



Positive Touch and Restrictive Physical Intervention Policy

Approved by the LGB on:	September 2024
Next review due by:	September 2025
Frequency	Annually

Our School Vision:

We believe every child has the right to be a successful and confident citizen who is able to make a positive contribution to the world they live in.

Our motto is 'Learning today, to make a difference tomorrow'

Our School Values:

Our School Values were updated following a consultation process with our stakeholders. The following table outlines ways in which a child might demonstrate our 4 core values.

Compassion - we show kindness and understanding to everyone We show kindness to one another. We help one another. When someone is feeling hurt or sad, we try to make them feel better. We use kind words	Responsibility - we think about the impact of our actions. We make good choices about our behaviour. We think about how actions affect others. We look after our own and other people's property. We care for our environment
Courage - we are brave and believe we can We are not afraid to take risks or make mistakes. We will have a go at something new. We do not give up when we find something difficult. We will try things that we may be a little afraid to do.	Respect - we value everyone in all we do. We show good manners. We listen to others and their ideas. We treat each other as we would like to be treated. We celebrate differences and similarities between people.

Every member of our school community will understand, live and breathe each of our core values. to challenge, develop and nurture the 'Whole Child' so they are able to grow into confident, resilient and emotionally literate citizens of the future.

- Our children will receive a broad and balanced experience that progressively builds and deepens knowledge, understanding and skills across the curriculum.
- Our school community will work in partnership with parents, carers and governors
- Our children will leave Hatchlands physically and mentally healthy and equipped with the skills to prepare them for their future.
- Our children will have high aspirations and no limits on their learning,
- All children will achieve, regardless of their background or starting points.

Our One School Rule:

We show kindness and respect to everyone.

Background

At Hatchlands Primary School we believe that pupils need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of pupils the use of restrictive physical intervention may be needed, and, on such occasions, acceptable forms of intervention will be used.

The majority of pupils behave well and conform to the expectations of our school. We have the 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 pupils. All the school staff need to feel able to manage inappropriate risk and behaviour, and to have an understanding of what and how challenging behaviours might be communicated. 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 a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

Acceptable forms of intervention in Hatchlands Primary School

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age)
- to gently direct a pupil
- for curricular reasons (for example in PE, Drama etc)
- in an emergency to avert danger to the pupil or pupils
- in rare circumstances, when Restrictive Physical Intervention is warranted

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding
- the pupil's individual characteristics and history
- the location where the contact takes place (it should not take place in private without others present)

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular pupil.

Definition of 'Restrictive Physical Intervention'

The Law allows for teachers and other persons, authorised by the Headteacher, to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following: -

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school

“Restrictive Physical Intervention” is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult, authorised by the Headteacher, has to, in specific circumstances, use “reasonable force” to control or restrain pupils.

There is no legal definition of “reasonable force”. However, there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

The definition of physical force also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

When the use of restrictive physical interventions may be appropriate in Hatchlands Primary School

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds. The safety and wellbeing of all staff and pupils are important considerations. Under certain conditions this duty must be an overriding factor.

Who may use restrictive physical intervention in Hatchlands Primary School

The following staff (as well as the teachers employed at the school) are authorised by the Headteacher to have control of pupils, and must be aware of this Policy and its implications:

- Any teacher who works at the school
- Any other person whom the Headteacher has authorised to have control or charge of pupils, including:
 - (a) support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors; and
 - (b) people to whom the Headteacher has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff)

and unpaid volunteers (for example parents accompanying pupils on school-organised visits).

We take the view that staff should not be expected to put themselves in danger, and that removing pupils and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

Planning for the use of restrictive physical interventions in Hatchlands Primary School

Staff will use the minimum force needed to restore safety and appropriate behaviour. The principles relating to the intervention are as follows: -

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions.
- Staff will only use it when there are good grounds for believing that immediate action is necessary and in the pupil's and/or other pupils' best interests
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion and at the level of understanding of the child or young person
- only the minimum force necessary will be used to prevent severe distress, injury, or damage
- staff will be able to show that the intervention used was in keeping with the incident
- every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- as soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
- a distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- the age, understanding, and competence of the individual pupil will always be taken into account
- in developing Individual Education/Regulation Plans, consideration will be given to approaches appropriate to each pupil's circumstance
- following every incident of Restrictive Physical Intervention staff and pupils involved will be supported and debriefed as it is essential to safeguard the emotional well-being of all involved at these

Developing a Individual Regulation Plan at Hatchlands Primary School

If a pupil is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Individual Regulation Plan will be completed. This plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing.

The plan will include:

- involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- a record to be kept in school of risk reduction options that have been examined and discounted, as well as those used
- managing the pupil, strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention is to be used
- identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil
- a system to summon additional support
- additional training needs

Guidance and training for staff

Training in touch and physical intervention at Hatchlands Primary School will be organised in liaison with the Inclusion Leader.

- Positive Touch Training will be provided for key staff.
- Training will be provided for specific staff by the MAPPA team if required.

Should any pupils in school require planned as opposed to emergency physical intervention, the Inclusion Leader will arrange for named members of staff to attend additional specific training in restrictive physical intervention.

Recording

Whenever an overpowering force is used the incident must be recorded using CPOMs (child protection online management system).

Staff should record:

- name of pupil
- date, time and place of incident
- a brief description of the incident and actions taken
- attempts made to calm the situation
- names of people who witnessed the situation
- any damage/harm to persons or property
- name of person informing parents
- after investigation a summary of action taken

These records will be retained and cannot be altered. They will be retained in line with the school's GDPR policy and could form part of an investigation in the future.

Reports should be completed within 24 hours.

Parents/carers should be contacted as soon as possible and the incident explained to them. This action should also be recorded.

