

# Hartlepool Aspire Trust

(Catcote Academy & Catcote Futures)

## Restrictive Physical Intervention Policy



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Originator: Stephen Foster Date: October 2021

Reviewer Anne Johnson Date: October 2021

Approver: Finance & Audit Committee Date: \_\_\_\_\_

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## 1 Introduction

In Hartlepool Aspire Trust we believe that pupils and staff need to be safe, pupils know how to behave, and know that the adults around them are able to manage them safely and confidently. For a small minority of pupils, 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 pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective Ready to Learn Policy that encompasses preventative strategies for managing challenging behaviour, thereby preventing serious damage to property or to protect the safety of the pupil or others.

All the school staff need to feel able to manage challenging behaviour, and to have an understanding of what the 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 **CEO**

The CEO 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 trained to support students have the right to use restrictive physical intervention as a duty of care.

## 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 Pupils' April 2009 and DfE: Use of reasonable force July 2011 and Use of reasonable force ,Advice for CEOs, 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 pupil 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 safety, 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 pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

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

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 –

- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit, that would result in damage to property or harm a pupil or adult.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety.
- Prevent a pupil from attacking a member of staff or another pupil
- Restrain a pupil at risk of harming themselves through physical outbursts.

The staff to which this power applies are:

- Any member of staff at the school who has been appropriately trained;

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

- not to treat a disabled pupil 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 pupils at a substantial disadvantage to pupils 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 Hartlepool Aspire trust recognise that the use of reasonable force is only one of the strategies available to secure pupil 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 pupil behaviour in the 'Ready to Learn Policy'.

### **3.2.1 The Aims**

- To protect every person in the school community from harm
- To protect all pupils 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 pupils 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 distressing behaviour. It is therefore necessary on some occasions and not all the time that risk assessments may need to be completed on individual students. 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 pupil is likely to behave in a 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 pupil (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; This is done with meetings with pastoral staff, outside agencies with involvement around the child.
- 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 pupil's Consistent approach to supporting Students Plan (CASS Plan) together with information on: de-escalation strategies; the manner in which the pupil will be held; how support can be summoned if needed; any medical factors to be considered.

### **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 exhibiting challenging behaviour to stop (if appropriate) 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 this policy and report these to the designated manager responsible and complete the incident forms ticking physical intervention required on CPOMS and also completing a restrictive physical intervention form as seen in (Appendix 3). If CPOMS is unable to be accessed, then use the forms provided and hand them to SLT or Mr Foster

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 pupil; and reporting each such incident to the parents of the pupil as soon as practicable after the incident”

The parent or carer should be contacted as soon as possible and the incident explained to them. The Staff at the Academy have positive relationships with parents and are aware restrictive physical intervention may need to be used, some parents may request not to be informed of all individual incidents. All incidents will be recorded and details of the action should also be recorded on the Incident form on CPOMS.

The child must also be given the opportunity to debrief in a manner suited to his/her individual needs. The debrief must be undertaken with the child at a time when the child is able to listen, wherever possible within 48 hours of the incident. The Life Space Interview (LSI) should be done wherever possible with a member of staff not involved in the restrictive physical intervention. The purpose of this is to provide opportunity for the child to express their own views of the incident and raise any concerns. In the case that reviewing such an incident would cause further distress, staff will look at using social stories, thrive lessons and appropriate symbols or pictorial aids help with the student’s views. Please see appendix 8

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 pupil. If that is the case and there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil 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 pupil 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 pupils and all staff.

This policy should be read in conjunction with other policies of the school relating to interaction between adults and pupils (especially Behaviour and Tackling and preventing bullying), and has been informed by:

- ● Use of Reasonable Force Guidance
- ● Guidance for Restrictive Physical Interventions
- ● Promoting Positive Handling Strategies for Pupils with severe Behavioural Difficulties
- ● The Use of force to Control or Restrain Pupils
- ● 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 pupil 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 pupil 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 pupil or pupils.
- 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 pupil's age and level of understanding
- the pupil'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 Finance and Audit Committee will approve the document.

## 6 Definitions / Abbreviations

Term	Meaning
DCSF	Department for children ,Schools and Family
DfES	Department for Education and Skills
DHS	Department for Health & Safety
CASS	Consistent Approach to Supporting Students
LA	Local Authority
SEN	Special Educational Need
SLT	Senior Leadership Team
LSI	Life Space Interview

## 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 CPOMS and uploaded paper copy on the system.	75 Years	CPOMS

## 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 Pupils' 2007
- [5] DfE Use of Reasonable Force 2011,2013
- [6] Apprenticeships, Skills, Children and Learning (ASCL) Act 2009
- [7] Education Act 2006 section 93
- [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 DfE:.
- [12] Supporting pupils at school with medical conditions Statutory guidance – August 2017
- [13] Guidance for safer working practice for those working with children & young people in education settings – October 2019
- [14] DfE: Screening, Searching & Confiscation Advice for Headteachers, staff and governing bodies – January 2018
- [15] Reducing the need for restraint and physical intervention- June 2019

## Appendix 1

When might it be appropriate to use reasonable force?

