

Hartlepool Aspire Trust (Catcote Academy & Catcote Futures)

Restrictive Physical Intervention Policy



**Hartlepool Aspire Trust
(Catcote Academy & Catcote Futures)**

Restrictive Physical intervention Policy

Originator: Stephen Foster Date: September 2019

Reviewer Sian Lamplough Date: September 2019

Approver: Finance & Audit Committee Date: _____

ISSUE	AMENDMENT	IMPACT LEVEL	DATE
2	Policy Update	Moderate	01/09/2017
3	Policy Update	Moderate	01/09/2019

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1 Introduction

In Catcote Academy (Hartlepool Aspire Trust) we believe that students and staff need to be safe, students know how to behave, and know that the adults around them are able to manage them safely and confidently. For a small minority of students the use of Restrictive Physical Intervention to control or restrain may be needed, and, on such occasions, acceptable forms of intervention are used.

The majority of students behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual students, thereby preventing serious breaches of school discipline and serious damage to property.

All the school staff need to feel able to manage inappropriate behaviour, and to have an understanding of what challenging behaviours might be communicating. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of the use of Restrictive Physical Intervention to control or restrain them, including the nature of the intervention and the rationale for its use.

2 Responsibilities

The following people have responsibilities under this policy.

2.1 *Head Teacher*

The Head teacher ensures that the policy is effectively implemented and adhered to.

2.2 *Teachers, Teaching assistants and staff in the trust*

All teachers, teaching assistants are expected to be familiar with this policy and support teachers in the implementation of it. Those teachers and staff under contract to support students have the right to use restrictive physical intervention as a duty of care if any of the below incidents happen.

3 Policy

3.1 *Legal Framework*

Restrictive physical intervention should be limited to emergency situations and used only in the last resort. Section 93 of the Education Act 2006, DCSF 'The Use of Positive Force to Control or Restrain Students' April 2009 and DfE: Use of reasonable force July 2011 and Use of reasonable force ,Advice for Head teachers, staff and governing bodies ,July 2013 allow teachers, and other members of staff at a school who are authorized (please

see Appendix 5) by the Senior Management Team, to use such force as is reasonable in circumstances where the student may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage to property. The guidance extends this to maintaining good order and discipline, for both on-site and offsite activities.

Restrictive physical intervention should only be used when all other strategies which do not employ force have been tried and found to be unsuccessful **or in an emergency situation.**

3.1.1 Definitions

Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

There is no legal definition of reasonable force. The Criminal Law Act (1967) allows any person to use such force as is reasonable in the circumstances to prevent an offence (e.g. physical assault) being committed. Reasonable minimum force must be a matter of personal judgement. All teachers have a professional 'duty of care' within their job description, which is underwritten by paragraphs 58.7 of School Teacher's Pay and Conditions Document 2002. Together with the legislative framework this enables teachers and other members of staff in the school, authorised by the Senior Leadership Team (see Appendix 5), to use such force as is reasonable in the circumstances, to –

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground.
- Restraine a student at risk of harming themselves through physical outbursts.

The staff to which this power applies are:

- Any member of staff at the school;
- Any other person whom the Head Teacher has authorised to have control or charge of students. This can also include people to whom the Head has given temporary authorisation to have control or charge of students such as unpaid volunteers (for example parents accompanying students on school-organised visits);

This does not include any students.

The power may be used where the student (including a student from another school) is on the school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit).

Those exercising the power to use force must also take proper account of any particular special educational need (SEN) and/or disability that a student might have. Under the Disability Discrimination Act 1995 schools have two key duties:

- not to treat a disabled student less favourably, for a reason relating to his or her disability, than someone to whom that reason does not apply, without justification; and
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage to students who are not disabled.

3.1.2 What Does it Mean to Restrain a Child?

Restrictive physical intervention is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property. The proper use of Restrictive physical intervention requires skill and judgement, as well as knowledge of non-harmful methods of restraining.

