



# The Orchards Federation

## Policy for the Use of Physical Intervention

<b>Current version</b>	<b>Information</b>
May 2015	Approved By Governors
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# THE ORCHARDS

## PHYSICAL INTERVENTION POLICY

### INTRODUCTION

This policy has been drawn up to protect students, staff and others within Green Fold, in line with recommendations in:

- DfES Circular 10/98, "Section 550A of the Education Act 1996: the use of force to control or restrain pupils".
- DfES letter of 24 April 2001 to Chief Education Officers in England, "Positive handling strategies for pupils with severe behavioural difficulties" (Appendix 1 in DfES/DH guidance of July 2002).
- DfES/DH guidance of July 2002 "The use of restrictive physical interventions for staff working with Children and adults who display extreme behaviour in association with learning disability and/or autistic spectrum disorder".
- DfES letter of 18 December 2002 to some Local Authority, Teacher, and other associations, "Draft model policy guidelines for local education authorities and special schools".

*This policy is based particularly on the draft model policy referred to in 4 above.*

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## 1 INTRODUCTION

The use of physical intervention should be avoided wherever possible. Planning appropriate strategies, controlling the environment, setting appropriate expectations, etc, should be the way we positively and pro-actively manage behaviour.

### 1.1 When physical intervention may be used:

However, there may be situations where an unexpected response occurs that is likely to result in one of the following:

- Injury to a person
- Serious damage to property
- Serious breakdown of discipline

In these situations it may be necessary to use force to prevent the injury or serious damage to property. However, any use of force must only be by those authorised by the Executive Headteacher/Deputy Heads of schools and must comply with the above DfES documents, this policy, the LEA policy and behaviour support plans, and any other school discipline, behaviour policies and Positive Handling Plans.

### 1.2 Authorised Staff

Staff will only be authorised by the Executive Head teacher /Deputy Heads of schools if they have completed a course of training that has been:

- Approved by the Governing Body
- Considered and supported by the Local Education Authority
- Considered and supported by Health and Social Services

The following training method of training is currently acceptable.

## TEAM TEACH TRAINING

## 2. EXPECTATIONS OF THE FEDERATION

We expect:

- 2.1 Good relationships with pupils will be established and maintained, and be the primary way of encouraging positive behaviour and pupil progress. This involves high expectations of pupils, treating pupils with dignity and respect at all times, rewarding good behaviour and encouraging independence and self-regulation of challenging behaviours. Respect for other people and their property is central to these concepts and staff should always be aware of their responsibility as role models for pupils.
- 2.2 Difficult situations will be managed by diversion, diffusion and negotiation, with particular involvement of those staff that know the child best.
- 2.3 Physical force should not be used other than as a last resort and as part of an agreed Positive Handling Plan for that individual child.
- 2.4 Physical force that is excessive or is used as a form of punishment is unacceptable and will be dealt with under the staff disciplinary procedures.

## 3. POSITIVE BEHAVIOUR MANAGEMENT

### 3.1 Preventing behaviours that may need physical intervention

The Orchards has a positive approach to behaviour management. This approach rewards students efforts to build self-esteem by, for example, verbal praise within the class group, taking good work to a senior member of staff, certificates, individual recording charts, assignment of responsibilities, etc. Parents and other professionals are involved where appropriate to help identify positive rewards that will be of particular significance to individual students. Students who are known to present challenging behaviours will have Individual Behaviour/Positive Handling Plans kept for them.

### 3.2 What constitutes challenging behaviour?

We consider behaviour to be challenging if:

1. The behaviour itself or its frequency, intensity, or duration is inappropriate given a pupil's age and level of development.
2. The behaviour presents a threat to the well being of the pupil &/or other children/ staff.
3. The behaviour constitutes a significant additional disability to the pupil by interfering with the learning of new skills and/or by restricting access to important learning opportunities for either themselves or others.
4. The behaviour causes significant stress to the individual concerned and/or to those who live and work with or alongside them, and impairs the quality of their lives to an unreasonable degree.
5. The behaviour is contrary to social norms and would be considered to be socially unacceptable, offensive, destructive or disruptive.

### 3.3 Individual Behaviour/Positive Handling Plans

Where a student presents concerns, any member of staff can ask for a behaviour meeting to be convened to discuss key issues, by arrangement with the Exec Head/ Deputy Head of School. This will be open to all interested members of staff unless specified otherwise.

Other Education, Health or Social Services professionals involved with the student may be invited to this meeting, or provided with a synopsis of the outcomes if unable to attend. Parents may be invited, but in any case must be kept informed of both the strategies being adopted in school and the difficulties experienced by the school.

"Individual Behaviour/Positive Handling Plan" pro forma. The Positive Handling (shaded) part of this plan is only completed where physical handling is appropriate and must be signed by parents before implementation.

At the meeting the following issues will be discussed:

1. Positive aspects of the pupils character and his/her likes and dislikes.
2. The specific behaviours that challenge school.
3. Possible 'triggers' and early warning signs of behaviours
4. Proactive (preventative) strategies will be identified including rewards, de-escalation, diffusion or distraction.
5. Reactive Strategies will be identified - (with the emphasis on positive approaches)
6. Physical handling issues will be identified (as necessary), and, where appropriate, a Positive Handling Plan will be completed.
7. How parents will be involved / informed.
8. Who should share the outcomes of the meeting, who will be responsible for this and how will it be done?

Copies of the completed behaviour management guidelines once signed and agreed will be kept in:

- the pupil's file
- the classroom
- The overall record for a particular school will be kept by the Head of School

## 4. RISK ASSESSMENT & PLANNING FOR THE USE OF REASONABLE FORCE

### 4.1 What constitutes "reasonable force"?

The decision to plan the use of reasonable force, and subsequent risk assessment, must include reference to:

- The seriousness of the incident; i.e. is there likely to be injury to a person, serious damage to property or a serious breakdown of discipline?

- Is there any other strategy that could be used? The relative risks of using physical intervention must also be compared with other possible strategies
- The age, cultural background, gender, stature and medical history of the pupil concerned
- The application of gradually increasing or decreasing levels of force in response to the persons' behaviour, always encouraging the individual to take control of their own behaviour.

#### **4.2 Unacceptable practices**

These include practices that might expose students or staff to foreseeable risk of injury or psychological distress. Examples (not a full list) include:

- Any form of hitting/slapping.
- Withdrawal of food or drink.
- Verbal bullying/shouting or persistent criticism.
- Any form of holding not included in Team Teach training.

#### **4.3 The distinction between:**

DfES/DH guidance of July 2002 notes the importance of understanding the difference between i-iii below. It is important that correct language is used when reporting incidents.

##### **i. Seclusion**

Where a pupil is forced to spend time alone against their will. This is unacceptable practice.

##### **ii. Time out**

Which involves restricting the pupil's access to all positive reinforcement as part of a behavioural programme.

##### **iii. Withdrawal**

Which involves removing the pupil from a situation, which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities.

### **5. USE OF REASONABLE FORCE IN UNFORESEEN AND EMERGENCY SITUATIONS**

Planned physical intervention is where an incident is foreseeable; emergency intervention occurs where the incident cannot reasonably be anticipated. In this situation:

- Before using physical intervention, diversion or diffusion should be attempted,
- Any techniques used must be within the training provided by school.

Where an emergency situation has arisen, an "Incident or Use of Reasonable Force Form" (IRF) must be completed and a Behaviour Meeting must be held as soon as possible after the incident to ensure future strategies and interventions are co-ordinated and planned.

## 6. POST-INCIDENT SUPPORT

### 6.1 First Aid Procedures

A list of all first aid trained staff can be found in the main office, the Staffroom and in the main office. The School Nursing Service will also be able to offer some medical support. The safety of all should always be the priority before, during and after incidents of challenging behaviour.

### 6.2 Staff

As staff working in school, we must expect to come across some incidents of challenging behaviour. However, some incidents are so intense that they can cause considerable and understandable stress and/or injury to staff. It can also be frightening/very threatening to be involved in serious incidents with pupils. Ideally, staff should be offered the opportunity to leave the stressful situation and be given time to feel calmer and more confident before returning to class. A member of the Leadership Team should also ideally see the member of staff involved. This may have a knock-on effect on other staff and classes, the class team involved, etc.

### 6.3 Pupils

Students should be encouraged to understand the consequences of their behaviour wherever possible, and be supported in this through positive strategies wherever possible.

Pupils displaying challenging behaviours should be encouraged to take control of their own behaviour as soon as possible. It is vital that all staff working with pupils who have challenging behaviour make themselves aware of the Individual Behaviour/Positive Handling Plan as this will contain information that helps ensure everyone's safety.

Pupils witnessing or being hurt by the challenging behaviour of others should be immediately offered support and comfort and where possible they should be offered the opportunity to discuss their experiences with a familiar member of staff (in whatever way is understandable to them). Parents should always be informed if their child is hurt or particularly distressed by an incident, but should not be given the name of the pupil with challenging behaviour unless this has been discussed with that child's parents first.

### 6.4 Families

Parents should receive an accurate and balanced view of their son/daughter's performance at school. This includes being informed of any serious incidents of challenging behaviour, although this should be balanced if, for instance, the student has produced some good work that day that parents can also be told about. It is not acceptable to "withhold" information about challenging behaviours from parents because you are concerned about them being distressed. They will be far more distressed if the first they hear of their son/daughter's challenging behaviour is at the point when they have caused a serious injury.

If families are distressed and require support following an incident, contact with social services or community nurses should be offered in addition to whatever support and guidance school may be able to offer. It may in some instances be appropriate to hold a Child In Need meeting.

## 6.5 The Head's Role

The Executive Headteacher/Deputy Heads of Schools should be informed immediately of any incidents involving:

- physical intervention beyond or different to that noted in the Positive Handling Plan,
- significant injury to anyone
- a student being taken to the ground.

The Executive Headteacher/Deputy Heads will always expect to be informed immediately, or as soon as practically possible if out of school.

The Executive Headteacher/Deputy Heads may consider exclusion of any pupil should the incident present a sufficiently serious and on-going risk to the health and safety of others, or if a very serious breach of discipline has been knowingly carried out. In this situation the LA's exclusion procedures will be followed.

## 7. REPORTING AND RECORDING INCIDENTS

It is very important that incidents are recorded. Recording incidents at the time will not only protect staff from allegations of misconduct at a future date, but also will help everyone to see any patterns of challenging behaviour and therefore provide information to help understand and reduce incidents. Three types of recording are involved.

### 7.1 For Pupils with Positive Handling Plans

Provided the physical handling is within that described in the Positive Handling Agreement, it is not necessary to complete an "Incident / Use of Reasonable Force Form" in every instance. However, it is essential to record all physical handling in some way.

Hence, provided the date/time, duration and type of holding is recorded a simple list (e.g. the Multiple Incident Record) may be used. This system aims to make recording more manageable and prevent under-recording of incidents, particularly where incidents are so frequent that continually completing forms becomes impractical. However, this is only acceptable when working within an existing Positive Handling Plan and permission to use a 'short form system' has been agreed in advance with the head teacher.

The records of use of positive handling must be copied to the Head or Deputy at intervals specified on the Positive Handling Plan.

### 7.2 Incident / Use of Reasonable Force Form

This form and the accident/incident book must be completed for any incident involving challenging behaviour that is felt to be of significance, from either the pupil's or member of staff's point of view.

However, the shaded sections may be left blank unless:

- Reasonable force is used where there is no Positive Handling Plan in place
- Reasonable force is used that exceeds that agreed in the Positive Handling Plan

Care should be taken to ensure that all relevant parts of the form are completed as this information is important in analysing effectiveness of strategies and may also be used should any legal proceedings take place following an incident.

### **7.3 Accident Forms**

These (yellow forms) must be completed whenever injury occurs to a member of staff or pupil - see Health and Safety Policy for further details.

A one-line entry must also be made in the Accident/Incident book

## **8. MONITORING THE USE OF PHYSICAL INTERVENTION**

The use of physical intervention will be monitored by the full Governing Body, through the Head's reporting to the Community & Inclusion Committee (termly) reporting number of each type of form completed and the actions taken.

Where problems with specific students exist, the Governors will be made aware of these.

## **9. RESPONDING TO COMPLAINTS**

It is hoped that conflicts can be resolved informally wherever possible. However, it is accepted that the use of physical control can lead to allegations of either inappropriate or excessive force.

If the complaint relates to the use of force, the matter will be investigated in accordance with DfES circular 10/95 ("Protecting Children from Abuse - The role of the Education Service") and the procedures of the local Area Child Protection Committee.

## **10 STAFF TRAINING**

The Governing Body considers the following training to be appropriate from October 2009:

- Team Teach (either 6 hour "Foundation" or 12 hour "Basic") course (see [www.team-teach.co.uk](http://www.team-teach.co.uk))

The Federation will maintain at least two members of staff at Team Teach instructor level (5 day course), with the understanding that the instructors (all based in Bolton's Special Schools) will all collectively provide ongoing free training for other staff in Bolton's Special Schools.

