

CRYNALLT PRIMARY SCHOOL

YSGOL GYNRADD CRYNALLT

Head Teacher / Pennaeth: MRS N BRIDGMAN

Telephone – 01639 635256

E-mail [_office@crynalltprimary.npt.school](mailto:office@crynalltprimary.npt.school)

Website – <https://crynallt-primary-school.j2bloggy.com>



Positive Handling Policy

Chair of Governors: Dr Kim Jenkins

Signed: 



Contents

1. Policy Statement	4
2. What is the legal use of force?	4
3. Objectives of this policy	5
4. Who can use reasonable force?	5
5. When might reasonable force be appropriate?	6
6. Procedures and practical considerations during specific incidents	6
7. Application of force during specific incidents	7
8. Reporting and recording incidents	8
9. Debriefing following serious incidents.	9
10. Other procedures concerning incidents.	10
11. Planning for incidents and meeting training needs	10
12. Arrangements for informing parents	10
13. Physical contact with pupils in other circumstances	11
14. Complaints	11
15. Review	11

Crynalit Primary School Policy on Care and Control and the Use of Force

1.0 Policy Statement

- 1.1 This policy is based on WAG Guidance “Framework for Restrictive Physical Intervention Policy and Practice on the Use of Restrictive Interventions for Pupils with Severe Behavioural Difficulties, and the preceding Legislation within Circular 3/99 and the 1996 Education Act 550A.
- 1.2 At Crynalit Primary School we work to ensure each individual pupil is able to reach his or her potential. Every child is entitled to learn and every teacher is free to teach in an environment that is safe, secure and free from distraction.
- 1.3 Staff of Crynalit Primary School are committed to providing the highest standards in protecting and safeguarding the welfare of children and young people entrusted to its care. We recognise there is a need in line with the 1996 Education Act Section 550A, to intervene when there is an obvious risk of safety to pupils, staff and property.
- 1.4 For the most part this is achieved through the fostering of good relationships, and the normal application of positive behaviour management to support and intervene. However, in exceptional or extreme circumstances this may involve the use of reasonable force.
- 1.5 It should be emphasised that if used at all, restraint (referred to in this document as **positive handling**) should be seen in the context of a further positive action of care and concern. In line with WAG advice and guidance 2005, it is used as a ‘last resort’ option and in the most extreme cases, other strategies will always have been attempted first.
- 1.6 As best practice regarding positive handling this policy should be considered alongside other relevant school policies, specifically those involving behaviour, health and safety and child protection.

2.0 What is The Legal Use of Reasonable Force To Control Pupils?

2.1 Teachers, LSA's and other persons authorised by the Headteacher to have charge of pupils, may use reasonable force to prevent pupils:

- causing injury to themselves or others
- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
- causing serious damage to property
- causing disruption by engaging in behaviour which is seriously prejudicial to good order and discipline.

2.2 Reasonable force has no legal definition but:

- Staff must take into account the circumstances of the incident, age, sex and development of the pupil
- The degree of force must be proportional to the seriousness of the situation, behaviour or consequences it is intended to prevent, and always be the minimum force needed
- Force could not be justified for a trivial misdemeanour or a situation that could be resolved without it
- Everyone has the right to self-defence provided they do not use a disproportionate degree of force
- Corporal punishment is illegal

3.0 Objectives Of This Policy

3.1 To provide all staff, governors, parents and pupils with an understanding of care, control and the use of force.

3.2 To emphasise that the use of positive handling is:

- part of a positive care and control approach to discipline and welfare
- last resort, or a necessary expedient option to be used in extreme circumstances.

3.3 To ensure that all members of staff or authorised persons who may have to positively handle pupils clearly understand the options and strategies open to them.

4.0 Who Can Use Reasonable Force?

- 4.1 We recognise that most of the time positive handling will be used infrequently, that is, as a last resort to maintaining a safe environment.
- 4.2 All teaching staff and LSA's are by the nature of their roles authorised to use positive handling as appropriate.
- 4.3 Any other staff require specific authorisation, which can only be given by the Headteacher or someone deputising in his/her absence.

5.0 Circumstances When Reasonable Force Might Be Appropriate?

- 5.1 We recognise that some children may not be able to control their reaction to events as well as others and at times may place themselves or others at risk through their uncontrolled behaviour. As indicated in 2.1, reasonable force might be appropriate when:

- Action is necessary in self-defence or because of imminent risk of injury.