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

What about other physical contact with pupils

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

Examples of where touching a pupil might be proper or necessary

- Holding the student's hand to walk round school;
- When comforting a distressed pupil;
- When a pupil 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 pupil 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 CPOMS.

### Appendix 3 Reporting and Recording Proforma

CATCOTE ACADEMY  
Physical Intervention Form

STUDENT BEHAVIOUR:

ANTECEDENTS:

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

BEHAVIOUR:

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

Failure to anticipate/accept consequences	
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Actions Taken:

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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 INTERVENTION?

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 pupil 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**

<b>Technique used</b>	<b>Technique used</b>
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
<b>Location of support</b>	<b>Technique used</b>
Supported sitting on 3 chairs Supported on <b>floor</b> – child <b>dropped</b> to floor Supported on <b>floor</b> – child <b>taken to ground</b>	Supported whilst standing/walking <ul style="list-style-type: none"> <li>○ Single elbow</li> <li>○ Figure 4</li> <li>○ Double elbow</li> <li>○ Wrap</li> <li>○ Shield</li> </ul>

**Post incident support**

How was the pupil calmed after the incident?

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

INJURIES:

Were any parties injured?	Please circle....	Staff: YES NO	Pupils: YES NO
Details of any injuries _____ (please complete body map on attached page)			
<b>Medical consultation MUST be offered.</b> 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	Breathing	circulation

LIFE SPACE INTERVIEW:

Completed by: .....

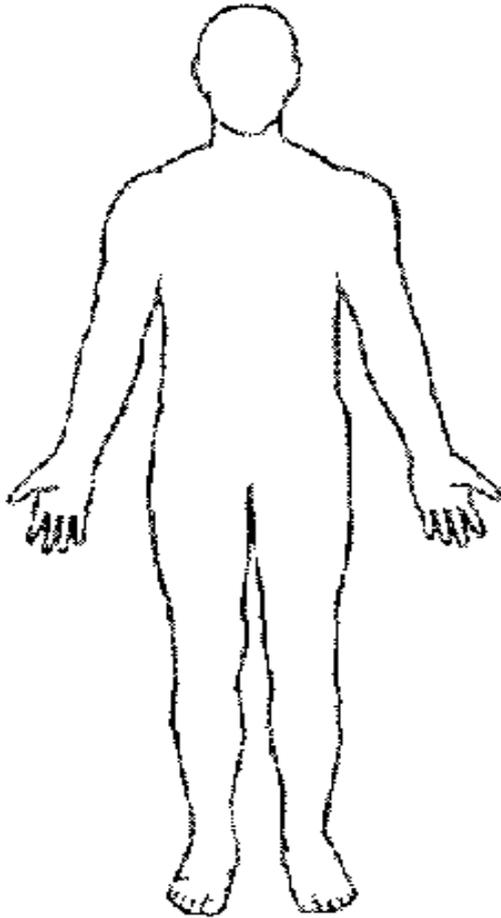
**This report must be explained to the young person, during or subsequent to the LSI, and witnessed here ( record any dispute of detail on continuation sheet)**

Signed .....(interviewer at LSI) Signed ..... ( student)

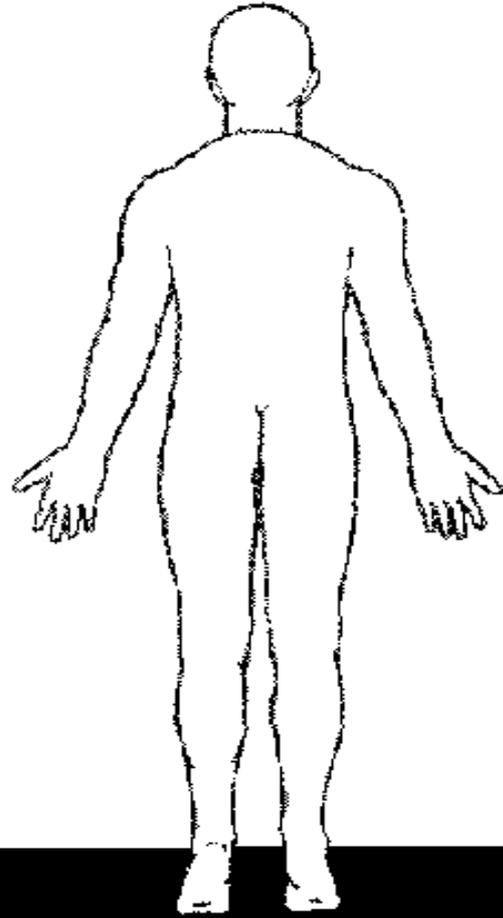
STUDENT RESPONSE: (Gestures and pictorial pictures can be noted in this section on behalf of the student)

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

Injured party name: \_\_\_\_\_



**Front**



**Back**

## 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 Institute of Conflict Management.. 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 Pupils' replaces and supersedes DfES Circular 10/98. Like the relevant legislation it applies to all schools.