The decision to use Restrictive physical intervention as restrictive physical intervention must take account of the circumstances and be based on an assessment of the risks associated with the intervention compared with the risks of not employing a restrictive intervention. The physical intervention must also only employ a reasonable amount of force – that is the minimum force needed to avert injury or damage to property, or to prevent a breakdown in discipline – applied for the shortest period of time.

3.1.3 Why Use Restraint?

Physical intervention should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him/herself or others. Physical intervention skilfully applied may be eased by degrees as the child calms down in response to the physical contact. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

3.2 General Aims

The staff in Catcote Academy recognise that the use of reasonable force is only one of the strategies available to secure student safety/well-being and also to maintain good order and discipline.

Our policy on the use of reasonable force is part of our overall pastoral care procedures and closely related to our policies on managing student behaviour in the 'Catcote Behaviour Policy'.

3.2.1 The Aims

- To protect every person in the school community from harm
- To protect all students against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations
- To use the minimum degree of force necessary to accomplish Restrictive physical intervention
- To give full support to staff who have been assaulted or have suffered verbal abuse from students or others
- To maintain accurate records of incidents where Restrictive physical intervention has been employed

3.3 Risk Assessment

Although most young people in Catcote will never require any form of Restrictive physical intervention, staff may have to deal with some young people who exhibit disturbed, distressed and distressing behaviour. It is therefore necessary to carry out risk assessments. We will attempt to reduce risk by managing:

- The environment
- Body language
- The way we talk
- The way we act

3.3.1 Environmental Risk Assessment

We will complete a risk analysis within the school and put in place strategies to minimise these risks in identified locations.

3.3.2 Individual Risk Assessments

The school's respect for the rights of the individual takes into consideration the context of The Human Rights Act (1998) and The United Nations Convention on the Rights of the Child (1991). The school's ethos and the guidance in this policy is based on the presumption that every adult and child is entitled to:

- Respect for his/her private life
- The right not to be subjected to inhuman or degrading treatment
- The right to liberty and security: and
- The right not to be discriminated against in his/her enjoyment of those rights

If we become aware that a student is likely to behave in a disruptive way that may require the use of reasonable force, it is our intention to plan how to respond if the situation arises. Such planning needs to address:

- Managing the student (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary);
- Involving the parents to ensure that they are clear about the specific action the school might need to take;
- Briefing staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance);
- Ensuring that additional support can be summoned if appropriate
- If Restrictive physical intervention is likely to be necessary this should be included in the student's Individual Behaviour Handling Plan (IBHP) together with information on: de-escalation strategies; the manner in which the student will be held; how support can be summoned if needed; any medical factors to be considered.
- Individual risk assessments can be found in the students folders and are updated termly and in the event of new behaviours presenting themselves.

3.4 Procedures

In the event of Restrictive physical intervention having been used it is important to consider the strategies, which are deemed acceptable, and the recording procedures that should be in place.

3.4.1 Action Steps

1. Tell the student who is misbehaving to stop and state possible consequences of failure to do so;
2. If possible summon another adult;
3. Consider moving the student away from the situation or moving peers if their presence is affecting the situation
4. Continue to communicate with the student;
5. Make it clear that restraint will be removed as soon as it ceases to be necessary;
6. Appropriate follow-up action should be taken, which may include:
 - i) Providing medical support/advice
 - ii) Providing respite for those involved

A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of anger or frustration when handling a problem.

3.4.2 Recording

Staff should record all incidents of restraint in accordance with school policy and report these to the designated manager responsible and complete the incident forms ticking physical intervention required on Behaviour Watch. If behaviour Watch is unable to be accessed then use the forms provided in (Appendix 3)

Details should include:

- Name of student(s)
- Staff member(s) involved
- Factors necessitating physical intervention
- The strategies which were employed prior to using physical intervention
- How physical intervention was effected
- The outcome of restraint
- Any other action taken in the management of the incident
- Details of any injury to any party

Section 246 of the *Apprenticeships, Skills, Children and Learning (ASCL) Act 2009* requires that governing bodies must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a student; and reporting each such incident to each parent of the student as soon as practicable after the incident.