Examples:

- Pupil attacks a member of staff, another pupil, attempts self-injury, pupils are fighting
- Pupil running in stairway or corridor in a way that is likely to cause injury to self or others
- Pupil absconds from a class or tries to leave school and who would be judged to be at risk if not kept in the classroom or at school.

- There is a serious and developing risk of damage to property, including the pupil's own property.

Examples:

- Pupil is causing or about to cause deliberate damage or vandalism
- Pupil is causing or at risk of causing injury or damage by accident, rough play, misuse of dangerous materials or objects

- Where pupil's behaviour is seriously prejudicial to good order and discipline

Examples:

- Pupil persistently refuses to obey an order to leave the classroom
- Pupil is behaving in a way that is seriously disrupting a lesson

- 5.2 NB Wherever possible early support from colleagues will be sought. Single handed intervention increases the risk of injury to both parties and does not

provide the person intervening with the support of a colleague acting as a critical friend.

5.3 Strategies other than force will be considered

Examples

- ❑ Providing the disruptive pupil with a choice of locations to exit to
- ❑ Giving clear directions
- ❑ Allowing 'take-up' time thus allowing a 'face-saving' opportunity
- ❑ Removing the audience, i.e. requesting that other pupils leave the room
- ❑ Implementing Team Teach help protocols so that another member of staff takes over the strategic lead of the incident, if he/she feels it is appropriate to do so.

6.0 Procedures and practical considerations during specific incidents

6.1 Wherever practicable staff are expected to:

- Use a calm and measured approach
- Tell the pupil to stop, remind them of consequences, tell them what will happen if she/he does not stop
- Seek assistance from other colleagues at as early a stage as possible
- Staff who become aware that another member of staff is intervening physically with a pupil have a responsibility to provide a presence, and to offer support and assistance should this be required
- Try to defuse the situation orally and prevent escalation
- Try to remove the pupil from the peer audience
- Attempt to communicate with the pupil throughout the incident
- In as calm a manner as possible, explain that the reason for intervention is to keep the pupil and others safe
- Make it clear that positive handling will stop as soon as the pupil calms and the risk assessment indicates it is no longer necessary
- If it is not possible to control the extreme pupil without risk of injury to yourself or others, remove the other pupils who may be at risk and summon assistance.

6.2 It is good practice to:

- Give the impression you are in control
- Give the impression you have not lost your temper or are not acting out of anger or frustration
- Give the impression you are not trying to punish the pupil
- Call for assistance
- Intervene with the support of a colleague acting as a critical friend

7.0 Application Of Force During Specific Incidents

7.1 Methods that staff **may use** in appropriate circumstances where a risk assessment judgement supports this:

- Physically interposing themselves between pupils
- Blocking a pupil's path
- Using classroom furniture to restrict movement
- Leading by the arm
- Shepherding a pupil away by a light touch on the elbow or near the shoulder
- "Assertive guiding" - remembering this is the positive application of force to control a pupil and would be used in rare circumstances, e.g. if the pupil is in extreme danger and no other alternative is available, or where reasonable force is used to assist a pupil's movement.
- Holding - for security and to reduce anxiety where there is potential risk, even if the pupil is not yet out of control. The purpose is to defuse or prevent escalation.
- When intervening staff should take care that their actions should in no way be capable of being interpreted as aggressive. All holds are devised to minimise the risk of injury. They should not cause pain.
- Where pupils are presenting with more challenging behaviour which may require more restrictive holds, it is important that these techniques have been delivered by appropriately qualified Team Teach instructors in line with Team teach protocols.

7.2 Staff **may not** carry out action that might reasonably be expected to injure by:

- Holding a pupil around the neck, or by the collar, or in any other way that might restrict the ability to breathe
- Slapping, punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping a pupil
- Holding or pulling the pupil by the hair

As the Welsh Assembly Government categorically states, **“under no circumstances, should any individual ever be restrained in a face down position”** Page 6 Framework for Restrictive Physical Intervention Policy and Practice”.

7.3 Other considerations for **non-urgent situations** where the risk to people or property is not imminent:

- Consider carefully whether positive handling is the right course of action
- Try to deal with the situation through other strategies before using force
- Try to defuse and calm the situation to establish good order, the use of positive handling could lead to an escalation of the problem
- Take into account the age, understanding, personal characteristics of the pupil
- The use of positive handling to enforce compliance is likely to be increasingly inappropriate with older pupils
- Never use force as a substitute for good behaviour management
- In non-urgent situations force should only be used when all other methods have failed

8.0 Reporting and Recording Incidents

8.1 Should an injury occur as a result of an incident at school, immediate steps will be taken to secure appropriate medical attention. This will be reported and recorded in accordance with Neath/Port Talbot LEA policy.

8.2 All incidents that result in restraint (where a child has to be held) will be recorded in detail using Form R, or if a Positive Handling Agreement is in place, then a record of the incident will be recorded and the Positive Handling Agreement reviewed accordingly.

8.3 Restraint is **"the positive application of force with the intention of overpowering the client" (DOH 4/93 Section 5.2)**. The recent Welsh Assembly Government (March 2005) guidance defined the term "Restrictive physical interventions" as

"direct physical contact between persons where reasonable force is positively applied against resistance, either to restrict movement or mobility or to disengage from harmful behaviour displayed by an individual"

8.4 The member of staff concerned will report the matter orally to the Head or a senior member of staff as soon as possible. The incident will be recorded in the Incident Book by staff at the earliest opportunity.

8.5 Staff may wish to seek advice from a senior colleague or their professional association when compiling a report. A written report should be completed within 24 hours of the incident's occurrence, and should be signed and dated. Staff are advised to keep a copy of the report for themselves.

8.6 The Head or his/her deputy will tell parents about the incident by the end of the school day. However, if parents cannot be reached a letter will be sent to inform them of the incident and offer them the opportunity to discuss the matter.

- 8.7 Other witnesses to the incident, staff, pupils, will also complete reports. These will be signed and dated.
- 8.8 A log will be kept of any occasion when positive handling is used (except minor or trivial incidences).
- 8.9 When positive handling has been used and pupils have been held using techniques, the wrap, single, double elbows or the shield, Form R will also be completed and signed by the member(s) of staff involved. Reports will also be completed and attached from other members of staff present and the pupil(s) involved. The Incident Report will be signed by the Head, teacher involved and a copy will be sent **to the appropriate line manager.**
- 8.10 The Incident Book will be reviewed by the Headteacher and person with responsibility for Special Needs or Health & Safety termly to consider control measures and possible training or further training needs etc.
- 8.11 A copy of the Form R will be placed in the pupil's file.

9.0 Debriefing Following Serious Incident

- 9.1 Pupils and members of staff will be checked for any sign of injury and first aid will be administered if required
- 9.2 The pupil will be given time to become calm while staff continue to supervise him/her. When the pupil regains complete composure, a senior member of staff will discuss the incident with the pupil and try to ascertain the reason for it. The pupil will be given the opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the pupil and the member(s) of staff involved in the incident. In cases where it is not possible to speak to the pupil on the same day, the debrief will occur as soon as possible after the pupil returns to school.
- 9.3 All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff will provide support to the member of staff involved.

10.0 Other Procedures Concerning Incidents

- 10.1 If necessary and appropriate the Chair of Governors, Link Adviser, Child Protection Officer will be informed/consulted.
- 10.2 Help, support and reassurance will be given where appropriate to any victims involved.
- 10.3 Where possible an attempt will be made to help the pupil modify their behaviour.
- 10.4 Where possible, the pupil should apologise, this should be meaningful or appropriate. If this cannot be undertaken then other consequences/sanctions reparations and monitoring should take place.
- 10.5 In extreme cases exclusion could be considered.

11.0 Planning for Incidents and Meeting Training Needs

- 11.1 If we are aware that a pupil is likely to require positive handling on more than one occasion in a term we will plan how to respond in line with Team teach protocols and guidance. This will include involving the parents to ensure they are clear about what specific action we might need to take and obtaining medical advice if the child has any specific health needs. A risk assessment and a positive handling agreement will be drawn up, in consultation with all concerned and included as part of the pupil's Individual Educational Plan (IEP) or Pastoral Support Plan (PSP). It will be regularly reviewed on a termly basis.
- 11.2 Staff involved will, through risk assessment, have identified their training needs in this area. In cases where it is known that a pupil will require positive handling appropriate training will be provided.

12.0 Arrangements for Informing Parents

- 12.1 At the outset of the introduction of this policy, all parents/carers will be sent a letter outlining its introduction with information about how they can obtain their own copy.
- 12.2 Thereafter, a section about the school's legal duty to maintain a safe environment and the possible use of positive handling (as a very last resort) with pupil will be included in the school brochure/prospectus/report.

12.3 As indicated in 10.1, for some children there may be the need to use specific techniques to routinely manage their challenging behaviour. This will be recorded in their IEP/Behavioural Plan, Positive Handling Agreement or PSP. Such arrangements will be fully discussed with parents/carers, on an individual basis, in advance of their implementation. All intervention will be routinely recorded and monitored.

12.4 All parents will be informed after an incident where positive handling is used with a pupil.

13.0 Physical Contact With Pupils In Other Circumstances

13.1 Staff must be sensitive to matters relating to culture and gender issues and any known individual characteristics or special circumstances relating to pupils.

13.2 Some physical contact may be necessary e.g. during P.E. lessons, sports coaching or CDT, or if a member of staff has to administer first aid or medication.

13.3 Young children and children with SEN may need staff to provide physical prompts or help.

13.4 Physical contact must always be age appropriate and done openly.

14.0 Complaints

14.1 This policy is in accordance with the WAG Guidance March 2005, Circular 3/99 and Education Act 1996 550A; as such, those acting in accordance with it, providing they act in good faith, working within the authority guidelines, will be positively supported in their actions.

14.2 Involving parents when an incident occurs, and having our clear policy about physical contact with pupils that staff adhere to will help avoid complaints from parents. Providing staff with approved training will also help.

14.3 All complaints will be recorded and followed up by the Headteacher or their representative in the first instance. Where appropriate the Authority will be notified/kept informed.

14.4 A complaint or dispute about the use of force by a member of staff might lead to an investigation under disciplinary procedures or by the Police under Child Protection procedures.

15.0 Review

- 15.1 This policy will be regularly monitored by the Head and reviewed and updated annually.

EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

The needs of children and young people who present emotional and behavioural difficulties pose a range of challenges.

At one end of the spectrum of need are young people who behave in ways that are considered disruptive. They may display behaviour that is socially inappropriate and in some instances is dangerous.

There is a qualitative difference between deliberately disruptive behaviour and impulsive behaviour arising from emotional/psychological disturbance – such as self-harm.

Both sorts of behaviour raise concerns because of the possible increase of risk of injury to the young persons or their educators/carers or to other children. Instances where pupils have a total disregard for the safety of themselves or others (such as deliberately pushing their hands through window glass, throwing items at others, self-injury or deliberately wandering across a busy road) present circumstances where there may be no alternative other than to restrict the young person's range of movement by reasonable force.

Such young people often have difficulties in appreciating or understanding the consequences of their actions or their environment. Some young people, as a result of their own insecurity, will test the limits of acceptable behaviour by adopting extremes of emotional or physical behaviour.

SEVERE LEARNING AND COMMUNICATION DIFFICULTIES

At another extreme, young people and children with severe learning difficulties or communication difficulties present another set of challenges. They may lack self-motivation and self-care skills, which invariably requires staff to physically prompt, encourage or guide them to participate in activities.

For such pupils, challenging behaviour may be a response to a particular situation that is disturbing to them. It may be an act of frustration as a result of being unable to express something or do something. In many cases it will be of a very individual nature, such that the particular triggers or circumstances are entirely unique to that individual. Positive handling for this behaviour may need to be related much more closely to an Individual Positive Handling Plan designed specifically for each individual pupil, and agreed with the parent/carer.

The complexity, range of need and the consequent support for the young person is such that it must always be related to the age, maturity, understanding and capacity of the individual. It should be consistent with their individual positive handling plan (as in paragraph 2).

Risk Assessment Form for Child Violence and Aggression

Step 1. Level of Hazard

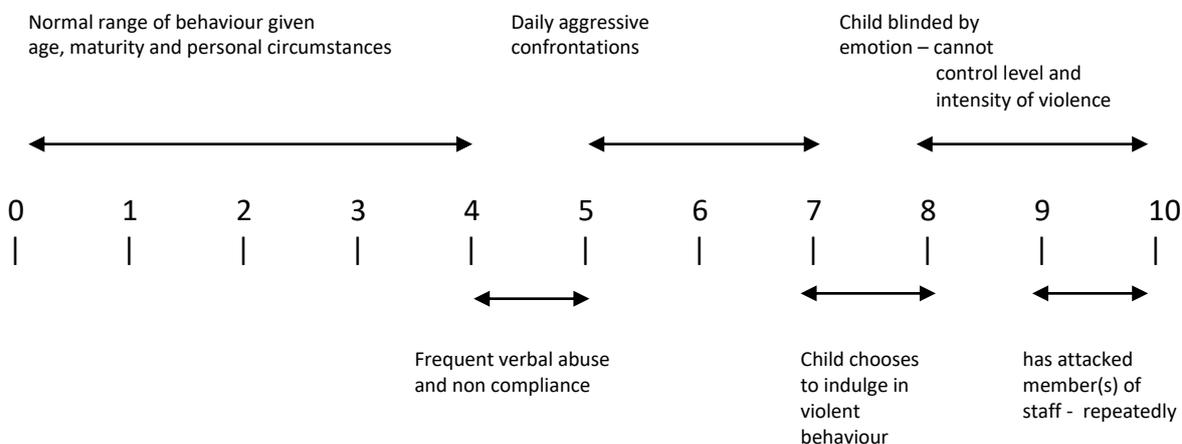
Determine the Level of Hazard by using the scale:

- 1 = Low Doubtful if there will be any effect or at the most a minimal effect.
- 2 = Medium Could cause injuries or illness resulting in a few days absence or noticeable damage to equipment.
- 3 = High Could result in serious injury or illness resulting in hospitalisation or severe damage to equipment and/or premises.

Level of hazard = _____ (Insert figure 1,2 or 3)

Step 2a. Child's history of aggression and violence

Rate the child from 0 to 10 on its history of violent incidents over the last 12 months, using this scale:



History of aggression and violence = _____ (Insert figure between 1 and 10)

Step 2b. To determine the effect of environmental pressures:

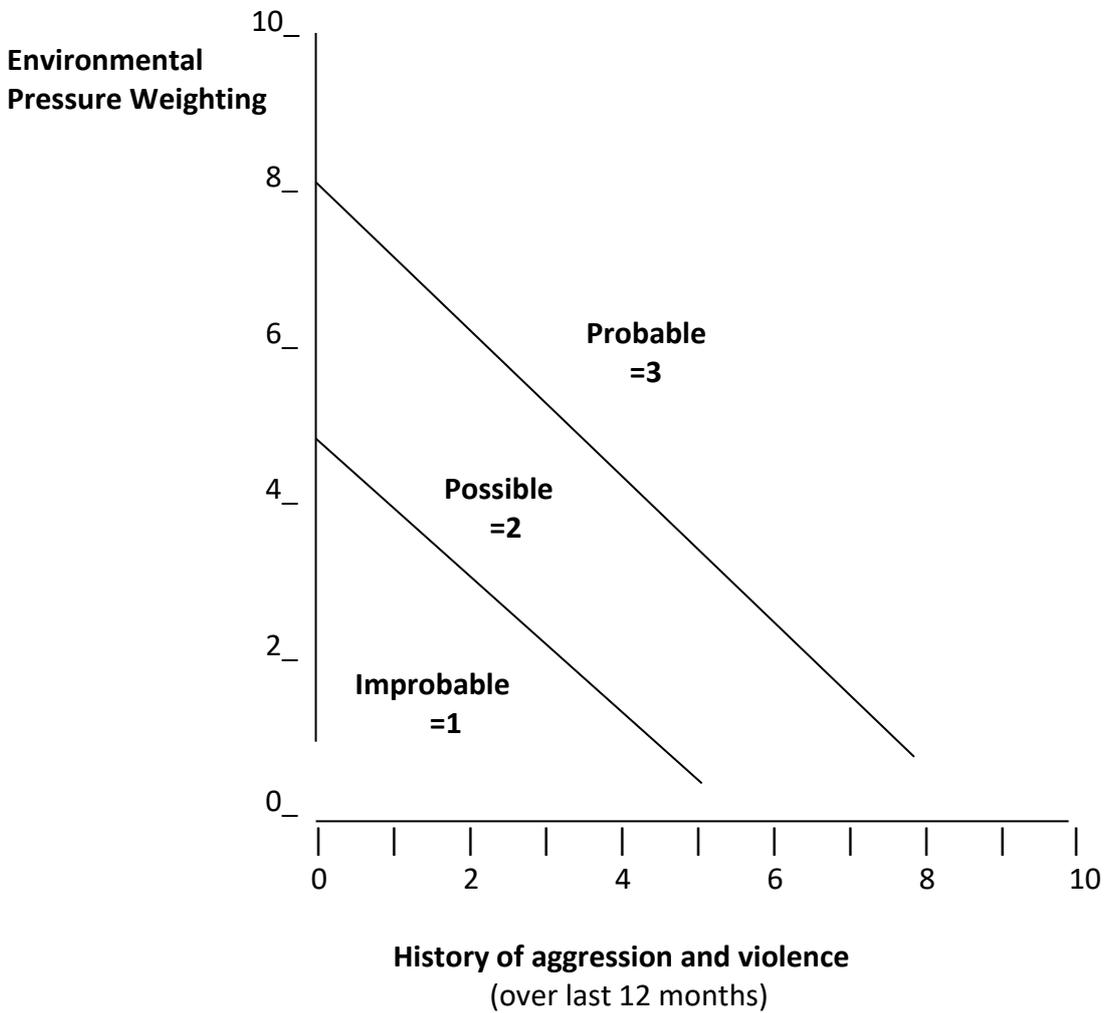
Rate each factor below on a 3 point scale from 0 to 2:

Home circumstances	___	Peer group	___
Teacher behaviour	___	Break-time supervision	___
Pressures from buildings	___	Recent training	___
Child's perception of school	___	Group size	___
Child's ability to cope with Curriculum	___	Cultural expectations	___
Curriculum pressures	___	Bullying	___
Whole school ethos	___	Other	___

Select the 5 highest figures and add them together to give:

Environmental Pressure Weighting = _____

Step 2c. Use results from 2a and 2b above on the following diagram to assess the probability:



Probability = _____ (Insert figure from 1 (improbable) to 3 (probable))

Step 3 - Calculate Risk Potential

Multiply the score for the Level of Hazard (Step 1) by the score for Probability (Step 2c)

Risk Potential = _____ x _____ = _____

Step 4 – Implementing Control Measures

Select and implement appropriate Control Measures:

Risk Potential	Control Measure	Date Implemented
1 – 3 Low	No additional support required	
3 – 6 Medium	Consider individual agreements with IBP	_____

Positive Handling Plan

Name of Child _____ Name of School _____ Plan Number ____

Positives- What is the pupil good at and what do they like doing?	Triggers- What situations have led to problems in the past?	Successful approaches- What proactive interventions have been effective in preventing the pupil's anxiety rising?
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Describe any modifications to the environment or pupil routines that can be implemented to prevent anxieties rising?

1.
2.
3.

De-escalation-Describe any strategies that have worked in the past or should be avoided.

Strategy	Description of Impact	Try	Avoid
Verbal advice and support			
Firm clear directions			
Negotiation			
Limited Choices			
Distraction			
Diversion			
Reassurance			
Planned ignoring			
Contingent touch			
C.A.L.M. talking/stance			
Take up time			
Withdrawal offered			
Withdrawal directed			
Change of face			
Reminders of consequences			
Humour			
Success reminders			
Others			

From your risk assessment what is the likelihood of a child harming himself or herself, another child or adult in the event of an incident. Is it:-

Improbable-	YES	NO
Possible	YES	NO
Probable	YES	NO

Please indicate whether this behaviour is likely to be directed towards a pupil or member of staff.

Type of incident	Towards other pupil	Towards member of staff
Verbal abuse		
Severe disruption of lesson		
Slapping		
Pinching		
Biting		
Punching		
Spitting		
Hair grabbing		
Neck grabbing		
Clothing grabbing		
Arm grabbing		
Body holds		
Weapons/missiles being thrown		

Preferred strategy for dealing with above incidents

Type of Incident	Approach									
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
Verbal abuse										
Severe disruption of lesson										
Slapping										
Pinching										
Biting										
Punching										
Spitting										
Hair grabbing										
Neck grabbing										
Clothing grabbing										
Arm grabbing										
Body holds										
Weapons/missiles being thrown										
Self Harm										

1=Ignoring, 2=Summoning assistance, 3= Summoning external assistance, 4= Cradle Hold, 5= Wrap, 6= Single Elbow, 7= Double Elbow, 8= Figure of 4, 9= Separate fights, 10= Shield.

Follow up- Debrief and repair following the incident

Where	Staff member with whom the child has a good relationship

Notification

Agency	Parent/ Guardian	Social Worker	LEA Officer	GP/ CAHMS	Educational Psychologist	Child Protection Officer	Other
Name							
Signature							
Date							

Name of person completing this form _____

Crynallt Primary School

Serious Incidents Involving

**Positive Handling.
Care and Control – Intervention**

FORM "R"

Start Date: _____

End Date: _____

A report must be completed in full following any incident in which a pupil has been the subject of a restrictive physical intervention.

The Headteacher must ensure that staff have opportunity to fill in this form at the earliest opportunity.

A copy of the complete report must be taken and filed on the pupil's personal file along with any supplementary reports.

Definition:

Restraint is the “positive application of physical force with intention of overpowering the client”. (D.O.H. 4/93 Section 5.2). There is no legal definition, however the Welsh Assembly Government have defined the term “Restrictive physical interventions” as

“direct physical contact between persons where reasonable force is positively applied against resistance, either to restrict movement or mobility or to disengage from harmful behaviour displayed by an individual”

Time off must be allowed following an incident in order for the member of staff to recover and to enable them to complete the form.

The completed forms should be returned to the Head Teacher.

If any member of staff has any doubts about completing the forms, they should contact their Trade Union representative.

Crynallt Primary School

Record of Serious Incident Involving Positive Physical Intervention of Pupils

This report consists of Four pages and should normally be completed as soon as practically possible after the incident.

Name of Pupil: _____ **Year/Group:** _____

Gender: Male Female

Is the pupil a Looked After Child? Yes No

Ethnic Origin						
White		White and Black Caribbean		Black – British		Bangladeshi
White - British		White and Black African		Black – African		Indian
White – Irish		White and Asian		Black – Caribbean		Pakistani
White – Gypsy		Any other mixed		Black – Other		Any other Asian
Any Other White		Chinese		Asian		Any other ethnic group (Please Specify)
Mixed		Black		Asian - British		

Date of Incident: _____ **Time of Incident:** _____ **Place:** _____

Reporting Staff: _____ **Staff Involved:** _____

Staff Witness: _____

Pupil Witness: _____

Behaviour	x	Reason for Physical Intervention	x	Management	x
Assault		Child Liable to Injury		Talk Through	
Vandalism		Other Child Liable to Injury		Sanction	
Bullying		Staff Liable to Injury		Reparation	
Abuse		Property Liable to Damage		Internal Suspension	
Serious Disruption		Good Order Prejudiced		Exclusion by Headteacher	P/Ft

1.1 Concise details of how the incident began and nature of pupil behaviour.

1.2 De-escalation techniques used prior to physical intervention.

Verbal advice and support	<input type="checkbox"/>	Reassurance	<input type="checkbox"/>
Calm Talking	<input type="checkbox"/>	Humour	<input type="checkbox"/>
Distraction	<input type="checkbox"/>	Options offered	<input type="checkbox"/>
Step Away	<input type="checkbox"/>	Support Systems	<input type="checkbox"/>
Negotiation	<input type="checkbox"/>	Non-threatening Body Language	<input type="checkbox"/>
Physical Intervention (Excluding Restraint)	<input type="checkbox"/>	Instruction	<input type="checkbox"/>
Warning	<input type="checkbox"/>	Other (Please Specify)	<input type="checkbox"/>

1.3 Positive Physical Intervention technique (s) used. Enter sequence number and number of staff.

Technique	Standing		Sitting/ Chairs		Kneeling		Ground	
Single Elbow hold								
Figure of Four								
Double Elbow hold								
Wrap								
Shield								

Length of Time of Positive Physical Intervention: _____

Brief Description of Positive Physical Intervention: _____

1.4 Details of any Injury Staff Pupils Both

Body map completed overleaf Yes No

Medical Treatment Yes No

Accident Form completed Yes No

Give brief details of injury and treatment: _____

1.5 Damage to Property Yes No

Give brief details: _____

1.6 Incident Reported to (Name): _____ Time: _____ Date: _____

1.7 Signature of Report Compiler: _____ Time: _____ Date: _____

1.8 Signatures of other staff involved to pupil file copy Supplementary report appended to pupil file copy

_____ Date: _____ Yes No

1.9 Post Incident Discussion with Pupil

Location: _____ Date: _____ Time: _____

Present: _____

Brief description of outcomes: _____

Signatures: Pupil _____ Lead Member of Staff _____

1.10 Action taken by Headteacher/ Deputy Headteacher

1.11 Name: _____ Designation: _____

1.12 Incident Log Checked Complete Signed by Head

Parents Informed: _____ Date: _____ Time: _____

Follow up Letter to Parents: _____ Date: _____

Other Professionals Informed: Yes No

Name	Designation	Date Informed

Post Incident Discussion with Staff: Date: _____ Time: _____

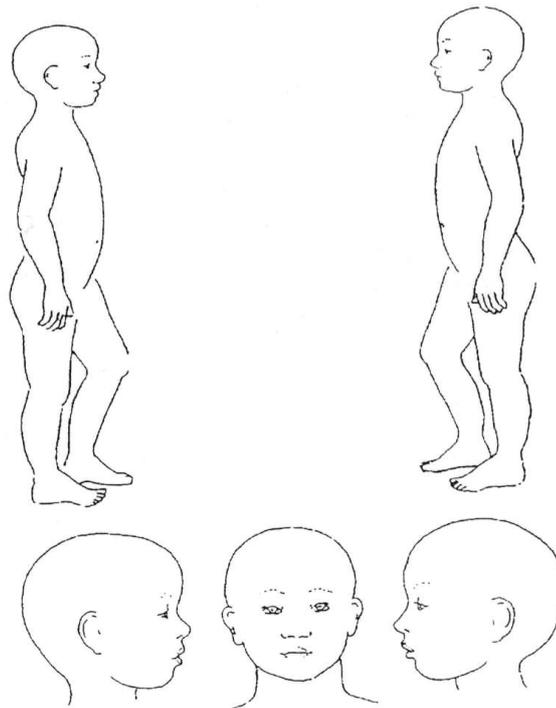
Strategies agreed at Post Incident Meetings to be incorporated into BMP (Behaviour Management Plan)

Copy Lodged on Pupil File

Signed: _____ Headteacher. Date: _____

School: _____.

Body Map



Details of injuries as marked on Body Map:

Body Map Completed by:

Name: _____ **Date:** _____ **Time:** _____

PHYSICAL INTERVENTION OF PUPILS AT SCHOOL:

Reminder to staff of DOs and DON'Ts ➤

DO :

- ❖ Know the procedures within the school's guidelines for the use of physical intervention.
[A copy of these is available from the Headteacher]
- ❖ Discuss the procedures with a senior member of staff if you are unsure of any point.
- ❖ Send for adult help early if things begin to get out of hand and physical intervention seems likely especially if you have not had training.
- ❖ Assess the situation calmly before acting.
- ❖ If you have been trained use a recognised physical intervention strategy
- ❖ Use the minimum restrictive physical intervention strategic for the minimum time with maximum care.
- ❖ Report the incident to the Headteacher or Senior Member of Staff as soon as possible and complete a report.

DO NOT :

- ❖ Place yourself at risk by attempting to intervene physically with a pupil who is obviously carrying a weapon.
- ❖ Attempt to use a restrictive physical intervention on a pupil when you have lost your temper.
- ❖ Use excessive force.
- ❖ Place yourself at risk of false allegation, i.e. avoid being alone with a pupil if possible.
- ❖ **Under any circumstances use a restrictive physical intervention which results in an individual being restrained in a face down position**

**Checklist for developing a school restrictive physical intervention policy
in Neath Port Talbot**

1. Is the school policy on the use of a restrictive physical intervention consistent with the policy on behaviour and discipline?
2. Does the policy explain when staff can use a restrictive physical ervention?
[i.e. when a criminal offence is being committed, to prevent injury, damage to property or to maintain or restore good order].
3. Does the policy explain that using a restrictive physical intervention maintain good order can be counter-productive? try to
4. Does the policy make it clear that any restrictive physical intervention be consistent with the circumstances? should
5. Does the policy give examples of what constitutes the use of reasonable force? *[e.g. standing between pupils].*
6. Does the policy give examples of what would constitute unreasonable or an inappropriate restrictive physical intervention? force
[e.g. holding face down on the ground]
7. Is it clear who is authorised to use restrictive physical intervention using reasonable force in the school? when
8. Are all the staff in school aware of the policy?
9. Have parents been notified of the policy?
10. Do staff know what to do if they feel it is unwise for them to use physical intervention in a situation which requires it? restrictive
[i.e. ensure safety of the pupils and seek help]
11. Do staff know under what circumstances it would be appropriate to contacting the Police? consider
12. Do staff know how incidents of restrictive physical intervention are

a. to be recorded? [*i.e. Form R*].

13. Does the school have a procedure for informing parents about incidents of restrictive physical intervention?

14. Does the school have a procedure for debriefing pupils after an incident of restrictive physical intervention?

15. Does the school have a procedure for debriefing staff after an incident of restrictive physical intervention?

16. Do staff know how to access further support?

17. Do parents have access to a complaints procedure?

18. How would staff know if there were particular pupils in school for whom any physical contact could be a particularly sensitive issue?