

Restrictive Physical Intervention/positive handling policy – Appendix B of the behaviour policy

Reasonable force

- All members of school staff have a legal power to use 'reasonable force' This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils, such as unpaid volunteers, or parents accompanying students on a school organised visit.
- As a general rule, nobody has the right to touch, move, hold or contain another person. However, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside this norm. Whenever they do so they should be clear about why it is NECESSARY. The best legal defence would be to show that any actions were in the child's BEST INTEREST and that they were REASONABLE AND PROPORTIONATE, along with being for the LEAST AMOUNT of TIME, and using the LEAST AMOUNT OF FORCE.

Restrictive Physical Intervention/restraint

The methods of restraint approved for use in Northstead Community Primary school will always be pupil specific and follow the Securicare holds that staff are certified in.

All members of the Senior leadership team and many of our behaviour and inclusion team are trained to use de-escalation techniques and restrictive physical intervention holds to manage challenging behaviour and will use this training when there is a need or an emergency. This training was provided by Securicare and refresher training will be provided when needed. All staff have a duty of care to the pupils and to themselves.

The use of Restrictive Physical Intervention and reasonable force at Northstead School is in line with the DFE's guidance on the use of reasonable force as set out in this document: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

All staff read the above document as part of their induction and adhere to this.

Restrictive Physical Intervention/restraint 'is the positive application of force with the intent of holding the pupil in order to:

- Restrict movement
- Restrict mobility
- Disengage from dangerous or harmful physical contact

Schools can use reasonable force/restraint holds to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- 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
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts
- Restrain a pupil if they are destroying school property.

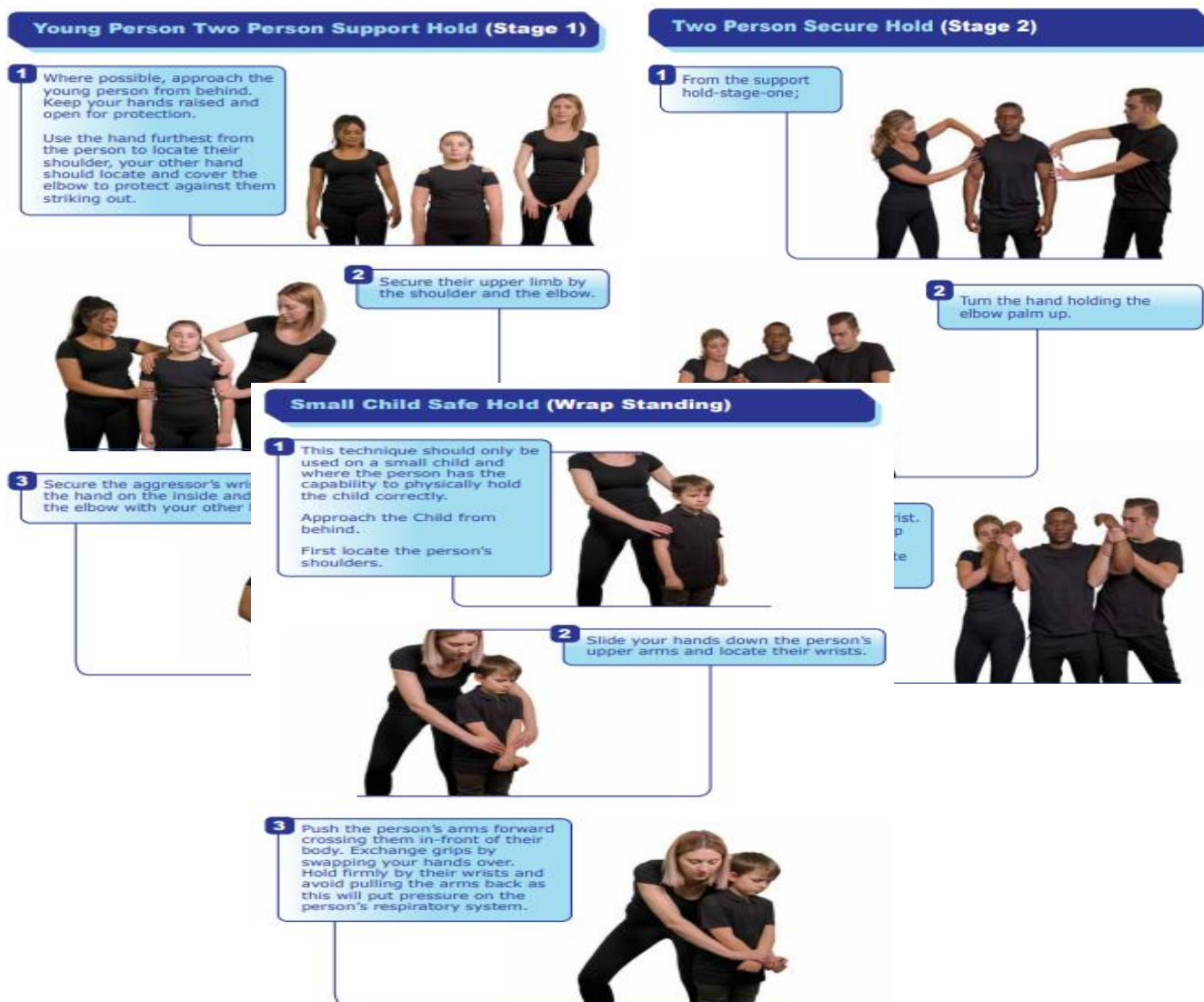
Physical Restraint must only be used:

- as a last resort
- where any other course of action would be likely to fail
- when staff have good grounds for believing that immediate action is necessary
- when all other courses of action have been tried or the situation has developed so rapidly and to a degree that restraint must be used as the only justifiable response.
- be applied using the minimum amount of force and for the minimum amount of time possible
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded and reported to parents

The Physical Interventions holds that Northstead staff are trained to use are listed below. These holds are used to reduce the risk of harm/injury to staff and children:

- Two person -support hold (Stage 1)
- Two person- secure hold (stage 2)
- Wrap and seated wrap

(See diagrams below)



It is vitally important that as soon as possible after an incident where appropriate a 'de-brief' for the child takes place. The dialogue should take place in a mutually agreeable and comfortable place once the child has re-established control and staff involved, feel ready. Its main aims are to continue the calming process, to explore with the child their responsibility for what happened, to identify alternative behaviours for the child to use and to develop a plan to re-enter the child back into the life of the school. Staff involved in RPI's, are entitled to a period for calming and recovery before re-engaging in normal duties. They will also be entitled to attend a debriefing session with a Senior Leader to clarify all aspects of the incident if they wish.

The Annex (independent space)

If a restraint hold has been used then the child may be escorted to 'The Annex'. The Annex is a safe space, consisting of soft furnishings where the child can have time alone to regulate. The child will be monitored throughout their time in the annex and every 5 minutes, the child will be asked if they are calm and ready to talk. An adult will enter the annex to be with the child once they feel they are not at risk of injury. If a child is taken to the annex parents will be contacted.

Recording and monitoring

It is important that a detailed, written report is provided as soon as possible, of any occasion where reasonable force is used. It may help prevent misunderstanding or misrepresentation of the incident. Staff involved will be asked to record the incident as soon as possible onto CPOMS. Where an injury has occurred, the accident book should also be completed. Accurate recording is essential to provide a permanent record of the event surrounding the use of physical restraint, this information must be shared with parents on the same day.

Positive handling plans

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 Positive Handling Plan (see below). The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective, they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Positive Handling Plans should be considered alongside any other planning documents which relate to the pupil. They should take account of age, gender, level of physical, emotional and intellectual development, special need and social context. Positive Handling Plans should result from multi-professional collaboration and be included in a SEND provision plan and/or behaviour monitoring plan.

Name	Class	Date
Triggers/Behaviours/Situations likely to result in physical intervention: What is the behaviour like? When does it occur? Where does it occur?		
De-escalation strategies to be used (where possible before physical intervention)		
Which handling strategies should be used?	Which handling strategies should not be used?	
De-briefing process following incident? What care is to be provided? (Space/ Restorative chat etc)		
Parent signature:	Date:	
Headteacher signature:	Date:	



Northstead Community Primary School
Seek to Learn