Therefore **each** parent or carer should be contacted as soon as possible and the incident explained to him or her. This action should also be recorded on the Incident form and in the students individual student correspondence records along with a report placed on Behaviour Watch.

In the event of not being able to contact parents/carers a letter should be sent in the post to inform them of the incident and invite them to contact school (Appendix 3). This is only done with the Head Teacher's permission.

However, the member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the student. If that is the case and there is no parent of the student to whom the incident could be reported, then the incident must be reported to the local authority where the student normally lives.

In this case the member of staff should therefore report the incident to the school's Designated safeguarding lead, who will take the situation forward to the Duty Care Team in Hartlepool. All incidents are reviewed weekly by the SLT and overseen by the Headteacher and Trustee Safeguarding Lead Gillian Fletcher.

3.5 Complaints

We all have a duty of care to the young people in our school and cannot escape our legal responsibilities by avoiding taking appropriate and necessary action. Involving parents when an incident occurs with their child, together with a clear policy adhered to by the staff, should help to avoid complaints from parents/carers. It will not prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and Child and Adult Services Department under child protection measures.

School staff are vulnerable to child abuse allegations if they use any form of RPI, but particularly physical control. This may mean that the parents or carers and/or the student

object to the application of the physical control. On the other hand, staff are also vulnerable to accusations of a failure of duty of care if they do not apply any form of RPI and, as a consequence, a child suffers harm.

In such circumstances, staff need a clear frame of reference within which they should work. This policy describes mandatory principles; provides advice to staff within which they must operate and further develop their own practice which makes the use of such interventions as safe and secure as possible, for students and all staff.

This policy should be read in conjunction with other policies of the school relating to interaction between adults and students (especially Behaviour and Anti-Bullying), and has been informed by:

- • Use of Reasonable Force Guidance
- • Guidance for Restrictive Physical Interventions
- • Promoting Positive Handling Strategies for Students with severe Behavioural Difficulties
- • The Use of force to Control or Restrain Students
- • Physical Interventions: A Policy Framework
DFE July 2013
DfES, DoH July 2002
DfES April 2001
DfEE Circular 10/98
BILD 1996

Staff subjected to physical violence or assault have the right to be supported in making a formal complaint to the Police and, if necessary, taking private action against an assailant.

It is our intention to inform all staff, students, parents/carers and governors about these procedures and the context in which they apply.

We will review this policy annually and in the light of the publication of new government legislation.

Remember that adhering to the principles and procedures referred to in this policy statement is part of effective practice and should minimise risk to young people in our care and enhance our own self-protection.

3.6 Statement for Parents

In keeping with our home/school partnership, we will inform all parents/carers of our policy on Restrictive physical intervention.

The statement will highlight:

- Our emphasis on care and protection for everyone within our school community
- Our belief that restraint will be needed on very rare occasions
- Our endeavour to handle situations with care and responsibility
- Our intent to apply follow-up and repair strategies

The statement will outline:

- When staff are authorised to use reasonable physical intervention
- What steps will be taken after an incident has been dealt with
- The responsibilities of staff, students and parents/carers in resolving situations

4 Acceptable forms of contact

In school there are occasions, for a variety of reasons, when staff will have cause to make 'physical' contact with a child. With this in mind, this school does not operate a 'no touch' policy as it would not enable us to effectively support the safety and emotional well-being of the children. Reasons for 'physical' contact include:

- to comfort a student in distress, (as long as this is appropriate to their age).
- to congratulate a child for something, (e.g. use of 'hi five' or a handshake).
- to gently direct a student in the class or round the school
- for curricular reasons, (e.g. in PE, Drama etc).
- in an emergency in order to avert danger to the student or students.
- well-being of the child in question, to stop significant damage to property or injury to others. (N.B – in these situations, successfully managing the situation using other means is low or has already failed.)

In all situations where physical contact takes place between staff and children, staff will always consider:

- the student's age and level of understanding
- the student's individual characteristics and history
- the location where the contact takes place

5 Review Period

This policy shall be reviewed annually and revised if necessary. The Local Governing Body will approve the document.

6 Definitions / Abbreviations

Term	Meaning
B.I.L.D.	British Institute of Learning Disabilities
DCSF	Department for children ,Schools and Family
DfES	Department for Education and Skills
DHS	Department for Health & Safety
IBHP	Individual Behaviour Handling Plan
LA	Local Authority

SEN	Special Educational Need
SLT	Senior Leadership Team

7 Records

The following records are produced as a result of implementation of this Policy:

Description	Form Number	Retention Period	Storage Location
Behaviour incidents involving the use of Restrictive Physical Intervention	Located on Behaviour watch or paper copy located in appendix 3	75 Years	Behaviour Watch

8 References

- [1] The Human Rights Act 1998
- [2] The United Nations Convention on the Rights of the Child (1991)
- [3] The Disability Discrimination Act 1995
- [4] DCSF Guidance 'The Use of Force to Control and Restrain Students' 2007
- [5] DfE Use of Reasonable Force 2011
- [6] Apprenticeships, Skills, Children and Learning (ASCL) Act 2009
- [7] Education Act 2006
- [8] Use of reasonable force, Advice for Head teachers, staff and governing bodies ,July 2013 update 2017
- [9] The Education (Independent School Standards) (Amended) (England) Regulations 2014
- [10] Schools (Specification and Disposal of Articles) Regulations 2012
- [11] The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

Appendix 1

When might it be appropriate to use reasonable force?

- To prevent a student from attacking a member of staff, or another student, or to stop a fight between two or more students;
- To prevent a student from causing deliberate damage to property;
- To prevent a student causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- To ensure that a student leaves a classroom where the student persistently refuses to follow an instruction to do so;
- To prevent a student behaving in a way that seriously disrupts a lesson; or
- To prevent a student behaving in a way that seriously disrupts a school sporting event or school visit.

What about other physical contact with students

- It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

Examples of where touching a student might be proper or necessary

- Holding the student's hand to walk round school;
- When comforting a distressed student;
- When a student is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Appendix 2 Strategies

All teachers need to be aware of strategies and techniques for dealing with difficult students and steps which they can take to diffuse and calm a situation.

- Move calmly and confidently
- Make simple, clear statements
- Intervene early
- Try to maintain contact
- If necessary summon help before the problem escalates
- Remove audience from the immediate vicinity

There are situations where staff should not intervene without help. Assistance should be sought when;

- The incident involves a physically large or strong student,
- More than one student is involved, or
- When the teacher believes that s/he may be at risk of injury.

In these circumstances where the member of staff has decided that it is not appropriate to restrain the student without help they should:

- Remove other students who might be at risk
- Summon assistance from colleagues
- Where necessary, telephone the police
- Inform the student(s) that help will be arriving
- Until assistance arrives, the member of staff should continue to attempt to diffuse the situation orally, and try to prevent the incident from escalating

The method of restraint employed must use the minimum of force for the minimum time and must observe the following requirements:

Restraint must NOT:

- Involve hitting the student;
- Involve deliberately inflicting pain on the student;
- Restrict the student's breathing;
- Involve contact with sexually sensitive areas.

During any incident the person applying the Restrictive physical intervention should:

- Offer verbal reassurances to the student;
- Cause the minimum level of restriction of movement;
- Reduce the dangers of any accidental injury.

Physical intervention can take several forms. It might involve staff:

- Physically interposing between students;
- Blocking a student's path;
- Holding;
- Leading a student by the hand or arm;
- Shepherding a student away by placing a hand in the centre of the back; or
- (In extreme circumstances) using more restrictive holds.

Some Do's and Dont's

DO

- Be aware of any feelings of anger
- Summon help
- Continue to talk to the student in a calm way
- Provide a soft surface if possible
- Be aware of any accessories worn by the student or yourself
- Hold the student's arms by his/her sides

DON'T

- Try to manage on your own
- Straddle the student
- Push arms up the back
- Touch the student near the throat or head
- Put pressure on joints

Appendix 3 Reporting and Recording Proforma

This is the paper version of the form the form used is on Behaviour Watch.

Appendix 3 Reporting and Recording Proforma



CATCOTE ACADEMY
Physical Intervention Form

STUDENT BEHAVIOUR:

Kicking		Head butting	
Punching		Absconding	
Biting		Defiance	
Spitting		Threats	
Disruptive		Abusive language	
Damaging property		Throwing/ Destruction	
Pushing/pinching		Bullying	
Self harm		Other	

ANTECEDENTS:

BEHAVIOUR:

Estimated reason for behaviours displayed:		
Substance misuse		Anger
Frustration		Learned behaviour
Peer dynamics		Conflict
Medication issues		Psychological/ psychiatric
Failure to anticipate/accept consequences		

Actions Taken:

Humour	Calm talking/distraction	Time out
Reminder of Success	Removal of audience	Persuasion
Tactical ignoring	Limits/consequences	Negotiation
Change of adult	Advice & support	Other

DE-ESCALATION USED:

TO BE COMPLETED IF ANY FORM OF PHYSICAL INTERVENTION HAS BEEN EMPLOYED:

DID YOU COMPLETE A DYNAMIC RISK ASSESSMENT CONSIDERING ALL PARTIES?

WHAT DO YOU THINK WOULD HAVE HAPPENED IF YOU HAD NOT USED PHYSICAL

yes

No

REASON FOR PHYSICAL INTERVENTION:

Committing a criminal offence	Prevent/interrupt absconding which could place them or others in danger or risk of danger
Causing personal injury	Causing damage to property
To ensure that the student leaves a classroom or work area if posing a danger to themselves or others	To move student from A to B for their own safety or the safety of others
Prejudicing the maintenance of good order and discipline	To protect the safety of the student and staff from the danger of injury

NATURE OF PHYSICAL INTERVENTION USED: SINGLE ELBOW/DOUBLE ELBOW.WRAP/SHIELD ETC

Sequence:	Technique Used	Position:	Minutes:	Number of Staff	Names:	Witnesses:

Use These to Help Above

Technique used	Technique used
TT single elbow	TT T-wrap (With Legs)
TT figure 4	TT head support
TT double elbow	TT shield
TT Caring C Guide	TT ½ Shield
TT Front Ground recovery	TT Shield to Cradle
TT Guide	TT Shield to FGR with leg support and critical friend
Location of support	Technique used
Supported sitting on 3 chairs	Supported whilst standing/walking
Supported on floor – child dropped to floor	<ul style="list-style-type: none"> ○ Single elbow ○ Figure 4 ○ Double elbow ○ Wrap ○ Shield
Supported on floor – child taken to ground	

Post incident support

How was the student calmed after the incident?

- Quiet time allowed
- Praised for appropriate/on task behaviour
- Other- please state:
■ Incident discussed with student at level appropriate to their understanding
▪ By whom?
- Student's views recorded via symbol sheet

INJURIES:

Were any parties injured? Please circle.... Staff: YES NO Students: YES NO

Details of any injuries _____
(please complete body map on attached page)

Medical consultation MUST be offered. Response to offer: YES NO

If not accepted, assessment of possible injury by qualified first-aider sought? YES NO

Medical attention given?
.....

