

# FOX WOOD SCHOOL



## POSITIVE HANDLING POLICY

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## **Positive Handling Policy (incorporating Restrictive Physical Intervention)**

‘The use of Positive Handling to manage  
Physically Challenging Behaviour.’

This policy has been developed in response to The Education and Inspections Act 2006 section 93 and follows the DfE guidance for ‘Use of Reasonable Force’ 2013 and ‘Reducing the Need for Restraint and Restrictive Intervention’ This guidance will be reviewed in light of any further change.

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils e.g Manual Handling Policy, Child Protection Policy, Behaviour Policy and all relevant documentation pertaining to safeguarding children

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and where appropriate, pupils and a statement about Positive Handling is made to parents in the school prospectus. Copy of the policy is also on the school website.

### **Purpose:**

Good personal and professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in our school respond positively to the behaviour management strategies practiced by staff. In developing appropriate behaviour in our pupils, the school promotes the use of a range of strategies. It also acknowledges that some pupils’ behaviour may be so severe as to require the use of reasonable force (see section 550A of the Education Act and July 2002 Guidance on the use of Restrictive Physical Interventions) to ensure his/her and others’ physical well-being.

‘Every child and young person has a right to be treated with respect and dignity, and deserves to have their needs recognised and be given the right support. Some children and young people with learning disabilities, autistic spectrum conditions or mental health difficulties may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others and are at heightened risk of restrictive intervention to minimise the impact of their behaviour, on them and on other people.’Reducing the need for restraint and restrictive interventions June 2019.

Fox Wood School acknowledges that physical techniques are part of a whole school approach to behaviour management and draws from the school’s own experience of “best practice” combined with the principles and practices of Team-Teach and the department for Education ‘Use of reasonable Force July 2013’and ‘ Reducing the need for restraint and restrictive intervention June 2019.’

Team-Teach is a structured, non-violent, staff development programme that promotes techniques that are effective in the de-escalation and management of anger and aggression, utilising therapeutic, educational, awareness and communication handling

strategies. It puts an emphasis on whole teams of people working together to teach and help facilitate change, using restrictive physical interventions as a **last resort**. Fox Wood school follow the Team-Teach programme of 95% de-escalation and 5% physical intervention ensuring that all other strategies have been used prior to any physical restraint. Team Teach aims to provide an accredited training framework designed to focus on positive behaviour support approaches, with an emphasis on de-escalation, risk and restraint reduction. Team Teach objectives are to;

- To develop shared values which promote the attitude, skill and knowledge needed to implement Team Teach in the workplace.
- To develop positive handling skills in behaviour management including verbal and non-verbal communication, diversion and de-escalation and safe effective, humane physical interventions.
- To develop skills in positive listening and learning

### **Minimising the need to use force**

At Fox Wood School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with challenging behaviour have an Individual Behaviour Plan (IBP) That is reviewed termly with the behaviour team, the OT and the class team and share with parents.

Children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties may often respond with behaviour that challenges (verbal or non-verbal) when they are in pain, or experiencing sensory overload, or when confronted with situations they do not understand or environments in which they cannot easily cope, which cause anxiety or fear, and for which they are unprepared.

Staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise.

Using positive behaviour support and other alternatives which can de-escalate challenging behaviour, and tackle the reasons for it at source, is the focused approach at Fox Wood. There will, however, be times when the only realistic response to a situation will be restraint or restrictive intervention. In a school, if a young child is about to run into a busy road, for example, or a pupil is causing harm to others or them self and refuses to stop when asked, then reasonable force to stop this may be necessary. But wherever possible, it should be avoided; and proactive, preventative, non-restrictive approaches adopted in respect of the behaviour that challenges. 'Reducing the need for restraint and restrictive behaviour June 2019.'

### **Implications of the policy.**

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- self – injuring
- causing injury to others

- committing a criminal offence
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).

As teaching and support staff work ‘in loco parentis’ and have a ‘Duty of Care’ towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy. The use of Team Teach techniques and interventions are one of our control methods for reducing risks presented by pupils challenging behaviour. Pupils’ Individual Behaviour Plans are Safe Systems of Work under Health and Safety Regulations. As such it is imperative that these plans are followed and implemented by all members of staff.

The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff need to be aware that they are responsible for:

- assessing risks related to individual circumstances which may arise in the course of their day-to-day duties (Dynamic Risk Assessment)
- making judgments about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff need to be aware that they are required to record their decisions in writing through the recording and reporting procedures currently in place at Fox Wood School. Staff are also aware these must be factual and specific and parents are informed of all incidents.

The Education Act 1996 Section 5502A gives schools the power to search pupils for prohibited items. The Education Act 2011 and subsequent DfE guidance of July 2013 extends these powers. At Fox Wood School it is extremely unlikely that pupils would conceal weapons and therefore staff have not received training in weapons disarmament. If the school decides that a weapons search is necessary, the school’s advanced team teach instructors (who have received training in weapons disarmament) will be called for. If the instructors are unavailable then the police would be called.

### **Definitions of Positive Handling.**

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Positive Handling Plans, which form part of the Individual Behaviour Plan, are a plan for the positive management of pupils’ challenging behaviour. They are based on a risk assessment and identify positive prevention strategies and how a pupil may need to be supported in a crisis.

## 1. Physical Contact

Situations in which appropriate physical contact occurs between staff and pupils, e.g. in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact such as cuddles/hugs and as long as this is within public view, sensitively carried out and age/person-appropriate the Governors would fully support this approach.

## 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.

This technique cannot be emphasised enough and in the hands of a skilful practitioner many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to “defuse” a situation by a timely intervention.

### 3a. Restrictive Physical Intervention (RPI)

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. **All such incidents must be recorded** using ‘Behaviour Watch’ (a secure on-line behaviour tracking system) these are monitored by the Pupil Support Manager and shared with the senior leadership team. These incidents influence the writing of individual behaviour plans and highlight specific triggers for specific pupils. Parents are also informed on the day of the incident by letter and a phone call from a staff member involved in the incident in order to give a full description.

If anyone is injured as a result of using RPI an injury form should be completed using the ‘Injury Form’ from ‘Behaviour Watch’ (see appendix 6). Records of incidents must be entered onto the system as soon as possible and by the end of the school day for the Pupil Support Manager to monitor. The behaviour tracking system allows for the recording of injuries, these should also be entered onto reveal too. Serious injuries however, are entered onto a HSA2 form, Warrington Bouough Council are notified of such injuries.

**The level of compliance from the pupil determines whether or not the interaction is an intervention or a Restrictive Physical Intervention.**

Restrictive Physical Intervention is defined by Team Teach as the positive application of force by staff, in order to overcome rigorous resistance; completely directing, deciding and controlling a person’s free movement.

### 3b. Reasonable Force

- (i) The term ‘reasonable force’ covers the broad range of actions used by most teacher at some point in their career that involve a degree of physical contact with pupils.
- (ii) 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 pupil needs to be restrained to prevent violence or injury.
- (iii) ‘Reasonable in the circumstances’ means using no more force than is needed.
- (iv) 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 arm out of a classroom.

- (v) 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.
- (vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

## **Planned and emergency physical interventions**

A **planned intervention** is one that is described/outlined in the pupil's Individual Behaviour Plan and Handling Plan. This should cover most interventions, as possible scenarios will be identified and planned for when the Individual Behaviour Plan and Handling Plan are drawn up. These interventions may include the use of Team Teach physical intervention techniques.

An **Emergency Physical Intervention** may be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Following any such incident, an Individual Behaviour Plan and Handling Plan will be devised (or the existing plan updated) to support effective responses to any such situations which may arise in the future.

Wherever possible assistance will be sought from another member of staff. Positive Handling at Fox Wood School (defined as the full range of strategies used to manage behaviour including, where necessary, physical intervention) is seen as a proactive response to meet individual pupil needs. Any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the range of behaviour management strategies used.

## **Seclusion, time out and withdrawal**

At Fox Wood School 'Time Out' and 'Withdrawal' can be used as a strategy for diffusion and de-escalation ; often as part of a pupil's Individual Behaviour Plan or Positive Handling Plan.

'Seclusion' will only ever be used once in the case of an emergency.

**Time out:** This involves restricting the pupil's access to positive reinforcements as part of the behavioural programme in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding (it could be as simple as turning away from a pupil who is attention seeking, or positioning a pupil away from the class/group). This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area.

**Withdrawal:** This involves removing the pupil from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a pupil from the class/group to allow them time to calm down or to prevent a situation from escalating. They may need

time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. This “quiet time” could be time in the playground, a quiet room, or sitting in an empty classroom supervised by a member of staff authorised to use Team Teach.

This temporary use to the Quiet Room will be continually monitored by a member of staff. It is a risk assessed, personalised and structured (reported, recorded and reviewed) strategy, an action documented as in the child’s best interests, with the aim of preventing the risk of harm. This would include the risk of physical or psychological harm and the risk of harm to a safe environment. Its use is for identified pupils only and is just one of a range of behaviour management strategies used.

**The Use of a Seclusion Room:** The use of a welcoming looking seclusion room needs to be planned carefully around the needs of the young person. There are times when children need access to a quiet and calm space. A Quiet Room is a sensory-controlled calming area. The purpose of a Quiet Room is not exclusion or 2 punishment. Rather, it is a space to help children to calm down and to begin to use self regulation skills. Staff will be with the pupil at all times. Under no circumstances will any young person be locked in a room by themselves. The use of the Quiet room will only be used in those circumstances to ensure the health and safety of pupils and staff and must be agreed by the SLT. Its use for any individual young person is reviewed regularly to ensure that its use does not actually lead to further negative responses but helps the young person manage their own emotions in a safe manner.

Where a pupil uses the Quiet Room and the door is closed then this must be recorded on a Withdrawal Support form and the pupil’s behaviour/response documented every 5 minutes until the door is opened or a member of staff enters the Quiet room. The door has a window for staff to closely supervise pupils and communication can continue if appropriate. The door must remain unlocked at all times and a timer is available to support in the monitoring of time and behaviours. The Quiet room also have a variety of sensory and calming resources available that the pupils may access to self regulate and calm. E.g bean bags, blankets, fidget toys. At Fox Wood pupils also have access to the ‘Calm Zone’ a similar quiet area with reduced stimulation offering a calming space which includes, projector lights as required, calming music, bean bags, fidget toys etc to support self-regulation.

### **Underpinning values**

Everyone attending or working in Fox Wood School has a right to:

- recognition of their unique identity
- be treated with respect and dignity
- learn and work in a safe environment
- be protected from harm, violence, assault and acts of verbal abuse

Pupils attending Fox Wood School and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- expect Individual Behaviour Plan to be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern and others affected by the behaviour requiring intervention;
- be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school in a way appropriate to individual pupils.

### **Judgements**

It may be necessary to make a judgement about the relative risks and potential benefits arising from activities which might provoke challenging behaviours compared with the impact on the pupil's overall quality of life if such activities are not allowed.

A decision to use therapeutic devices to prevent inappropriate behaviour **MUST** be agreed by a multi-disciplinary team in consultation with parents/carers.

### **Deciding whether to use Restrictive Physical Interventions and Risk Assessment**

Some pupils may seek confrontation. Such confrontation will need to be de-escalated skilfully by staff. They should ensure they do not model aggressive behaviour. Rather such behaviour should be discouraged in a calm and well-measured style. The basic school rules and generic behaviour system should reduce the possibility of major issues occurring. The restrictive physical management of pupils should only be used in extreme situations – **a last resort rather than a first response**

Both challenging behaviour and restrictive physical interventions will involve a risk – to both staff and pupils, risk assessment aims to balance these risks. The aim of the Individual Behaviour Plan and of this policy is to reduce the risks associated with pupils' challenging behaviour as far as is reasonably practicable – the risks that are associated with the behaviour itself and the risk of managing that behaviour. The risks of employing an intervention should be lower than the risks of not doing so.

Pupils whose challenging behaviour may pose a risk to staff or pupils or themselves will be the subject of a Risk Assessment and will have an Individual Behaviour Plan drawn up as a result of this. These will be shared and signed by the class team, the parent, the headteacher and pupil support team and will be displayed in the classroom for others to see.

All staff authorised to use physical intervention with pupils receive training in Team Teach techniques and receive information about the risk to pupils of positional asphyxia. There are



very clear protocols delivered during training to minimise the possibility of this and to ensure that appropriate safeguards are implemented.

Before using restrictive physical intervention, the following key points should be considered in relation to any given situation:

It is essential that the use of restrictive physical intervention is not seen as an easy option. Every effort must be made to look for effective ways of working with pupils which do not involve using them. Pupils' Individual Behaviour Plans should set out clear strategies which should be followed:

- The circumstances in which the use of force is appropriate can include those where it is imperative that pupils comply with instructions, for example to stop hitting another pupil or damaging property, or not leaving the room when repeatedly asked to do so and if there is a risk of injury to the pupil.
- In the overwhelming majority of cases, staff should first give pupils a warning, a clear direction and the opportunity to comply. The issue is not about whether staff can ever enforce compliance but rather in which circumstances it would be reasonable to do so.
- In most cases, force will not be justified in order to obtain compliance because other strategies will work or the issue is not serious enough to demand it.
- In summary, any restrictive physical intervention needs to be **reasonable, necessary and proportionate**.

Whilst the use of restrictive physical intervention is generally deemed to be the last resort, there are circumstances where this will not apply. Records of incidents involving particular pupils will sometimes show that there are set patterns to their behaviour which, if unchecked, will lead to it becoming dangerous to themselves or others. In these circumstances, it could be reasonable to exercise a mild degree of restrictive physical intervention at a relatively early stage. To ensure that this early intervention is only ever used when justified, records of incidents are regularly reviewed and used to inform the management strategies or the pupils concerned. Such a use of force may include staff physically preventing a young or an upset child from running out onto a busy road.

**Before using Restrictive Physical Intervention, consider these 10 points.**

**Communication** - Have you tried all opportunities and strategies to help the child to communicate?

**Choice** - Have you offered another activity, encouraged the pupil to choose?

**Environment** - Have you offered a change of location? Have you adapted the environment to help the pupil? Is it too hot? Too noisy?

**Physical Needs** - Have you considered hunger, thirst, pain, heat, cold, tiredness, toilet?

**Interaction** - Have you offered a change of staff, respond to the need for attention, space etc?

**Therapeutic Alternatives** - Have you offered music, play, art?

**Relaxation** - Have you tried deep breathing, slow breathing, and colour breathing techniques?

**Calming Techniques** - Have you used verbal and non verbal techniques such as reflection, empathy, reassurance, redirection, rewards?

**Listening Techniques** -Have you listened, read the signs, picked up cues and given prompts rather than hurrying to give advice?

**Sensitivity** -Have you helped to restore the pupil's confidence by sensitivity and not by being confrontational, have you offered a constructive functional activity?

**Sensory needs** – have you given the child access to their sensory diet if one is in place for them or sensory activities.

