



Alder Brook Primary Partnership Centre

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Restrictive physical intervention policy

Date policy last
reviewed:

October
2024

Signed by:

Headteacher
Chair of
governors

February 2025
Date: _____

February 2025
Date: _____

Restrictive physical intervention Policy

Introduction

This policy incorporates the Royal College of Nursing Guidance (2014): Positive and Proactive Care; Salford's Safeguarding Children's Board Managing Challenging Behaviour Policy (2014) and the DFE Policy 'Use of Reasonable Force' (July 2013). The policy is also supported by the aims and methodology of an approach described as 'Team Teach'.

It supports our school vision that:

Alder Brook is a 21st century school that values every individual and strives to develop the whole child. Alder Brook provides a safe, nurturing environment for pupils with social and emotional needs whilst ensuring academic progress. We aim to provide a creative and exciting, inclusive curriculum that all our children enjoy, building their self confidence and ultimately provide every child with the necessary tools to become successful in the future.

Behaviour management is not a discrete, separate element of school life. All behaviours are communications, all in response to a feeling, experience or a stimulus. Behaviour is also an individual's personal response to their own perception and or interpretation of a situation or event. It is recognised that staff need to consider their own behaviour at all times as everything we do, all our words, actions, postures, planning, organisation, and also what we do not do, contribute to behaviour management.

Alder Brook is committed to promoting social inclusion by encouraging good appropriate behaviours, intervening promptly when problems occur, using appropriate behaviour management strategies where required, identifying underlying causes of inappropriate or challenging behaviour, and working with parents and other agencies to support and encourage good behaviour.

Team-Teach is a structured, non-violent, staff development programme that promotes techniques that are effective in the de-escalation and the management of anger and aggression, utilising therapeutic, educational, awareness and communication handling strategies. It puts an emphasis on whole teams of people working together to teach and help facilitate change, using restrictive physical interventions as a last resort.

Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe.

Aims

The aim of the policy is to ensure a consistent approach to the management of challenging behaviours and supporting pupils in modifying their own behaviour.

Alder Brook aims to develop within its pupils a sense of self-discipline and

acceptance of responsibility for their own actions.

The school sets out to create an orderly community with the following key characteristics:

- Conditions in which effective learning can take place
- Mutual respect between all members
- Real concern for the environment.

Alder Brook seeks to provide a pleasant, purposeful, supportive atmosphere in which pupils are able to give their best, both in and outside the classroom and are encouraged and stimulated to fulfil their potential. The school is committed to close co-operation with parents, carers and others involved in meeting the pupils needs to encourage their support and understanding and promote acceptance of a combined responsibility for behaviour.

Objectives

The objectives of the policy are to:-

- promote a shared understanding of what constitutes good practice in responding to behaviour difficulties;
- promote the highest possible standard of pupil behaviour;
- ensure staff use consistent approaches which encourage pupils to develop their ability to manage their own behaviour, using Behaviour Support Plans that are regularly reviewed
- ensure that reinforcement of appropriate behaviour supports learning;
- provide a clear overview of the school's approach to the physical management of pupils;
- Promote the positive encouragement of individual pupils by all relevant parties.
- Reassure young people and their families that the school is well informed regarding good practice with regard to the use of restrictive physical intervention
- Ensure that when, as a demonstrable last resort, such interventions are required, that they are used and recorded in a transparent, legally valid and ethically stringent manner
- Continuously assess and review all risks associated with the use of restrictive physical interventions
- Highlight the training needs of staff in the use of restrictive physical intervention
- Ensure that school has a clear protocol in place when the police are called to support the handling of any crisis and are mindful that this should only be done as a last resort.

Strategies used to promote positive behaviour:-

- Generic school rules, adhered to by all pupils.
- Consistency of approach and maintenance of boundaries.
- Being specific in terms of expectations matched to needs.
- Using appropriate communication systems.
- Anticipating and avoiding potential triggers

Rewards and Praise

Rewards and praise may be communicated in a number of ways such as:-

- Immediate concrete rewards at an appropriate individual level.
- Verbal praise.
- Positive comments in workbooks.
- Stickers and badges for good work / behaviour / progress from the class teacher.
- Visits to leadership team with good work.
- Information sent home to parents.
- Weekly celebration of achievement and presentation of certificates during assembly.

Approaches to behaviour management

Some pupils may seek confrontation. Such confrontation will need to be de-escalated skilfully by staff. They should ensure they do not model aggressive behaviour. Rather such behaviour should be discouraged in a calm and well-measured style. The basic school rules and generic behaviour system should reduce the possibility of major issues occurring. The restrictive physical management of pupils should only be used in **extreme** situations – a last resort rather than a first response.

The concept of behaviour management understood and used in our school is based around the positive philosophy, aims and ethos of the school in conjunction with current legislation. **Central to this is the positive encouragement of individual pupils by all relevant parties using specifically designed and agreed individual programmes of learning and behaviour.**

All pupils at Alder Brook will have an Individual Behaviour Plan (see appendix) to target specific individual behaviours that the child is displaying. Each child's behaviour plan is reviewed at the end of each term and next steps are discussed with staff. Class teachers then write a new plan that will either continue to address a target that hasn't been met or a new target is given. In addition to this, after the first incident of positive handling, staff will write a positive handling plan for each child and complete a risk assessment (see appendix).

It is expected that such behaviour will fall into one or more of the following categories:-

- Danger to self or others, either intentional or unintentional.
- Behaviour preventing access to learning.
- Disruptive behaviours in particular settings, making it unsafe for others.
- High frequency of unsafe behaviours.
- Refusal to work / disruptive behaviour, but not a danger to others or self.

Team Teach is an approach to behaviour management which is accredited and recognised by a number of professional bodies, and is used at Alder Brook. This approach involves the use of strategies to defuse and de-escalate incidents of challenging behaviour before they reach a **CRISIS** situation. Strategies to de-escalate behaviours are outlined in each child's individual support plan.

The Restrictive Physical Management of Pupils

The school ensures that the appropriate departments within Children's Services, parents / carers and potential pupils are made aware of the school's policy on the restrictive physical management of pupils. This is discussed with parents / carers and potential pupils on their initial visit.

The school recognises that despite its philosophy, ethos, expertise and experience, a pupil may on occasions be unable to control his/her own actions to such an extent that his/her behaviour meets the agreed criteria for the set procedures for a restrictive physical intervention to be implemented.

The use of restrictive physical interventions must take account of the pupil's own best interests, sensitivities and sensibilities, his/her own likely perceptions of situations, his/her emotional state and levels of understanding. Restrictive physical intervention should never be used as a punishment and must only be used in line with agreed criteria and procedures.

"Restrictive Physical Intervention" is defined, in accordance with Section 550A of the Education Act 1996 as the application by a member of staff of a school of some degree of reasonable force in relation to a pupil for the purpose of preventing him/her from doing any of the following:-

- Committing an offence.
- Causing personal injury to or damage to the property of, any person (including the pupil himself / herself).

The school recognises that the use of force is only lawful if the circumstances of the particular incident warrant it. Further, it recognises that the degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Clearly, it is important that when staff are dealing with potentially dangerous situations involving especially difficult pupils, they should be mindful of their own safety and that of all the pupils for whom they are responsible.

Normally, only those members of staff who have been trained in the use of agreed techniques, i.e. 'TEAM-TEACH', will carry out the restrictive physical management of pupils. The school ensures that it has access to qualified trainers and that regular training sessions are provided. In addition, any techniques used should be in line with information contained in the pupil's Support Plan. Also, the school endeavours to train identified staff to the appropriate level as soon as it reasonably can. Any member of staff who has not had the updated training is advised not to use restrictive physical intervention unsupported by a trained member of staff. However, there may be the necessity for any untrained member of staff to intervene on their own if there is a serious health and safety risk for the pupil him/herself, another young person or a member of staff involved.

The training of staff dealing with behaviour management will be in line with the recommendations of TEAM-TEACH and include:

- Building and maintaining good relationships
- Managing good behaviour through the interpretation of verbal and non verbal cues, conflict management techniques.
- The use of physical intervention.

Before using restrictive physical intervention, the following key points should be considered in relation to any given situation:

Every effort must be made to look for effective ways of working with pupils before physical intervention is used, where appropriate. Pupils' Individual support Plans should set out clear strategies which should be followed:

- The circumstances in which the use of force is appropriate can include those where it is imperative that pupils comply with instructions.
- In the overwhelming majority of cases, staff should first give pupils a warning, a clear direction and the opportunity to comply. The issue is not about whether staff can ever enforce compliance but rather in which circumstances it would be reasonable to do so.
- In summary, any restrictive physical intervention needs to be reasonable, necessary and proportionate

Whilst the use of restrictive physical intervention is generally deemed to be the last resort, there are circumstances where this will not apply. Records of incidents involving particular pupils will sometimes show that there are set patterns to their behaviour which, if unchecked, will lead to it becoming dangerous to themselves or others. In these circumstances, it could be reasonable to exercise a mild degree of restrictive physical intervention at a relatively early stage. To ensure that this early intervention is only ever used when justified, records of incidents are regularly reviewed and used to inform the management strategies of the pupils concerned. Use of force may include staff physically preventing a young or an upset child from running out onto a busy road.

School, in line with the requirements laid out in Salford's Safeguarding Children's

Board's Policy on Managing Challenging Behaviour, maintains a register of young people whose support plans indicate that restrictive physical management may be used. This register is available for inspection by any regulatory body and can be scrutinised by governors at any time.

All incidents of restrictive physical intervention are recorded on our online reporting system.

The LADDO is responsible for investigating any safeguarding concerns relating to the use of restrictive physical intervention as outlined in Salford's Positive Behaviour Support Policy 2011.

Restrictive Physical Intervention

Good relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the behaviour management strategies practised by staff. This ensures the well being and safety of all pupils and staff in school. It is also acknowledged that, in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

Based on the principle of moving from least intrusive to more restrictive holding, interaction can be divided into guides up to restrictive physical intervention.

Physical contact

In school, physical interaction occurs frequently in a number of situations. Examples of this may be when a pupil is distressed, when supporting pupils to access the curriculum, or to assist with the personal care of pupils. In addition, staff will also use positive touch to comfort pupils and as part of PSHE curriculum in order to teach them more appropriate ways of seeking attention. Where possible, staff will use 'help hugs' and the caring "C" guide.

Restrictive Physical Intervention

The 'Use of Reasonable Force – Guidance Advice for Headteachers, staff and Governing Bodies (DfE July 2013), stipulates that schools can use reasonable force to:

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

This guidance states that all members of school staff have a legal power to use

reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying pupils on a school organised visit.

Central to this policy is the understanding that any restrictive physical intervention used by staff must be in accord with the idea of “reasonable force” and used only as a last resort once all other strategies have been exhausted. There is no legal definition of reasonable force. The use of force can be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent. Reasonable force will only be used as a last resort when all other behaviour management strategies have failed, or when pupils, staff or property are at risk. Restrictive physical intervention is not an isolated technique and needs to be set in the context of classroom organisation and behaviour management strategies. Other methods can be used in 95% of situations and there will be no need for restrictive physical intervention.

The use of restrictive physical intervention can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for restrictive physical intervention. In most situations, only those members of staff who are Team Teach trained will carry out restrictive physical interventions, unless there is no trained staff available and immediate intervention is required due to a recognised risk to the pupil, their peers or a member of staff.

Emergency Interventions

Emergency interventions will involve staff employing, where necessary, one of a combination of the strategies mentioned above in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response, e.g. a child running onto a road.

Staff Training/Authorisation of Staff

The use of physical interventions can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies in the **School Behaviour Policy** wherever possible in order to prevent the need for physical intervention. In these situations, only those members of staff who are Team Teach trained will carry out physical interventions, unless there are no trained staff available and immediate intervention is required due to a recognised risk to the pupil, their peers or a member of staff.

All members of staff at Alder Brook hold a valid team-teach accreditation on the 12 hour course and are refreshed every 2 years. During staff meetings any concerns are raised and advice given with regards to the use of physical interventions. The senior leadership team are keen to continue to up-skill a number of staff to an intermediate level to be able to run training as well as advanced level.

Staff will be authorised to use restrictive physical interventions when they have been fully trained and have valid certification in the Team Teach approach. Refresher training will be provided for staff as needed (at least every 2 years).

Authorisation is not given to volunteers, students or parents. Supply staff will not appear on the list of authorised persons unless they can offer valid certification in the Team Teach approach and are familiar with the school's policy. Support services will have their own policies for handling pupils, but they need to be aware of school policy and practice while working within school.

Post Physical Intervention Procedures

As soon as is reasonably possible after an incident and within 24 hours, staff need to fill out a "restrictive physical intervention" form on CPOMS when a child has had to be positively handled. Paperwork will not be completed for incidents where a child is guided from one area to another as this will be seen as voluntary movement by the child.

The form should be completed by the staff involved and signed off by the appointed lead member of staff on the system by checking 'read by'.

When both the staff member and the pupil are calm, they can discuss the incident and future strategies, where appropriate.

After every incident resulting with restrictive physical intervention the pupil's support plan is reviewed and amended, if appropriate, and a new version saved.

When a physical intervention has been used, it **must** be reported to the pupil's parents/carers. Where possible, parents/carers should be contacted by telephone as soon as possible after the incident. This will be done during the school/parent or carer phone calls. If staff are unable to get in contact with a parent, a letter will be sent home outlining to parents/carers that their child was positively handled and they should contact school if they have any questions or concerns regarding the incident.

Help Protocols

The expectation at Alder Brook is that staff should support one another. This means that staff offer help and accept it, as needed. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's class. Help scripts are in place so that there is no confusion when help is offered or accepted.

Offer: "Oranges"

Response: "thank-you could you.....ie take over, work with..."

Offer: "More oranges"

Response: "Thank-you, I will go back to class, my task (staff change over)"

This offer will typically be used to offer a fresh face to a member of staff dealing with

a challenging situation. Similarly, staff can request “oranges” if they would like another member of staff to intervene and try the fresh face approach. Using ‘oranges’ means that staff are able to seek help without directly having to ask for help in front of the children.

Bruises, Scratches and Marks

Team Teach techniques seek to avoid injury to the pupils but it is possible that bruising, scratching or other marks may occur accidentally. These are not to be seen necessarily as a failure of professional technique, but as a regrettable and infrequent side effect of ensuring that the pupil remains safe. Should an injury occur on a child, a child body map will be completed along with the CPOMs forms and parents/carers informed.

Parents/carers should be informed when and where the incident took place, why it was decided that a physical intervention had to be used and the strategies used to try to avoid having to use a physical intervention. Whether there were any injuries and what follow-up action (support and/or consequence) was being taken in relation to their child.

Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them. Any complaints about staff will be investigated through the school’s complaints policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures. Copies of the school complaints policy can be obtained from the school office.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. This policy shall also be reviewed annually and revised in accordance with changing need and local/national initiatives as well as any changes to legislation. The policy will be promoted and implemented throughout the school. The policy is available on the school website.

APPENDICES

Appendix A – information letter about Team Teach for parents

Appendix B – parent letter used if parents have not been informed by telephone that their child has been positively handled

Appendix C – individual support plan

Appendix D – Child body map (completed on CPOMS)

~Working together to safeguard children and staff~
INFORMATION FOR PARENTS

Here at the Alder Brook we aim to provide a learning environment that is free from fear and safe from harm. We have policies and procedures followed by all our staff to try and secure the best learning and development for our children.

We are an inclusive school that tries to meet the needs of all our pupils regardless of their level of support need and therefore, from time to time, some pupils may present with challenging behaviour. Our health and safety commitment to pupils and staff means that we will carry out a risk assessment to foresee and reduce the risks presented occasionally by their behaviour. This may also mean that there are times when their behaviour requires staff to physical support to ensure the pupils' 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 us at Alder Brook to manage challenging and aggressive behaviour. The majority of our teaching and non-teaching staff have been trained in the use of this approach and the Head teacher keeps a list of those staff authorised to use Team Teach and they receive regular refresher training from instructors.

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.

As a Parent or Carer you should be assured that all staff are committed to providing a safe and productive learning environment for all. Staff will ensure that any physical intervention will happen wherever possible as a last resort.

Both the Department for Education (DFE) and Department of Health (DOH) issue clear guidelines for the use of physical intervention and the use of reasonable force. The School has copies of these guidelines which are available to you upon request.

If you have any questions concerning the use of Physical interventions or the Team Teach Approach, please do not hesitate to contact the School. More information regarding the Team-Teach Approach can be found via the internet by visiting www.team-teach.co.uk.

Dear Parent/ Carer,

I am writing to inform you that _____ was involved in an incident on _____ which staff felt warranted the need for a member of my staff to positively handled him/her.

As the school has a Duty of Care to prevent physical harm to pupils and staff and a remit to promote good discipline and behaviour, the action by the member of staff was fully compliant with Section 550A of the Education Act 1996 in force from 1.9.98, Section 93, Education and Inspections Act 2006 and the school's policy document 'Positive Handling Policy.'

The Act lists occasions when 'authorised' persons may use force to control pupils as:

- Prevention of an offence.
- Prevention of personal injury or damage to property.
- Prevention of behaviour prejudicial to good order and discipline.

During the restraint your child was not at risk of harm, he/she was effectively removed from the situation and allowed to calm down. The school has members of staff fully trained and accredited in using Team Teach Techniques.

I am sure that you would wish to support the school and we would appreciate it if you spoke to your child about their actions and what caused the need for them being restrained. If you would like to discuss the situation further please contact the school to make an appointment.

Many thanks for your continued support.

Giles Caldwell
Headteacher

Kate Livesley
Deputy Headteacher

Appendix C – Individual Handling Plan

Name of Child	DOB	Year Group	SEN Stage	Date of Plan	Version Number	Completed By

Background Information:

	Level 1 Anxiety	Level 2 Defensive	Level 3 CRISIS	Level 4 Recovery	Level 5 Debrief
Demonstrating/ Presenting Behaviours					What happened? What did you learn? What could you do differently next time?
Staff Responses					

Appendix D – Child Body Map

Please complete if following the use of a Team Teach Technique when accidental and unfortunate markings, scratches or bruising occur and attach to the record of reasonable force use form.