All injuries (staff/students) must be recorded on an accident form

PARENTS/CARERS INFORMED? YES / NO BY WHOM? _____

INFORMED BY TO SCHOOL TELEPHONE LETTER INVITED

REPORTED TO STEPHEN FOSTER TRACEY KELLY

DATE: _____ TIME: _____ BY: _____

	Yes	No		Yes	No
Was sufficient/appropriate de-escalation used?			More details of Antecedents /behaviour ?		
Was there time to use de-escalation			Is the reporting complete & comprehensive?		
Were there grounds for physical intervention?			Was physical intervention used reasonably?		
Were approved TT interventions used?			Was physical intervention absolutely necessary?		
Has appropriate/sufficient post incident action been taken in			Do all aspects comply with Centre policy?		

Staff signatures

Sign	Sign	Sign	Sign
Sign	Sign	Sign	Sign

TO BE COMPLETED IN THE EVENT OF FRONT GROUND RECOVERY BEING EMPLOYED (includes visual body maps)

PRONE/SUPINE: (Ground holds should only be used and monitored by advanced team-teach trained staff)

Did student go to ground independently?		Was student taken to ground by staff?	
Number of staff:		Names of staff:	
Prone/supine:		Duration of hold:	

GROUND HOLDS: MONITORING

Duration of hold	Certified staff monitoring:		
Please initial in the boxes below when monitored....			
5 mins	30 mins	60 mins	
Breathing	circulation	Breathing	circulation

LIFE SPACE INTERVIEW:

Completed by:
---------------	-------

This report must be explained to the young person, during or subsequent to the LSI, and witnessed here (record any dispute of detail on continuation sheet)

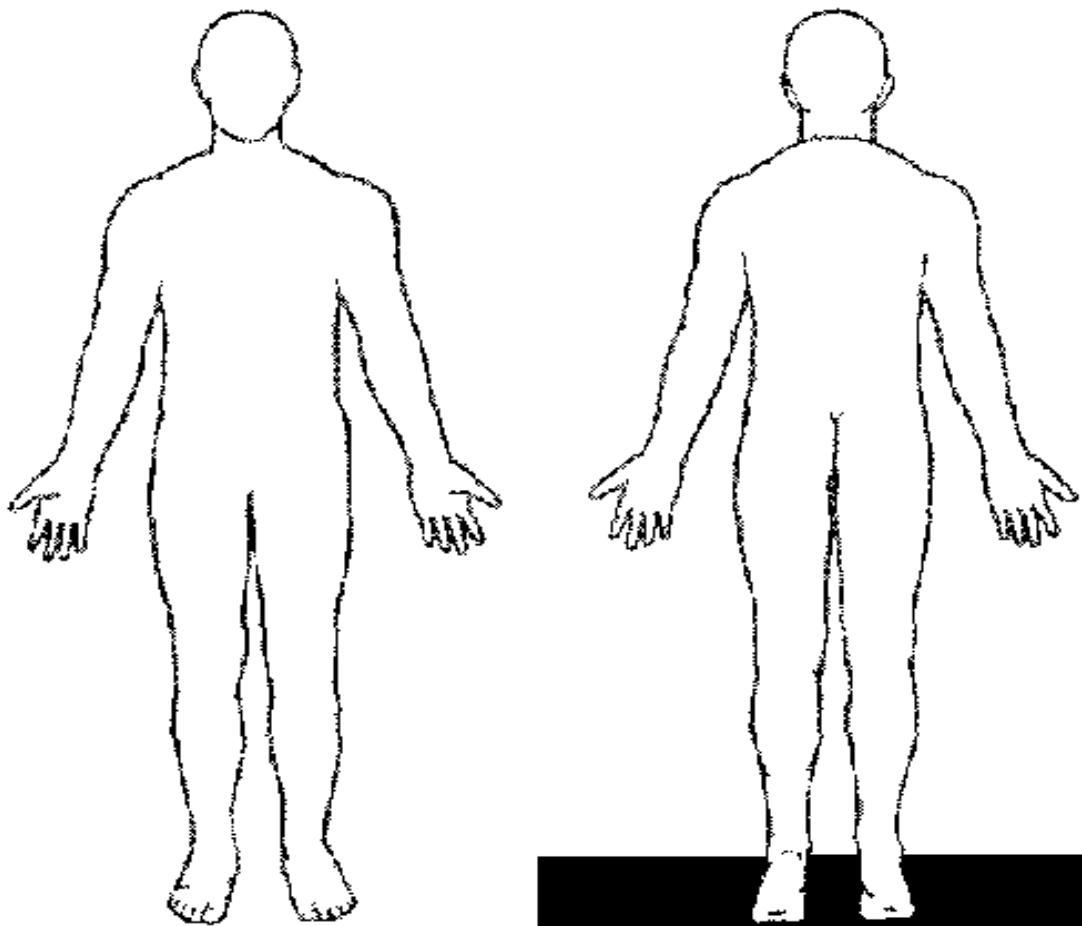
Signed(interviewer at LSI) Signed (student)

STUDENT RESPONSE: (Gestures and pictorial pictures can be noted in this section on behalf of the student)

--

To be completed if any party was injured during the incident or necessary restraint.

Injured party name: _____



Front

Back

Date:

Dear,

Unfortunately _____ had to be physically controlled today in order to prevent him/her from

- Causing injury to himself
- Causing injury to others
- Disrupting the good order of the school
- Damaging property
- Committing an offence
- Absenting from school premises

Our intervention procedure complies with the law, joint DFE guidance 2013 and Catcote Academy on the use of Restrictive physical intervention 2018 and has been logged in our records.

- It was checked that your child was not hurt
- He/she was seen by a trained First Aider
- Your child was checked and had sustained _____.

Medical attention was sought.

This may have been distressing both for your child and the members of staff involved.

Please feel free to contact us if you wish to discuss the incident further.

Yours truly,

Stephen Foster

Telephone 01429 264036 main line

Appendix 4 Training

- i. It is the responsibility of the Senior Leadership Team to ensure that staff are fully informed of the school policy and understand what authorisation entails.
- ii. It is the responsibility of the Senior Leadership Team to arrange training or guidance to staff, possibly through a senior member of staff.
- iii. An up-to-date list of authorised staff should be maintained within school and teachers should know who they are.
- iv. Catcote Academy uses Team-Teach to deliver training to named staff in the effective use of de-escalation and Restrictive physical intervention . Team-Teach is a whole setting holistic approach to managing difficult or disturbing behaviours. It is accredited by the British Institute of Learning Disabilities (B.I.L.D) and is affiliated to and moderated by the National Control and Restraint (General Services) Association. Course training is carried out at an Foundation course of 12 hours with 6hr refresher every 2 years. The advanced can only be completed after the 12hr foundation course and 1 Day emergence at work course. All dangers and procedures are covered in the 12 monthly Advanced course.
- v. Additional advice and support on managing behaviour can be provided through the Educational Psychology Service or Behaviour Support Service.

Appendix 5 Authorised Staff

The statutory power conferred by Section 93 of the Education and Inspections Act 2006 is in addition to the common law power of any citizen in an emergency to use reasonable force in self-defence, to prevent another person from being injured or committing a criminal offence.

The DCSF guidance 'The Use of Force to Control or Restrain Students' replaces and supersedes DfES Circular 10/98. Like the relevant legislation it applies to all schools.

The Head Teacher and Senior Management Team should identify people, other than teachers, whom they wish to authorise to have control or charge of students and therefore be able to use force if necessary. Authorisation may be on a permanent or long term basis because of the nature of the person's job, or short term for a specific event such as a school trip. The SLT should explicitly inform the people concerned, and ensure that they are aware of and properly understand what the authorisation entails. To ensure that, the SLT may find it helpful to arrange for a senior member of the teaching staff to provide training or guidance. They should keep an up-to-date list of authorised people and ensure the teachers know who they are.

Appendix 6 TEAM TEACH

There may be times when behaviour requires staff physical support to ensure the student's own safety, the safety of other students and staff, or that property is not seriously damaged. This can require the use of physical interventions. 'Team Teach' is the approach adopted by Durham Trinity School & Sports College and it's staff to manage challenging and aggressive behaviour.