The CEO and Senior Management Team should identify people, other than teachers, whom they wish to authorise to have control or charge of pupils 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 pupil's own safety, the safety of other pupils 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

Although Mr Stephen Foster 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 pupils. website: [www.team-teach.co.uk](http://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 pupil momentarily, or temporarily in the way of a pupil. 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 pupil's movement, or a room fitted with door catches beyond the reach of the pupil. It is a means of preventing pupils 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 pupil 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 pupil 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 pupil 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. Pupils isolated from their peers and supervised by staff at all times.

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

## Appendix 8 Support After Physical Intervention

Physical intervention is distressing for both adults and the pupil who is restrained. It can also be distressing to observe an incident where physical intervention has been necessary.

### Debrief with pupil

It is helpful to have clearly developed procedures for 'debriefing' pupil's. The form included at the end of this section can be used by schools to record the debrief with the pupil. Again, this form is a suggested example framework which can be adapted to suit the school's needs, and the level of detail recorded will be determined by the school.

Staff will make a judgement about whether to record the discussion themselves or whether to allow the pupil to record their view independently. In both cases, it is important to allow the pupil an opportunity to sign the record form. **All pupils should be offered a debrief. It is important that this support is provided when the pupil has calmed sufficiently to be able to reflect on what has happened. This may be as much as 90 minutes or more after the event has finished.**

One framework that can be used to support a pupil debrief is The Life Space Interview (LSI).

### Life Space Interview

This was developed by Fritz Redl, an Austrian psychoanalyst. With his colleague, David Wineman, he thought that all young people, including those with challenging behaviour, possess the ability to understand and change their behaviour. In particular, he saw crises (such as those involving physical intervention) as opportunities for the pupil to learn new ways of behaving, provided that appropriate support was provided.

The process can be remembered through the acronym I ESCAPE.

**I** Isolate the pupil  
**E** Explore the pupil's point of view  
**S** Share the adult view  
**C** Connect with other events

**Alternatives** – consider other possibilities

Plan how the alternatives might be put into place **Enter** the normal routine.

### **Steps in the Life Space Interview;**

**Isolate** the pupil into a neutral setting where it is possible to think and talk about what has happened. This has nothing to do with punishing, but with reducing the amount of distraction and stimulation, in order to maximise the chances of a helpful conversation. It will be important to allow the pupil time to wash their face and fix their clothes, etc before the discussion begins.

**Explore** the pupil's point of view. This stage comes before sharing the adult view, as the pupil will feel most willing to receive this after they feel that they have been listened to with respect and without interruption or correction. As such, it is important at this stage for staff to simply listen, and resist the temptation to contradict or tell their stories.

This involves listening to their perception of what happened and trying to gain an understanding of why they chose the behaviour that they chose. It is helpful to encourage the young person to reflect on whether they feel their choices were good.

**Share** the adult view. The LSI process recognises that there will be more than one point of view. This is the stage for the adult to explain why certain courses of action were taken and to share their views about how they interpreted and reacted to the situation. If there was more than one adult involved (including those involved as observers) it may be helpful to include those adults in the LSI process.

**Connect** with other events that the pupil has managed well, or not so well, so that the pupil can look for patterns that help make sense of what happened and which offer hope of different solutions. It is helpful also to help the pupil look for a connection between what they thought how they felt and what action they took. (This stage is called 'Looking for patterns' on the record sheet.)

**Alternatives** – What other options are available to the pupil if they face a similar situation again? It is helpful to include discussion about the pupil's view of how adults can best support them in similar situations. This will offer an insight into the most appropriate 'reactive strategies' for responding to difficulties in future.

**Plan** by choosing the best option from the alternatives and discussing what role the pupil, and those around him or her, can have. How will new skills be taught and practised? How will the pupil be rewarded and supported in following the plan? (This stage, and the alternatives stage, are summarised under 'Planning for the future' on the record sheet. There should be a clear link between these plans and any approaches recording on Positive Support Plans.)

**Enter** the normal routine that the pupil follows, at a time when it is easier to re-join the group, such as at the end of a lesson or after break time. Support the pupil in managing the consequences of their behaviour.

### **Other debrief methods**

For pupils who are not verbal or who rely on visual forms of communication, a debrief should be done using visual prompts. Examples of visual debriefs can be found in the example forms that follow, but any visual debriefs used should be tailored to the individual pupil involved as far as possible.

### **Debrief with members of staff**

It is the member of staff's choice whether to take up the offer of a debrief, but all staff involved with or observing an intervention should be offered this opportunity. That staff were indeed offered this opportunity should be recorded, and there is a box on the suggested Physical Intervention Record Form to indicate whether or not the offer was made and whether it was taken up.

Many of the steps in the Life Space Interview will be appropriate to consider during a staff debrief. An example form for recording staff debrief is included at the end of this section.

The LSI will be filled in on CPOMS and is included as part of the Incident form and will be there when the use of restrictive physical intervention is ticked.