



Mill Hill
Primary Academy
INSPIRING CREATIVITY & ACHIEVEMENT

Positive Handling Physical Intervention Policy

This policy should be read alongside the following documents:

Safeguarding and Child Protection Policy, Anti-Bullying Policy, Health and Safety Policy, Special educational needs report, Behaviour for learning and life policy, Accessibility Policy, Complaints Policy and Whistle Blowing Policy.

Updated September 2018.
Next review: September 2019.

1. Policy Statement

It is recognised that the vast majority of pupils in our Academy respond positively to our behaviour and conduct expectations. The well-being, welfare and safety of all pupils and staff at Mill Hill Primary Academy is of paramount importance.

It is acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

Mill Hill Primary Academy acknowledges that physical techniques are only part of a whole setting approach to behaviour management. Positive Handling will only be used as a last resort when all other behaviour management strategies have failed and/or when pupils, staff or property are at risk.

Mill Hill Primary Academy does not support the routine use of physical interventions.

All staff at Mill Hill Primary academy understand that the Academy cannot use force as a punishment; it is always unlawful to use force as a punishment.

Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming themselves, others or property.

The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause

Every effort will be made to ensure that all staff in this Academy:

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- (ii) are provided with appropriate training to deal with these difficult situations.

2. Definitions

No legal definition of “reasonable force” exists however for the purpose of this policy and the implementation of it in Mill Hill Primary Academy, the clarification provided in the DfE guidance document ‘use of reasonable force’, 2013 is used:

What is reasonable force?

*The term '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 where a student needs to be restrained to prevent violence or injury.

*'Reasonable in the circumstances' means using no more force than is needed.

*As mentioned above, schools generally use force to control pupils and to restrain them. 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 hand/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. *Academy staff should always try to avoid acting in a way that might cause injury.

It is acknowledged that in extreme cases it may not always be possible to avoid injury as an accidental consequence of the intervention.

Different types of physical contact with pupils:

1 .Physical Contact

Situations in which physical contact may occur between staff and pupil -

Examples of where touching a pupil might be necessary:

- holding the hand of a younger child at the front/back of the line when going to assembly or when together moving around the school;

-When comforting a distressed pupil – putting your arm around their shoulder,

-When a pupil is being congratulated or praised – shaking their hand or putting your arm around the shoulder,

-To demonstrate how to use a musical instrument – putting fingers in place for the recorder for example,

-To demonstrate how to hold a pencil by moving the fingers to the correct holding position,

-To demonstrate exercise or techniques during PE lessons or sports coaching -throwing a ball in basketball

-To give first aid – putting an ice pack on or a plaster.

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 arm or shoulder where the pupil is compliant or walking in front of a child to slow them down or distract them from a situation

3. Physical Control/Restraint

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. Any incidents should also be uploaded to Cpoms as soon as it is possible. Two members of staff should be present if physical restraint is necessitated. The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint. The parent of the child must always be informed if positive handling is used in any form.

3. Strategies for Dealing with Challenging Behaviour and Escalating Situations

Staff consistently use positive strategies to encourage acceptable behaviour and good order, in line with the Mill Hill Primary Academy Behaviour for learning and life Policy. Every effort will be made to resolve conflicts positively.

Staff should always be able to justify that strategies other than force have been attempted and proved ineffective or would have been impractical. Furthermore, staff should recognise that restraint is only a small part of a wider spectrum of a positive framework that may include use of space, safe environments, diversions, calm stances and postures, non - threatening facial expressions, low tone, volume and pace in communication, careful use of words, and physical reassurance and prompts.

Consideration of these strategies should be maintained during and after the need for physical contact. As soon as it is safe, any hold or restraint should be

gradually relaxed to allow the pupil to regain self-control. The pupil should be informed about what will happen next and be offered reassurance and encouragement to remain calm. In this way the pupil will be more likely to see the restraint as an act of care.

All members of Academy staff have a legal power to use reasonable force. (Section 93, Education and Inspections Act 2006).