New staff will be trained as soon as possible after their appointment which may be with staff from other schools across the LA. Staff should not be expected to become involved in any situations involving physical intervention until they have undertaken the appropriate training.

Staff training will be updated as per the current recommendations of Team Teach. Staff will also be provided with opportunities to practice their skills at staff meetings, etc and will be provided with 'hands on' support from the 2 school based trainers as required.

**Approved and Adopted**

Chair of Governors:

Executive Head teacher:

date: Approved 10<sup>th</sup> Feb 2005

Reviewed: October 2009

Name of Child:
D.O.B. :

## THE ORCHARDS FEDERATION Behaviour Support Plan

Photo here

Date written: Date to be reviewed: By: In discussion with:
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Additional Information e.g. medical
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Known Triggers (describe example situations which have led to strategies being used)	Previously tried strategies and reasons why unsuitable
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Description of Behaviours	Proactive strategies (to prevent the behaviours occurring)	Reactive strategies (when the behaviour occurs)

# THE ORCHARDS Positive Handling Plan

<b>Preferred handling strategies</b> (staff responses/holds)			
<u>Technique</u>	<u>Standing/sitting</u>	<u>Number of staff</u>	<u>Breakaway techniques</u>
<b><u>Repair/rebuild processes following incident</u></b> (what will the child need to move on and get back to usual activities / when and how can child and/or adults be helped to learn from incident to improve situation)			
<b><u>Recording and notification required</u></b> (e.g. accident/incident form, class record, incident book, parent diary)			
<b><u>Signatures</u></b>			
Head Teacher:	Parent/Carer:		
Staff authorised to lead techniques:	Staff authorised to assist:		



## RECORD OF INCIDENTS AND USE OF REASONABLE FORCE (IRF)

Reference should be made to the School's Challenging Behaviour and Physical Intervention Policy (Paragraph 7) before completing this report form. This report should normally be completed as soon as practically possible after the incident

Name of Pupil:

Class:

Date of Incident:

Time of Incident:

Form Completed by:

Witnesses:

### 1a The Incident

Aggressive behaviour towards to staff?      yes / no

Aggressive behaviour towards pupil(s) ?      yes / no

Reasonable Force used?

Yes      complete all sections on this form

No      do not complete shaded sections of this

form

**Briefly describe the incident** e.g. *pupil A ran across room and bit pupil B / Multiple incident record attached*

### 1b What Happened?

Concise details of how the incident began including pupil behaviour and use of techniques other than reasonable force to control/defuse the situation

### 1c Record of any damage to property

### 1d If Reasonable Force was used

*Why was it thought necessary.....*

Was the pupil concerned liable to injury?      Yes / No

Were other children liable to injury?      Yes / No

Were staff liable to be injured?      Yes / No

Was property about to be damaged?      Yes / No

Was good order prejudiced?      Yes / No

Other:

### 1e Description of reasonable force used

including the degree of force used, how it was applied and for how long



**1f Yellow Accident/Dangerous Occurrence Report form to be completed if:**

*Please circle below & complete form as required*

- a. any injuries were sustained during the incident
- b. reasonable force was used and the pupil did not have a positive handling plan in place
- c. reasonable force used differs to that outlined in pupils positive handling plan
- d. if reasonable force involved the pupil being taken to the ground

<b>1g Future Implications/Action Required</b>	
Is the pupil on the pupil on the challenging behaviour register?	Yes / No
Do behaviour management strategies need to be altered / amended?	Yes / No
Is a positive handling plan required?	Yes / No
Does positive handling plan need to be altered / amended?	Yes / No
Is a meeting required about this pupil?	Yes / No
Is a risk assessment required?	Yes / No

Signed:  
 Print Name:  
 Report passed to:

Date form completed:  
 Time form completed:

**2 ACTION TAKEN BY HEAD / DEPUTY / SENIOR MANAGER**

- 2.1 Incident Book completed? Yes / No
- 2.2 Signed by Head? Yes / No
- 2.3 Parents informed? Yes / No Letter / phone / diary / other
- 2.4 Incident discussed with pupil? Yes / No / NA Date & time of discussion:

<b>2.5 Action Log :</b>	
any other actions taken & follow up including dates - continue on separate sheet if required	
Date	Action Taken

Signed:  
 Print:

Designation: E Head/ D Head / SLT  
 Date:

