

# Bell Farm Primary School

## Touch and the Use of Restrictive Physical Intervention Policy



### Objectives

This school endeavours to ensure that all children are safe and that all aspects of the '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 and discipline policy, anti-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 child or young persons at 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.

### Responsibilities

It is the headteacher'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 headteacher 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 or young person that may be causing concern.

The headteacher and deputy headteacher will organise positive touch training for staff who are working with risk assessed children. Only staff who are trained are authorised to carry out planned interventions.

### 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 needs 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 or young person's 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, where:**

- 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 blue form 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 business manager's office. Once completed they must be passed to the headteacher. They must be completed once the situation has been dealt with to ensure accuracy and that it is a true and honest report. The SLT will inform the parents of the child by phone followed by a letter, including a copy of the report and if necessary arrange to meet them. The report will then be filed in the business manager's 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 headteacher 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 two days with the headteacher 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 headteacher. 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, e.g. a handshake, high five or gentle tap on the back.
- where a child is in distress and needs comforting. This does not include picking children up and there would never normally be a circumstance where it is appropriate for a member of staff to do this. Sitting children on an adult's lap should also be avoided.
- young children and those with SEN 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

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## Procedures for the use of restrictive physical interventions by staff

This procedure supports the application of the Surrey County Council policy and guidance on the use of Restrictive Physical Intervention. All staff should study the policy statement carefully – it can be found in RM staff.

1. The person responsible for authorising staff to use restrictive physical intervention within this school is the Headteacher.
2. Copies of all risk assessments are held in the SENCO's office with copies with the pupil's section 5 and are reviewed termly alongside the section 5.
3. The person responsible for ensuring that all planned use of restrictive physical intervention is risk assessed is the Inclusion lead (currently the Assistant Headteacher).
4. Training records are held by the School Business Manager.
5. 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.
6. Every use of restrictive physical intervention is to be reported immediately to the Headteacher or the Deputy in charge if the Headteacher is off-site. The Headteacher or Deputy will ensure that a parent of the child who has had force used against them is notified.
7. In addition, the details of each use of physical intervention must be recorded on the Blue Form – Pupil Incident Report Form (available from the School Business Manager). The person leading the planned or unplanned intervention must complete this form on the same day as the incident. The Headteacher will review every use of physical intervention.

This policy will be monitored by the school and governors and will be reviewed on a regular 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.

Policy source: Surrey CC (Vulnerable Learners team) Touch and the use of restrictive physical intervention when working with children and young people (December 2017)

| Status of Policy            | Date                          |
|-----------------------------|-------------------------------|
| Authored by Anne Cooper     | January 2018                  |
| Policy reviewed             |                               |
| Agreed by Staff             | January 2018                  |
| Agreed by Governors (C & L) | January 2018                  |
| Review                      | Every two years, January 2020 |

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## Record of Physical intervention

|   |
|---|
| <p><b>Record of Physical Intervention</b></p><br><p>Name of children's home/setting</p> |
|---|

|  |                         |  |
|--|-------------------------|--|
|  | Reference No.           |  |
|  | Notifications to Ofsted |  |
|  |                         |  |
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### Section 1

|  |  |
|--|--|
| <b>Name:</b>                             |  |
| <b>Date of incident:</b><br><b>Time:</b> | <b>Where did the incident happen?</b>                  |
| Name and job title of staff involved:    | Name of witnesses i.e. children, members of the public |

### Section 2

|  |                   |
|--|-------------------|
| <b>Describe the trigger factors to the incident.</b> |                   |
|  |                   |
| <b>What de-escalation strategies were used?</b>      |                   |
| Verbal advice and support                            | Options offered   |
| Distraction  | Planned ignoring  |
| Time out offered                                     | Success reminded  |
| Transfer adult                                       | Positive handling |
| Choices, limits and consequences                     | Persuasion        |
| Reassurance  | Step away         |
| Appropriate humour                                   | Negotiation       |

**Any other strategies?**

### Section 3

| <b>Justification for hold</b>  |  |        |
|--|--|--------|
| If de-escalation was unsuccessful please state the reason for the intervention |  |        |
| Danger to self   |  |        |
| Prevent severe damage to property  |  |        |
| Danger to others   |  |        |
| Was a choice given to the child before the hold was used?                      |  | Yes/No |
| If no, explain why   |  |        |

### Section 4

| <b>Description of hold</b>   |
|--|
| <b>Holds used</b>  |
| Describe the hold used during the incident. Explain where each person involved was standing and describe how the child was being held.<br>For example; staff AA was sat next to child BB's left side. AA's right hand was cupped around BB's left forearm. |
| What level of hold was used? Low, medium or high?  |

Please detail why was this hold used, thinking about the intent of the child, the size of the child and relationships between the staff and child.

How long did the hold last approximately?

## Section 5

### Medical attention

All children must be offered medical attention after a hold even if they do not appear to be injured.

Was the child offered medical attention? Yes/No

Did they decline this? Yes/No

If they accepted the examination, what was the outcome?

Has Health and Safety form been completed? Yes/no

|                           |        |          |
|---------------------------|--------|----------|
| Injury suffered by child  | Yes/No | Details: |
| Treatment required        | Yes/No | Details: |
| Injury suffered by staff  | Yes/No | Details: |
| Treatment required        | Yes/No | Details: |
| Injury suffered by others | Yes/No | Details: |
| Treatment required        | Yes/No | Details: |

## Section 6

What need is being met for the young person by their behaviour?

How can we meet this need safely?

**Section 7**

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| <b>Issues with environment</b>  |
| List any damage caused during the incident and steps taken to rectify this. |

**Section 8**

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| <b>Follow up</b>  |
| Record here the follow up work done after the incident. Consider the following questions; how did the child feel at the time? The incident must be discussed with them and their views, wishes and opinions heard and recorded. How can we help if this situation arises again? This information is very important to help staff manage behaviour in the future. If age appropriate they could complete this section themselves. Please signpost to a link work session if appropriate. |
| <b>Young person's signature.....Date.....</b>   |
| Describe the follow up work/support given to the staff involved or witnessing the incident. Link to supervision if necessary.   |



Any young people who witnessed the incident and hold need to have follow up work completed with them. Record this here. Signpost to keywork sessions if necessary.

## Section 9

### Reporting and evaluation

**Is this hold agreed in the child's behaviour management plan? Yes/No**

**Does the child's risk assessment need updating? Yes/No**

If yes, you need to update the risk assessment.

**Does this incident raise safeguarding concerns? If yes, please state what he concerns were, what action was taken and who by. If there are none, please write that against each.**

**1) Concerns**

**2) Action taken**

**3) By whom**

**Section 10**

| Who has been informed of the incident and have they received the report?<br>Initial the column to show you spoke to them and/or sent the form. | Inform by phone / email | By whom | Date | Final form sent by email | By whom | Date |
|--|-------------------------|---------|------|--------------------------|---------|------|
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| <b>Others (please specify):</b>  |                         |         |      |                          |         |      |
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**Section 11**

|   |                     |                        |
|---|---------------------|------------------------|
| <b>Signature of Author:</b>   | <b>Designation:</b> | <b>Date completed:</b> |
| <b>Other relevant signatures:<br/>Singing to confirm this is a true representation of events:</b> |                     |                        |
| <b>Name:</b>  | <b>Signature:</b>   |                        |
|   |                     |                        |
|   |                     |                        |
|   |                     |                        |

**Does this form generate any other documentation? Please tick and cross reference using log numbers. If no other paperwork please write "no" against it**

Regulation 40 (Ofsted notification)\_\_\_\_\_Complaints Form\_\_\_\_\_

Accident form/body map\_\_\_\_\_Link work session \_\_\_\_\_

**Section 12**

**Comments and observations from the registered person on the practice and strategies used by staff to manage this situation include any further action that needs to take place.**

**Signature.....Date.....**

**Comments and observations of the Reg 44 /Std 20 visitor if relevant..**

**Signature.....Date.....**