The 1996 Education Act (Section 55O A) stipulates that:

A member of the staff of an Academy may use, in relation to any pupil at the Academy, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely—

- (a) committing any offence,
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- (c) engaging in any behaviour prejudicial to the maintenance of good order and discipline at the Academy or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.

This applies where a member of staff is on the Academy premises and elsewhere at a time when, as a member of Academy staff, that adult has lawful control of the children concerned, for example, on an Academy trip.

The decision on whether to physically intervene is down to the professional judgement of the adult concerned. However, advice from the HT or DHT should be sought where possible. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. (DfE guidance document 'use of reasonable force', 2013)

Individual members of staff cannot be required to use physical restraint. However, as teaching and non-teaching staff work in 'loco parentis' and should always operate with an appropriate 'Duty of Care', it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty. (DfE guidance document 'use of reasonable force', 2013)

4. Authorised staff

Section 550A of the Education Act 1996 permits adults who have lawful charge or control of children to use reasonable force to control or restrain them. These include:

- teachers
- family support workers
- teaching assistants
- representatives from outside agencies
- other adults who may be working with children either on Academy premises or accompanying them on out of Academy activities, eg during field trips or on Academy jounies.

5. Recording

Mill Hill Primary Academy keeps a record of all incidents where physical intervention involving the use of force against resistance from a child has been necessary . The record should be completed as soon as possible after the Incident took place. A member of the Leadership Team will be told at the earliest possible time after an incident. A level four form/Cpoms must be completed appropriate to the incident. The adult involved may seek guidance from a senior colleague before filling in their report.

A member of the Leadership Team will discuss the incident with any children or staff who were present and, where appropriate, collect a written account from them. In line with our commitment to working with parents, we aim to maintain an open discussion during any relevant procedure which may follow an incident.

Mill Hill Primary Academy will regularly review the number and type of incidents in which physical intervention and/or restraint has been necessary. This will be used to ensure that there is adherence to this policy and to identify improvement needed in other policies and procedures of the Academy.

Risk assessment

When it is likely that a child's behaviour may necessitate the use of physical intervention and/or restraint as one of the reactive strategies, a risk assessment must be carried out and be readily available for any teacher who teaches the child. (see appendix 4)

Positive Handling Plan

When the Pupil Passport/EHCP/alternative provision timetable and risk assessment indicate the likely need for Academy staff to hold or restrain a child to prevent an injury, the Academy should record this in a Positive Handling Plan.(see appendix 5) The information in the risk assessments will help to inform this plan which will outline:

- Who has been consulted about the plan.
- The type of physical intervention to be used.
- Which adults are authorised to use this intervention.
- Parental consent for the plan.
- Head teacher authorisation for the plan.

The recommended format for a Positive Handling Plan is included in the appendices.

Sharing of information

All members of the Academy community should know of the existence of this policy. In principle, as few people as possible should know of any specific incident and staff should maintain confidentiality to the greatest possible extent. This is to enable governors and staff involved in any consequence or complaint to do so without having acquired hearsay knowledge.

Monitoring Incidents Where Physical Restraint Is Used

The Head Teacher will monitor records of any incidents in order to:

- Identify any patterns of behaviour resulting in the use of physical intervention.
- Review the levels of staff awareness of and compliance with the Academy policy.
- Inform staff training needs.
- Explore the relationship between the use of physical intervention and behaviour in Academy.
- Report to Governors any incidents where physical restraint is used and update on outcomes for individual pupils.

Action after an Incident

The Head Teacher will ensure that each incident is reviewed, investigated and recorded as stated above. If further action is required, this will be pursued through the appropriate procedures which may include:

- Safeguarding and Child Protection Policy
- Dealing with Allegations against Staff Policy
- HR policies
- Behaviour for learning and life policy
- Local Authority Exclusion Procedure

Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Complaints following a dispute about the use of physical intervention by an adult should be pursued in accordance with the Complaints Policy.

Appendix 1

Advice for staff

At Mill Hill Primary Academy, we believe that physical intervention and/or restraint should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

- On extremely rare occasions it may be appropriate for staff to intervene physically with or between pupils. These include:
- to prevent a pupil from attacking a member of staff, or another pupil or to stop a fight between two or more pupils;
- to prevent a pupil causing deliberate damage to property;
- to prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- to prevent a pupil behaving in a way that seriously disrupts a lesson; or to prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit;

Any intervention should be a last resort and be **proportionate, reasonable** and **appropriate**, and be done with the aim to **reduce** not **provoke**.

All staff owe a **duty of care** to pupils. To take no action, where the outcome is that a pupil injures him/herself, or another, including staff, could be seen as negligence.

Members of staff facing confrontational situations with pupils are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop pupils from leaving their room. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a pupil's exit.

Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e. not toe-to-toe, are recommended.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual’s personal/intimate space. Try to take a step back outside the circle of danger.

Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger an animal chase response and drive the other person away. Where possible it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down.

Intonation - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation staff need to deliberately speak slower, lower and more quietly

Help Script

- Connect by using pupil’s name
- Recognise the feelings
- Tell the pupil you’re there to help
- You talk and I will listen
- Give direction

Diffusing body language responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

Calm Stance

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a ‘dynamic’ risk assessment and seek assistance
- Allows other person ‘take up’ time to make their own choices

Application of Force (DfES advice to Schools 10/98)

Staff should NOT act in a way that might reasonably be expected to cause injury. This includes:

- Slapping, punching, kicking or tripping a pupil
- Twisting or forcing limbs against joints
- Indecently touching, holding or pulling a pupil by the hair or ear
- Other than in circumstances that are exceptional, using reasonable force to hold a pupil face down on the ground

In the event of a serious incident e.g. a fight, staff should:

- Make their presence felt – “stop fighting, stop fighting”

- Send for assistance
- Spell out sanctions
- Remove the 'fuel' by clearing the 'audience' away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk
But should not ignore or walk away.

Appendix 2



SOME NON- PHYSICAL CRISIS INTERVENTION TECHNIQUES

| Do | Don't |
|---|--|
| Appear calm and relaxed | appear afraid and unsure of yourself; appear bossy, arrogant; assume an "I am the boss attitude" attitude |
| Keep the pitch and volume of your voice down. | raise your voice |
| Feel comfortable with the fact that you are in control (if you control yourself, you control the situation); Project a calm assured feeling that you will see the situation through to peaceful end no matter what happens ; | appear to expect an attack |
| Always talk <u>with</u> the pupil ; | give commands; make demands |
| Be very matter of fact if the pupil becomes agitated; be sensitive and flexible; be flexible yet consistent; be aware of body language; monitor breathing (chest movements) which can telegraph aggressive responses; | Make threats -(Especially any that you are not absolutely sure that you can carry through!); Maintain continuous eye contact; gesticulate (this may provoke confrontation) |
| Always stay close to the pupil and attend to him/her ; | turn your back or leave; invade the pupil's |

| | |
|--|---|
| | personal space |
| <p>Always be patient;</p> <p>if a pupils agitation increases to the verge of attack:</p> <ul style="list-style-type: none"> * Acknowledge his/her feelings; * Continue with a matter of fact attitude; * Always leave the pupil an avenue of escape | <p>display emotion;</p> <p>argue;</p> <p>corner the pupil physically or psychologically</p> |
| Where possible, remain seated as long as the pupil does; avoid crowding | get up and move towards the pupil |
| Try to stay near him/her, about one arm's length away; stand to one side; give the pupil more space if appropriate | give up |
| Always seek to relax your muscles and keep them under control. | tense your muscles – the pupil will think you are angry! |

Appendix 3



Physical Intervention Incident Recording Form

| | |
|-------------------------------|----------------|
| Name of Child: | |
| Child's Date of Birth: | Class: |
| Ethnicity: | Gender: |

| | |
|------------------------------|--------------------------|
| Date of Incident: | Time of Incident: |
| Location of Incident: | |

| | |
|--|---|
| Name(s) of staff involved: | Name (s) of witnesses: |
| Reason for intervention: (E.g. Injury to a person, Damage to property, Criminal offence, Serious disruption, Absconding) | Agencies informed: (Circle where appropriate) <ul style="list-style-type: none"> • First aiders • Parent/carer • Alternative provision provider • Safeguarding team • Social worker. • Police • Other (Please detail) |