'This advice is designed to support relevant education, health and care settings and services in putting in place measures which will help them:

- Understand the needs of children and young people, including the underlying causes of and triggers for their behaviour;
- Develop strategies and plans to meet those needs and regularly review them as children change
- Adapt the environments in which children and young people are taught and cared for so as better to meet their needs; and Reducing the Need for Restraint and Restrictive Intervention 6
- Provide appropriate support for children and young people whose behaviour challenges, without the use of restraint or restrictive intervention. It sets out relevant law and guidance and provides a framework of core values and key principles to support:
  - A proactive approach to supporting children and young people whose behaviour challenges; and
  - A reduction in the need to use restraint and restrictive intervention. At any particular time, the key question for everyone involved with children and young people whose behaviour challenges should be: "What is in the best interests of the child and/or those around them in view of the risks presented? 'Reducing the need for restraint and restrictive intervention June 2019.'

## Health and Safety of Staff

Under the Health and Safety at Work Act 1974, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety. .

Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' Individual Behaviour Plan have a duty to report these to the Head teacher immediately as there may be an impact on their own safety and that of colleagues and/or pupils. This will need to be supported by a letter supporting this form from a GP/specialist.

## Using Force

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in Fox Wood School:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be **Reasonable Proportionate** and **Necessary** to both the behaviour of the pupil to gain compliance, and the nature of the harm they might cause.
- Staff are expected to follow the pupil's Individual Behaviour Plan in the first instance to manage an incident/challenging behaviour
- If this was unsuccessful and the situation continues to escalate staff would then be expected to employ other Team Teach techniques that they have been trained in.
- Only if all of the above have been tried and are unsuccessful should staff even consider any other form of restraint. The overriding consideration should still be the reasonableness and proportionality of the force used.

All of the techniques used take account of a pupil's;

- age
- gender
- level of physical, emotional and intellectual development
- special needs
- social context

They also provide a gradual, graded system of response. Where behavioural records and/or risk assessment identifies a need for a planned approach, Individual Behaviour Plans and Handling Plans are written for individual pupils and where possible, these will be designed through multi agency collaboration and, with parental consent, shared with other agencies/services supporting the pupil to facilitate consistency of approach so far as is possible.

## Staff Training

Training at some level will be available for **all** staff at Fox Wood. For most staff this is enhanced by Team Teach training in the use of positive handling and it is the responsibility

of the Head teacher and the school's Team Teach tutors to ensure this training is kept up to date. Staff are trained regularly by the school Team Teach tutors to ensure knowledge and skills are refreshed regularly and staff are confident with both de-escalation and physical intervention techniques.

No member of staff will be expected to use Team Teach techniques without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Fox Wood School is committed to using Team Teach. Team Teach Ltd is a training provider that is accredited through the Institute for Conflict Management (ICM). We acknowledge that physical techniques are only a part of a whole school approach to behaviour management.

Most school staff working directly with pupils receive the 12-hour Intermediate Course in Team Teach as the school is considered to be a medium risk setting. This is in line with the Use of Reasonable Force Advice 2013, Warrington Borough Council Guidance and Team Teach policy. This level of training is required for most staff as they are expected to be able to actively support each other, and pupils, if an incident occurs and a pupil needs physical intervention to keep themselves and/or others safe.

However, there are some staff who have physical difficulties that mean they would be less likely to be as physically involved in an incident and would play a supporting role rather than being physically involved. Staff should highlight their needs at the time of training or whether their physical circumstances change to the Head Teacher, Senior leaders or Team Teach tutors.

### **Support Following Incidents**

Physical techniques are not used in isolation and the school is committed to ensuring that as a result of incidents learning opportunities are created for pupils that allow them to 'own' and take responsibility for their behaviour at a level appropriate to their stage of development. A member of staff should take responsibility for communicating with the child or young person throughout any period of restraint in order to attempt continually to de-escalate the situation. Staff should also continue to monitor the child or young person for signs of emotional or physical distress following any such period of restraint. Staff at Fox Wood support pupils by completing a de-brief after their 'recovery' period when they are ready to discuss in the most appropriate way, to be able to listen and learn and plan for next steps. Staff would also complete and support other pupils using a de-brief who may have been involved within the incident, witnessed the incident or shows concern over the pupil or staff involved in the incident. Pupils will equally be supported and shielded from further de-stressed as best as possible and further support would be put in place where required for those pupils.