Complaints

It is intended that by adopting this policy and keeping parents and governors informed we could avoid the need for complaints. All disputes that arise about the use of force by a member of staff will be dealt with according to the school's Child Protection and Safeguarding policies.

Links with other policies

This policy should be read in conjunction with our school:

- Behaviour Policy
- Anti-bullying Policy
- Child Protection Policy
- Intimate Care Policy
- Special Educational Needs Policy

Please also refer to Surrey guidance on 'Touch and the use of Restrictive Physical Intervention when working with children and Young People'

Appendix A

School Procedure - The use of restrictive physical interventions by staff

This procedure supports the application of the guidance on the use of Restrictive Physical Intervention and Hatchlands Primary School's Touch and the Use of Physical Intervention Policy.

All staff should study the policy statement carefully. It can be found in the policies folder on the shared drive.

1. The person responsible for authorising staff to use restrictive physical intervention as part of a structured and planned intervention within this school is the Headteacher.
2. The person responsible for ensuring that all planned use of restrictive physical intervention is risk assessed is the Headteacher.
3. Copies of any Individual Regulation Plans are held in the pupil's SEN file (on the Staff Shared Drive and in the Inclusion Leader's office) and are reviewed after every use of force.
4. Should planned restrictive physical interventions be considered appropriate, named members of staff will be trained in restrictive physical intervention. No other person should engage in a planned intervention.
5. Only those trained in appropriate techniques within the last twelve months may be authorised. The person responsible for ensuring that appropriate training is provided, including regular updates, is the Headteacher.
6. Once created, training records will be held in the school's safeguarding folder which resides in the Headteacher's office.
7. Staff whose roles include the supervision of children may use reasonable force in an emergency unplanned intervention where it is necessary to prevent a serious injury from occurring.
8. Every use of restrictive physical intervention is to be reported the same day to the Headteacher, Deputy Headteacher or Inclusion Leader. The Headteacher, Deputy Headteacher or Inclusion Leader will ensure that a parent of the child who has had force used against them is notified that day by telephone.
9. In addition, the details of each use of physical intervention must be recorded on CPOMS – The person leading the planned or unplanned intervention must complete the entry. The Headteacher will review every use of physical intervention.

Individual Regulation Plan

Name:		Class/Year:	
Class Teacher/s:		TAs:	
Created on:		Created by:	

Identification of Risk:

Describe the foreseeable risk (i.e. what specific behaviours have occurred)	•
Is the risk potential or actual (i.e. has this happened before?)	•
List who is affected by the risk	•

Assessment of Risk of Displayed Behaviour:

In which situations does the behaviour/risk usually occur?	•
How likely is it that the behaviour/risk will arise?	•
If the behaviour/risk arises, who is likely to be injured or hurt?	•
What kinds of injuries or harm are likely to occur?	•
How serious are the adverse outcomes?	•

Proactive Interventions to Manage Risk Behaviour:

Things That We Know:	
History/Environmental Factors:	•
Relationships in school:	•
Things That Work Well:	
Child's interests/ motivators?:	•
Positive behaviour management:	•
Things To Avoid:	
Triggers:	•

De-escalation Response Plan (CPI Crisis Development Model)

Student Behavioural Level	Staff Approach
Calm: <i>What does the child/young person look and behave like when at his/her most calm?</i> <ul style="list-style-type: none"> 	<i>What strategies are effective in helping keep behaviour calm?</i> <ul style="list-style-type: none">
Anxiety Stage: <i>Noticeable increase or change in behaviour.</i> <ul style="list-style-type: none"> 	Supportive: <i>Empathetic, non-judgemental approach attempting to alleviate the anxiety.</i> <ul style="list-style-type: none">
Defensive Stage: <i>Beginning to lose rationality.</i> <ul style="list-style-type: none"> 	Directive: <i>An approach where the staff member stays calm, reduces language and sets limits.</i> <ul style="list-style-type: none">
Risk Behaviour: <i>Imminent or immediate risk of harm.</i> <ul style="list-style-type: none"> 	Physical Intervention/Positive Handling: <i>What or who do I need to do/touch?</i> <p>Intervention/Positive Touch:</p> <div data-bbox="874 1256 1449 1906"> <p>Positive Touch (STIPS)</p> <p>Follow the Positive Touch and Restrictive Physical Intervention policy regarding de-escalation and use the following positive handling guidance: If unsafe, guide (x2 Adults) to space to regulate (adults to judge level of behaviour and safety)</p> <ul style="list-style-type: none"> ● If safety can only be obtained by being positively handled then this must be done. - Will be guided to a safe space by x2 adults - Adult to explain the reason for guiding (not being safe/hurting others) - Adults to re-engage when they show they are calm. - If refusal to engage, leadership is called. - Leadership to implement next steps as per behaviour policy </div> <ul style="list-style-type: none">

Tension Reduction: <i>Physical and verbal behaviours start to reduce.</i> <ul style="list-style-type: none"> • 	Therapeutic Rapport: <i>Re-establish a positive relationship, offer safe choices.</i> <ul style="list-style-type: none"> •
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Follow-Up		
What will we do to follow up for the child and staff?		
For the pupil	For staff	
	<input type="checkbox"/> Speak to Parents at the end of the day <input type="checkbox"/> Staff member involved in any incident to notify SLT <input type="checkbox"/> All staff involved debrief – incident logged on CPOMS <input type="checkbox"/> Assessment of risk assessment/de-escalation plan – adapted if necessary to support any new behaviours displayed.	
Communication		
How will we ensure everyone knows this plan?		
Who?	How?	When?
Training needs		
Are there any training needs for staff? What will we do to meet these needs?		
Identified Training Needs	Teaching provided to meet needs	Date training completed