Describe events leading up to the incident including what was said by the parties involved:

| | | |
|--|----------|----------|
| <input type="checkbox"/> Behaviours that occurred by the child: | | |
| Verbal abuse | Slapping | Punching |
| Biting | Pinching | Spitting |

| | | |
|--|-------------------|------------------------------|
| Kicking | Hair grab | Neck grab |
| Clothing grab | Body holds | Arm grab |
| Weapons/missiles | Head butting | Self-harm (Please detail) |
| Pushing | Disruption | Damage to property |
| Other (Please detail) | | |
| Who was at risk? | | |
| Describe the steps taken to defuse or calm the situation: | | |
| <input type="checkbox"/> Diversions, Distractions & De-escalation strategies attempted: | | |
| Verbal advice | Limited choice | |
| Clear directions | Distraction | |
| Negations | Planned ignoring | |
| Take up time | Consequences | |
| Time out | Humour | |
| Change of staff | Success reminders | |
| Other (Please detail) | | |
| <input type="checkbox"/> Physical interventions used & duration of restraint: | | |
| Help hug | Sitting wrap | Other: |
| Cradle hug | One person escort | |
| Wrap | Two person escort | |
| Why was this action in the best interest of the child? | | |
| Detail any medical intervention that may have been actioned as a result of the incident: | | |
| Injury to child: | Action taken: | |
| Injury to staff: | Action taken: | |
| Injury to others: | Action taken: | |
| <input type="checkbox"/> Action following the event: | | |

Designated Person for Safeguarding has checked this record:

Parent/carer informed:

Risk assessment to be carried out/reviewed:

Positive Handling Plan to be completed/reviewed:

Procedural change:

Child support:

Staff support:

Completed by:

Role:

Appendix 4

Risk Assessment: Physical Intervention and Positive Handling

| | |
|--------------------------------------|----------------|
| Risk Assessment Completed by: | |
| Name of Child: | |
| Child's Date of Birth: | Class: |
| Ethnicity: | Gender: |

| Identification of Risk | | |
|---|-----------|-----------|
| Describe the foreseeable risks: | | |
| Is the risk: | potential | occurring |
| Assessment of risk | | |
| In which situations does the risk usually occur? | | |
| How likely is it that the risk will occur? (unlikely, possible, probable, 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? (severe, substantial, minor, minimal)

Risk Reduction Options

What actions are being taken to minimise the level of risk?
(Consider changes to environment, awareness of triggers, de-escalation strategies, varying staff deployment, varying teaching group/size, access to quiet area)

Any immediate actions to be taken, by whom and by when?

Role:

Copy to:

Appendix 5

Positive Handling Plan:

| | | |
|---------------------|-----------------------|---|
| Insert picture here | Name of child: | Date of Birth: |
| | Triggers | Medical Information: (that need taking into account before physically intervening) |

| Stage of Crisis: | Topography of behaviour (Describe what the behaviour looks/sounds like) | Preferred supportive/intervention (Describe strategies that should be attempted at each stage, including critical friends) |
|---|---|--|
| (Describe common behaviours/situations which are known to have led to positive handling being required) | | |
| Anxiety | | |
| Defensive/Escalation | | |
| Crisis | | |
| Recovery | | |

| | | |
|-------------------|--|--|
| Depression | | |
|-------------------|--|--|

| | | |
|------------------|--|--|
| Follow Up | | |
|------------------|--|--|

Additional information/Preferred handling: (Describe preferred holds, standing, sitting stating numbers and names of preferred staff and useful 'get outs' that can be used when holding)

| |
|-----------------------|
| Plan agreed by |
|-----------------------|

| |
|--|
| Name (child) _____ Signed _____ If appropriate |
|--|

| |
|--|
| Name (parent/carer) _____ Signed _____ |
|--|

| |
|---|
| Name (Mill Hill staff) _____ Signed _____ |
|---|