Team-Teach techniques seek to avoid injury to the service user, but it is possible that injury may occur accidentally, and this is not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe. (Director of Team Teach). Any such injury will be reported using the HSA2 form or Behaviour Watch. In addition procedures are in place to ensure that

appropriate support is provided for staff and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained. Wherever RPI is used, pupils will be seen by a first aider and a copy of the RPI letter will be sent home to parents/ carers – see appendix 1. This will also be followed by a phone call or if agreed with parents a note in the home school diary.

### **Visits out of school**

Our equal opportunities policy states that all pupils, where the risk assessment allows, should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for each pupil prior to each visit into the community.

Due consideration should be given to the following:

- Is the pupil able to cope with the demands of the proposed visit?
- Are there sufficient, suitably trained staff - particularly if there should be an incident?
- How will you contact school to get extra help if necessary and how will you get back?

Staff also carry a laminated card with them during off-site activities that can be passed to members of the public as necessary about who to contact if they are concerned about the incident they may have witnessed.

### **Authorised staff**

All Staff who have been authorised to have charge of pupils automatically have the statutory power to use 'reasonable force' within the context of The Education and Inspections Act 2006 and the subsequent guidance 'The Use of Reasonable Force to Control and Restrain Pupils'.

Supply staff must ensure that they are familiar with this school's policy. Appropriate guidance will be given if they have not undertaken Team Teach training. Supply staff who are Team Teach trained should only use techniques they have been trained to use.

The school provides training for all authorised staff and the Pupil Support Manager retains a list of all those staff trained and authorised. The list is reviewed on an annual basis.

Authorisation is not given to volunteers, students on placement, visitors or parents as they will not have charge of pupils who may present with challenging behaviour, but will be supervised at all times.

The Head Teacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Head Teacher will ensure that those authorised are aware of, and understand, what the authorisation entails.

Those whom the Head Teacher has not authorised will be told what steps to take in the case of an incident where Restrictive Physical Intervention is needed. All staff will receive training

in Managing Behaviour as part of their Induction Training and will be made aware of the “staff help” protocol.

All members of staff are reminded that all pupils who have challenging behaviour have an Individual Behaviour Plan and Handling Plan, which should be strictly adhered to. These plans are reviewed regularly at Behaviour Review Meetings and all staff are encouraged to make a contribution to the plans. A pupil’s Individual Behaviour Plan and Handling Plan constitutes a Safe System of Work under the Health and Safety Regulations. If any member of staff believes that an Individual Behaviour Plan and Positive Handling Plan is no longer effective/suitable for any reason they **MUST** discuss this with the Pupil Support Manager and the behaviour team **before** making any adjustments to it.

### **Recording:**

Where Restrictive Physical Intervention has been used a record of the incident will be kept. This record should be made using ‘Behaviour Watch’. This is monitored by the Pupil Support Manager and shared with the senior leadership team.

Where Restrictive Physical Intervention occurs in the absence of ‘Behaviour watch’ e.g. during a residential visit or during a period of computer/system failure, the record should be made in the school Serious Incident Book (Bound and Numbered Book). This is retained by the Head Teacher.

Parents will be informed when restrictive physical intervention has been used by letter (Appendix 1) and also a telephone call.

Appropriate documentation will be completed as soon as possible after the incident, normally prior to staff going off duty and be signed by all staff involved and the Head Teacher.

After the review of the incident, a copy of the details will be archived.

The practical exercise of ‘de-briefing’ post incident can be a valuable exercise for pupils to enable them to reflect on their behaviour and so find more positive solution in the future. It is recognised however, that the act of ‘de-briefing’ may not be a positive exercise for all our pupils. Here, a de-brief may cause a pupil to re-enter the conflict spiral and so cause the incident to reoccur. Each pupil who has an IBP will have access to a personalised de-brief sheet. which will be completed as necessary depending upon if the pupil is ready for a de-brief.

A Behaviour watch report will be completed where incidents occur. In the occurrence of a serious injury to either members of staff or pupils, a HSA2 form will then also be completed and this form is returned to the local Where staff have been involved in an incident involving reasonable force they should have access to counseling and support.

**Action after an incident:**

The Pupil Support Manager and Team Teach Trainer, will ensure that each incident is reviewed and investigated as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure in agreement with the Senior Leadership Team:

- Review of Behaviour Management Plan , IEP ,Positive Handling Plan.
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure in the case of violence or assault against a member of staff or other pupil(s).

The member of staff will be kept informed of any action taken.

**Support Following Incidents.**

Physical techniques are not used in isolation and the school is committed to ensuring that as a result of incidents learning opportunities are created for the pupils that allow them to 'own' and take responsibility for their behaviour at a level appropriate to their stage of development.

In addition procedures are in place to ensure that appropriate support is provided for the staff and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained. The debrief team will support any staff involved within the incident who need further support, discussion and to identify next steps to support them and the students further.

**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.

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures. The Dealing With Allegations Of Abuse Against Other Teachers And Staff Guidance makes it clear that after an allegation a person must not be suspended automatically.

**Monitoring incidents:**

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head teacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place by the Pupil Support Manager on a regular basis and the results used to inform planning to meet individual pupil and school needs. In addition, at

Fox Wood School, reports are discussed with the Health and Safety Governors Committee each term and shared through the minutes with the full governing body. The named Governor supports this process.

Additional monitoring of incidents take place ever two weeks between the Deputy head and the Pupil Support Manager.

### **Whistle Blowing**

Whilst the training in Team Teach provided to all staff encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns, (short of immediate Child Protection concerns which should of course be passed to the Designated Senior Lead for Safeguarding), should be raised with the Head Teacher and Team Teach Tutors, a senior leader or with the Chair of Governors in order to allow concerns to be addressed and practice improved.

Appendix 1

Date

Dear Parent/Carer

Today \_\_\_\_\_behaviour became extremely challenging and as such posed a health and safety risk to themselves, other children and/or staff. Staff supported\_\_\_\_\_



by following their agreed Individual Behaviour Plan to reduce the risk and help him/her to calm down and regain control of themselves.

As part of their Individual Behaviour Plan/ Risk Assessment and Positive Handling Plan It was necessary to use Team Teach Interventions to **(hold them safely) or (Guide safely)**

\_\_\_\_\_ has been checked by school staff with a First Aid qualification.

Should you wish to discuss the incident or how it was managed please contact school on 01925 811534 and myself, Lianne Buchanan (Deputy Headteacher) Louise Messham (Assistant Head and Team Teach Tutor) or Jade Ashton (Pupil Support Manager and Team Teach Tutor) will be happy to talk to you about it.

Please sign and return the slip below to school as soon as possible. Thank you.

Please be assured that your son/daughter’s health and safety is our highest priority and we will do all we can to safeguard their welfare whilst managing to the best of our ability such challenging behaviour.

Yours sincerely

**Lucinda Duffy**  
**Headteacher**

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**BEHAVIOUR MANAGEMENT AND TEAM TEACH**

I confirm that I have received a letter about my son/daughter being **held/guided** during an incident on \_\_\_\_\_.

Please tick the following boxes as appropriate:-

- I wish to come into school to discuss this further
- I would like someone from school to ring me to discuss this further
- I am happy about the way in which my son’s/daughter’s behaviour is managed at school.

Signed \_\_\_\_\_

Parent/Carer of \_\_\_\_\_

Date \_\_\_\_\_