The basic philosophy of the approach is as follows:

- 95% or more of all incidents should be managed without recourse to physical intervention.
- It is a flexible framework of responses stressing a holistic approach.
- De-escalation of situations is a priority (e.g. using communication skills, humour, distraction etc).
- Gradual and graded positive handling techniques are based on providing the maximum amount of care control and therapeutic support for the shortest possible time necessary to ensure the safety of all concerned

All incidents of positive handling are reported, recorded, monitored and evaluated. Parents will be informed of any that involve a child being held with more restrictive holds and regular guidance and monitoring will be requested from the LA.

Aims:

- To promote effective, safe, verbal, non-verbal, positive and protective techniques, within a whole setting holistic response to behaviour management
- To enable staff to develop acceptable and appropriate responses to serious incidents of 'out of control' behaviour, in a manner that maintains positive relationships and provide safety for all.
- To reduce the amount of serious incidents involving physical control.

Rationale:

- This approach promotes positive, pro-active, non-punitive and protective handling strategies. It stresses that 95% of crisis situations can often be resolved through appropriately calm, controlled, dignified and skilled de-escalation intervention.
- Acknowledges that there will be times when there is no other alternative, but to 'hold'

a child. The manner in which this is safely and therapeutically carried out is crucial.

The purpose of physical intervention should be to:

- Provide the minimum necessary controls to ensure the safety of people and property,
- as well as providing the maximum amount of care for the child.
- Display a caring attitude so as not to provoke, frustrate and anger, causing an adverse reaction often sparking a situation 'out of control'.
- Ensure that no techniques are used in order to discipline or punish.
- Ensure that RPI takes place in the context of an ongoing positive relationship with the

child. The message behind the intervention being – 'I care enough about you not to let you be out of control'.

School staff Advanced Team Teach Instructor is:

- Mr Stephen Foster and Tracey Seymour

Although Mr Stephen Foster and Mrs Tracey Seymour is trained at Advanced level, staff are trained to Intermediate level and allocated staff are trained in advanced techniques as well this adequately meets the needs of our students. website: www.team-teach.co.uk

Appendix 7 DEFINITION OF TERMS

Staff should, however, be aware that any physical contact with a child may be misconstrued by the child, colleagues or other observers. Support of emotionally distressed or physically injured children often involves some physical contact. Contact should be the minimum necessary to comfort and reassure the child.

If staff believe their actions may have been misconstrued they should use the Academies recording systems to report it.

Set out below is the glossary of terms which staff and others will find useful.

Physical Presence Describes a situation in which staff stand close by or in front of a student momentarily, or temporarily in the way of a student. Physical presence is a means of both communicating authority and re-establishing safety and security.

Restriction of Access or Exit Describes a situation in which staff, in an emergency, or to prevent a safeguarding incident, stand in doorways (Team Teach now class preventing exit by blocking a doorway as seclusion and that is why this practice is in an emergency situation only, or to prevent a safeguarding incident) or corridors to restrict a student's movement, or a room fitted with door catches beyond the reach of the student. It is a means of preventing students accessing dangerous environments, or moving to an area which is judged to be prejudicial to the maintenance of a safe and secure learning environment for them to do so.

Time Out Describes the removal of a student from an environment where he/she may be gaining reinforcement to maintain a behaviour to an area or room less likely to reinforce it with the purpose of enabling the student to regain self-control. In HAT any area or room used for time out must be unlocked and be monitored by staff at all times.

Isolation Describes the separation of a student from his/her peers and his/her supervision by a member or members of staff with the purpose of providing him/her with continuous focused supervision and support. Students isolated from their peers and supervised by staff at all times.

Seclusion Describes the forcible confinement and segregation of a student from his/her peers in situations that are unsupervised by staff. In HAT seclusion is not permitted in the Academy.