises. This planning includes a proactive plan and a risk assessment. The staff working with the child concerned should have completed a proactive plan and risk assessment (See Appendix 2 & 3).

The planning should also address:

- Managing the pupil
- Involving the parents to ensure that they are clear about what specific action the school might need to take
- Briefing staff to ensure they know exactly what action they should take
- Ensuring additional support can be summoned if appropriate

- Taking medical advice if necessary as to the safest way to hold pupils with specific health needs
- When might reasonable force be necessary?

To prevent a pupil from doing or continuing to do any of the following –

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- Injuring themselves or others
- Causing damage to property (including the pupil's own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.
- Absconding

This applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the pupil concerned elsewhere e.g. on a trip or other authorised out of school activity. Everyone has a right to defend themselves against attack provided they do not use a disproportionate degree of force to do so. In an emergency if a pupil is at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene.

### **Responsibilities**

It is the Head Teacher's duty to ensure all staff are aware of their statutory powers to use force and or restrain a child or young person. As part of the induction process into school the Head Teacher will inform staff if they have the powers to restrain, and who they can turn to if they are in a situation with a child that may be causing concern.

The Head Teacher will inform the governors through the head's report those people that have been authorised to use force or restrain a child or young person in school. All staff at school may have the statutory powers to use force to restrain a child or young person or remove them from a classroom. If a child is considered to be a particular risk a risk assessment will be completed and specific staff will have Positive touch/ MAPA training. This training will be indicated on the single central record retained in the school office.

### **When and where to use restraint**

The judgement on whether to use force and what force to use should always depend on the circumstances that staff find themselves in. Time in these circumstances is often short with little time for reflection. Nevertheless, staff need to make the clearest possible judgements. Staff will need to decide the seriousness of the incident and the injury, disorder or damage that could occur if force is not used. The chances of achieving a desired outcome by other means and the risks associated with physical intervention compared with using other strategies. Staff will have been made aware of any significant children i.e. those

on SEND/Child Protection Registers and in any extreme cases where there is a need to engage the police to avoid danger to themselves and others.

If a member of staff decides that the use of force is appropriate and an action of last resort, then they should always: -

- advise, giving a warning to the child or young person that a physical intervention may have to be used.
- suggest how the child is to be handled ensuring that no form of restraint is used that could constrict breathing. Appropriate means are passive physical contact such as standing between children or young persons or blocking a child's path, leading a child or young person by the hand or arm, ushering a child or young person away by placing a hand in the centre of the back or in more extreme circumstances using appropriate restrictive methods that a member of staff has been trained to perform.
- try to ensure that they do not use force unless or until another responsible adult is present to support, observe or call for assistance.

Examples of situations that particularly call for judgements of this kind include: -

- a child attacks a member of staff or other child
- children are fighting, causing risk or injury to themselves or others
- a child is causing or on the verge of committing deliberate damage to property.
- a child is causing or is at risk of causing injury or damage by rough play or use of an object.
- a child absconds from a class or leaves school at an unauthorised time.
- a child persistently refuses to follow an instruction to leave a classroom.
- a child is behaving in a way that seriously disrupts a lesson, a school event or school visit.

In these examples use of force would be reasonable (and therefore lawful) if it is clear the behaviour is dangerous and the situation could not be resolved in any other way. Account must be taken of the individual needs of the child their understanding of the situation.

### **Recording of incidents**

A record sheet will be completed by all staff engaged in any incident where handling has taken place even if they did not handle the child. The record sheets will be kept centrally in the school office. Once completed they must be passed to the Head Teacher. They must be completed once the situation has been dealt with to ensure accuracy and that it is a true and honest report. The Head Teacher will inform the parents of the child by phone followed by a letter and if necessary arrange to meet them. The report will then be filed in the child's records in the school office. All accident, incident or near miss reports must be recorded. Surrey schools can access the SCC on line health and safety event reporting portal [surreycc.oshens.com](http://surreycc.oshens.com)

Following any incidents where force has been appropriate the Head Teacher will make arrangements to support the staff and children as these can be upsetting times.

First aid will be administered by a trained first aider and emotional support will be provided as required. Staff will discuss the situation within 2 days with the Head Teacher to see if all procedures were followed and how we could try to avoid further repercussions, learning from the experience.

### **Complaints procedures**

The school has a clear complaints procedure and any complaints would be received in the first instance by the Head Teacher. If matters were not resolved then the complainant would take the matter to the Governing Body. Parents wishing to make a complaint will be issued with the guidance booklet detailing the procedures.

### **Caring touch**

There may be circumstances when physical contact is appropriate and recovery other than that covered by Section 93 of the Education Inspection Act of 2006 i.e.:

- contact in PE demonstrating technique or exercises.
- administering first aid.
- congratulating a child or young person or where a child is in distress and needs comforting
- young children and those with SEND may need staff to provide physical prompts or help.

In all these cases teachers must use their own professional judgement when they feel a child or young person needs this kind of support, which should always respect the wishes of the individual This policy will be monitored by the school and governors and will be reviewed on an annual basis. The Head Teacher and staff will review the schools use of force strategy following any incidents and make any relevant changes to the policy.

### **Procedures for the use of restrictive physical intervention by staff to be used for children with specific risk assessments.**

This procedure supports the application of the Surrey County Council policy and guidance on the use of Touch and Restrictive Physical Intervention

1. The people responsible for authorising staff to use restrictive physical intervention for a specific child as part of a structured and planned intervention within this school are Victoria Abbott (Head Teacher) and Sara Cox (Deputy Head and Inclusion Manager)
2. The person responsible for ensuring that all planned use of restrictive physical intervention is risk assessed is Sara Cox.

3. Copies of all risk assessments are held in the Head Teacher's office and are reviewed after every use of force and termly.

4. The people who are authorised to use reasonable force (SLT). No other person should engage in a planned intervention. These people will be Positive Touch/ MAPA trained.

5. Only those trained in appropriate techniques may be authorised. The person responsible for ensuring that appropriate training is provided, including regular updates, is Sara Cox.

6. Training records are held in the SBM Office

7. Those not involved in risk assessment but whose roles include the supervision of children may use reasonable force in an emergency unplanned intervention where it is necessary to prevent a serious injury from occurring.

8. Every use of restrictive physical intervention is to be reported the same day to the Head teacher or the deputy in charge if the Head teacher is off-site. The Head teacher, their deputy or an appropriate senior manager with responsibility for safeguarding, will ensure that a parent of the child who has had force used against them is notified that day.

9 In addition, the details of each use of physical intervention must be recorded on the Child or young person Incident Report Form that is held on the school computer system. Everyone/Special Needs/ Restrictive intervention guidance. This form can also be found in attached to this document. The person leading the planned or unplanned intervention must complete this form. The Head Teacher will review every use of physical intervention.

### **Conclusion**

This policy should ensure that all members of the school community are aware of what is deemed reasonable force according to circumstances and the correct procedures to employ in order to maintain a calm learning environment.

### **Monitoring, evaluation and review**

The school will review this policy regularly and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. This policy is to be read in conjunction with and with due regard to the school's Equal Opportunities, Child Protection and Race Equality Policies.

## APPENDIX 1

### Restrictive Physical Intervention Recording Form Moss Lane School

Name of child.....	
Date of incident.....	
WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS:	
(tick as appropriate)	
Defusing	Time out offer
Deflection	Time out directed
Distraction	Changes of task
Appropriate Humour	Choices
Proximity control	Limits
Consequences	Consequences
Rule reminder	Another member of staff
Planned ignoring	Other (please state):

#### JUSTIFICATION FOR USE OF PHYSICAL RESTRAINT

To prevent/interrupt

A criminal offence	
Injury to pupils/staff/others	
Serious damage to property	
Significant disruptive behaviour	
Pupil absconding	
Other – please state below	

#### NATURE OF RESTRICTIVE INTERVENTION USED

(Identify level of hold used, estimate of duration and factual staff accounts from each individual involved)



**RESPONSE AND VIEW OF CHILD**

**(this field must be completed)**

**NAME(S) OF STAFF MEMBER(S) DATE**

**DETAILS OF ANY RESULTING INJURY (injury to whom and any action taken)**

<b>First aid record completed</b>	<b>Yes No</b>	<b>Date</b>
<b>OSHENS</b>	<b>Yes No</b>	<b>Date</b>

**ANY OTHER RELEVANT FACTUAL INFORMATION**

**NAME OF SENIOR PERSON NOTIFIED TIME/DATE**

**HEAD TEACHER'S COMMENTS**

**SIGNATURE OF HEAD TEACHER**

**DATE**

<b>PARENTS INFORMED</b>	<b>Yes No</b>	<b>Method</b>	<b>Date</b>
<b>EXCLUSION OF CHILD</b>	<b>Yes No</b>	<b>Details</b>	<b>Date</b>

## **Appendix 2**

### **Proactive Plan**

Name:		
Class Teacher:	Class Name:	Year Group:
Situations where the school would consider it appropriate to use Restrictive Physical Intervention:		
Key Adults authorised to use Restrictive Physical Intervention for the child named above:		
Medical Details: Who will provide first aid? Who will report injuries to HSE? Who will provide support for staff and pupils after incidents?		
Triggers:		
<b><u>Expressive Continuum</u></b>	<b><u>Child/Young Person's Affective &amp; Behavioural Changes</u></b>	<b><u>Agreed Intervention Strategies</u></b>
Calm Control	What does the child look and behave like when at his / her most calm?	What strategies are effective in helping keeping behaviour calm?
Minor Motor & Verbal Changes	What does the child/young person look like now? How do they behave?	What strategies my prevent further escalation and/ or assist a return to calm control?

Major Motor and Verbal Change	What does the child/young person look like now? How do they behave?	What strategies may prevent a further escalation and/or assist a return to earlier stages?
Critical Moment	Is there an indicator that pro-active strategies are no longer practicable or safe?	How will risky behaviour be managed once pro-active interventions have been exhausted?
Post – Incident debrief and repair		How can relationships be repaired and a child returned safely to a learning environment?

Date Written:

Staff Involved:

Review Date:

### **Appendix 3**

#### **Risk Assessment**

Name of Child:	Class & Year Group:
School:	Teacher:
Parents:	
Identification of Risk	
Describe the foreseeable risk (i.e. what specific behaviours have occurred)	
Is the risk potential or actual (i.e. has this happened before)	
List who is affected by the risk	
Assessment of Risk	
In which situations does the risk occur?	
How likely is it that the risk will arise? ( i.e. how often has it happened before)	
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?	
Measures to be employed	
Staff Training Issues	

Assessment completed by :

Signature:

Date:

Review Date:

## **Appendix 4**

### **Pupil Incident Report Form**

Pupil Name:
Class/ Year Group:
Name of Authorised RPI Staff:
Staff Member Responding to Incident:
Incident Date / Time:
Incident Place :
Nature of Incident:
Antecedents: ( Events leading up to incident )
Behaviour: ( How did the pupil respond, describe what actually happened)
Consequences: ( How did the staff intervene, how did the child respond and how was the situation resolved)
Names of those involved ( staff and pupils)
Names of Witnesses: ( staff and pupils)
What De-Escalation Techniques were used prior to physical controls e.g. Defusing, Deflection, Distraction, Appropriate Humour, Proximity control, Verbal advice /support. Rule reminder, Hurdle help, Planned ignoring, Time out offer, Time out directed, Changes of task, choices, limits, consequences, another member of staff, other....
Justification of Physical Controls: e.g. Injury to pupil / staff, damage to property, disruptive behaviour, absconding , other.....
Nature of Restrictive Physical Intervention Used and duration of use:
Response and view of pupil:
Details of any resulting injury
Headteacher Comments / Signature / Date: