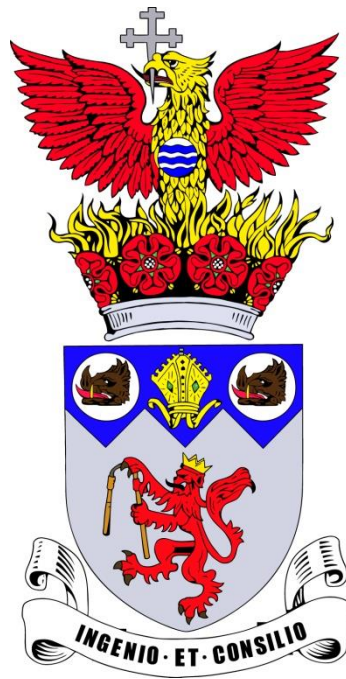


Irlam & Cadishead College



2017 – 2018

Restrictive Intervention and Positive Handling of Students

Introduction

Irlam & Cadishead College is committed to ensuring that all staff and adults with responsibility for students' safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and use physical intervention only as a last resort. If used at all it will be in the context of a respectful, supportive relationship with the student, and be reasonable and proportional to the circumstances of the incident. We will always aim to ensure minimal risk of injury to students and staff.

It is recognised in both statute and Common Law that there is a need to intervene when there is an obvious risk of safety to students, staff and property.

This policy is based on The Department for Education guidance Use of Reasonable Force Advice for Head Teachers, staff and Governing Bodies <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools> and should be read alongside the ICC Safeguarding Policy, ICC Behaviour for Learning Policy, ICC Anti-Bullying Policy and ICC SEND Policy and Local Offer.

Objectives

The key objectives of this policy are to:

- Maintain the safety of children, staff and visitors
- Prevent serious damage to property
- Prevent serious breaches of ICC discipline

The term Restrictive Physical Intervention describes the use of force to control a person's behaviour. It involves the use of force to:

- Restrict movement
- Restrict mobility
- Disengage from dangerous or harmful physical contact

Staff will view physical intervention of students as a last resort and every effort will be made to manage behaviour positively to prevent the need for restrictive physical intervention. The College will always:

- Follow the guidance issued by the Department of Education - Use of Reasonable Force Advice for Head Teachers, staff and Governing Bodies
- Endeavour to provide appropriate in College support based on individual need
- Carry out an ICC Risk Assessment (**Appendix 1**) if appropriate
- Implement a Positive Handling Plan (**Appendix 2**) if a student is identified as 'at risk' of restrictive physical intervention following the ICC Risk Assessment
- Record all incidents in the Bound and Numbered book (**Appendix 3**)
- Provide staff training to guide staff and inform professional judgement

In the following situations staff must judge whether or not physical intervention would be reasonable or appropriate to control the following behaviours:

- self-harming
- injury to other children, service-users, staff or teachers
- damage to property
- an offence being committed
- any behaviour prejudicial to the maintenance of good order and discipline within the college

Any member of staff who undertakes a restrictive physical intervention should be clear as to why it was necessary and be able to show that it was in the student's best interest and that it was reasonable and proportionate. For those students assessed as being 'at risk' of restrictive physical intervention, Positive Handling Plans (**Appendix 2**) will be developed. These plans outline what techniques should be used and not used, along with de-escalation strategies. The college is aware

that it has a legal duty to make reasonable adjustments for disabled children and children with special educational needs. The judgement on whether to use physical intervention and what physical intervention should be used should always depend on the circumstances of each case and in the case of students with Special Educational Needs information about the individual concerned.

Staff need to make the clearest possible judgements about:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used.
- The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified.
- The chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely it is that using force may be justified.
- The relative risks associated with physical intervention compared with using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force may be justified

Using physical interventions

Before using restrictive physical intervention staff should be aware of the de-escalation techniques and supporting strategies and interventions outlined in the Positive Handling Plan. Staff will communicate in a calm and measured manner throughout the incident. Wherever practicable a student should be warned that physical intervention may have to be used before applying it. Staff should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. The types of physical intervention could include:

- Passive physical contact resulting from standing between students or blocking a student's path.
- Active physical contact such as:
 - Leading a student by the hand or arm;
 - Ushering a student away by placing a hand in the centre of the back;
 - In more extreme circumstances, using appropriate restrictive interventions, which require specific expertise and training.

The restrictive physical interventions are those techniques in which staff have received appropriate training in positive handling. Positive handling seeks to avoid injury to the student/pupil, 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 student/pupil remains safe.

The core principles of 'Positive Handling' include:

- Minimum of two staff involved.
- Last resort minimum force and time.
- Techniques that do not rely on pain or locks and allow for verbal communication.
- Staff safety and protection addressed.
- Planned responses and techniques are written out and included in positive handling plans for individual students.

Where there is a high and immediate risk of death or serious injury, any member of staff is justified in taking any necessary action (consistent with the principle of seeking to use the minimum intervention required to achieve the desired result.)

Alternatives to physical intervention

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk by implementing the school behaviour policy and plan. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.

- Give clear directions to the students to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable students to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use 'positive touch' to guide or escort students to somewhere less pressurised.
- Ensure that colleagues know what is happening and get help.

Reducing the likelihood of situations arising where physical intervention may be required

All physical interventions at the College are conducted within a framework of positive behaviour management. The College Behaviour for Learning Policy rewards effort and application, and encourages students to take responsibility for their own behaviour. The Behaviour for Learning Policy also outlines the steps the College undertakes to ensure a calm, orderly and supportive climate which minimises the risk and threat of violence of any kind, thereby reducing the need for physical intervention. A structured approach to staff development is adopted which allows staff to develop the skills of positive behaviour management and de-escalating incidents. Staff should recognise the need to effectively manage individual incidents. It is important to communicate calmly with the student, using non-threatening verbal and body language and ensuring that the student can see a way out of the situation.

Authorisation of staff to use physical intervention and staff development

All members of school staff have a legal power to use reasonable force. However it will only be used when the criteria outlined in this policy has been satisfied and it was in the student's best interest. Furthermore staff are clear why it is necessary and it is reasonable and proportionate. Staff have been trained in specific physical interventions and de-escalation strategies (**Appendix 4**).

Recording and reporting incidents

The College keeps a record of all physical interventions in the Physical Intervention Record book which is bound. The incident book is located with the Principal. In addition to the above, the College keeps records/copies of incidents of restraint, for a minimum period of 25 years from the date of the incident and at least until the member of staff involved has reached normal retirement age if that is longer. The purpose of recording is to ensure that policy guidelines are followed, to inform parents/carers, to inform future planning as part of the College Improvement Plan, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry. Accounts of the incident should be taken from the member of staff who undertook the physical intervention, the student/s involved and any third party witnesses.

- Parents/carers will be informed as soon as practicable when a significant incident requiring restrictive physical intervention has occurred
- Parents/carers will be telephoned before details are confirmed in writing.
- Parents/carers will be informed of when and where the incident took place, which members of staff were directly involved (anonymised where necessary), why they decided physical intervention had to be used, what physical intervention was used, whether there were any injuries and what follow up action was being taken in relation to their child.
- Parents/carers will also be given a copy of the Policy.

The welfare of students is paramount and if for any reason college believe a student could come to harm as a consequence of a parent being notified a judgement will be made by the Principal to notify the Local Authority.

Records will:

- be completed following the incident
- outline the supportive strategies and intervention used for de-escalation
- state briefly exactly what happened
- be signed and dated

- be monitored and evaluated
- inform Positive Handling Plans

Governors will be informed of the number of physical interventions on an annual basis.

Search for Weapons & Prohibited Items

Reasonable force may also be used in exercising the statutory power, introduced under section 45 of the Violent Crime Reduction Act 2006 (and re-enacted by Section 242 of the ASCL Act 2009), to search children without their consent for weapons.

Authorised staff can use force as is reasonable given the circumstances to conduct a search for the following prohibited items:

- knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Reasonable force may be used by the searcher. Where resistance is expected college staff may judge it more appropriate to call the police.

Post-incident support

The College recognises the need to ensure that staff and students have appropriate emotional support. The student and the member of staff will be checked for any sign of injury after an incident. Immediate action will be taken to provide first aid for any injuries requiring attention. The student will be given time to become calm whilst staff continue to supervise. When it is deemed that the student is composed, a senior member of staff will discuss the incident with the student and ascertain the reason for its occurrence. All necessary steps will be taken to re-establish a positive relationship between the student and the member of staff involved in the incident. 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 (or his/her nominee) will provide support to the member of staff involved. Parents/carers will be engaged in discussing the incident and for setting out subsequent actions and support.

Complaint procedure

If a parent/carer or student is concerned about any aspect of the management of an incident requiring physical intervention, the Designated Safeguarding Officer should be informed of their concern and will respond to the complaint in accordance with ICC Complaints Procedure.

_____ (Chair of Governors, Sue Lightup)

_____ (Principal, Maria Nightingale)

Appendix 1

Risk Assessment - Health and Safety Risk Assessment Form

Name			
Year/Form			
Date			
Overview/Summary:			
Risk Assessor Signature	Parent Signature	Student Signature	Review Date

What are the hazards?	Who might be harmed and how?	What are you already doing?	What is the risk score	Do you need to do anything else to manage this risk?	Action by whom?	Action by when?	Done

Likelihood	Severity				
	Trivial	Minor Injury	Over 3 Day Injury	Major Injury	Incapacity or Death
Highly Unlikely	1	2	3	4	5
Unlikely	2	4	6	8	10
Possible	3	6	9	12	15
Probable	4	8	12	16	20
Certain	5	10	15	20	25

- On a scale of 1-5 what is the potential out come if an incident occurred eg 1= minor sprain 5= death.
- What is the likelihood of an incident occurring, 1= very little chance, 5 = Virtually certain
- A score of 12 or higher is unacceptable and something must be done to lower this score

Positive Handling Plan

Photo	Name of Student:	Date of Birth:
Medical Conditions that should be taken into account before physically intervening: i.e. Asthma, Brittle bones:		
Triggers:		
Topography of behaviour (Describe what the behaviour looks/sounds like)	Preferred supportive/intervention (Describe strategies that should be attempted at each stage, including critical friends)	
Describe some common behaviours:		
Additional information/Preferred handling: (Describe preferred holds, standing, sitting stating numbers and names of preferred staff and useful 'get outs' that can be used when holding)		
It is agreed that the Positive Handling Plan outlined above be put into place:		
Name Parent/Carer:	Signed:	
Name Student:	Signed:	
Name ICC Staff:	Signed:	

- To be completed when a student is identified as 'at risk' of Physical Intervention

PHYSICAL INTERVENTION RECORD

Name of Student:
Name of Staff:
Date of Incident:
Details of Incident:
Students who may have witnessed the incident:
Action Taken:
Signed: <p style="text-align: center;">_____</p> <p style="text-align: center;">Designated Safeguarding Lead Assistant Principal, Ms T Holdsworth</p>
Date:

- Please note that these records will be kept in a bound and numbered book

Crisis Intervention techniques – Do's and Don'ts

Do 's	Don't
appear calm and relaxed	appear afraid and unsure of yourself; appear bossy, arrogant; assume an "I don't give a damn about you" attitude
keep the pitch and volume of your voice down.	raise your voice
feel comfortable with the fact that you are in control (if you control yourself, you control the situation); project a calm assured feeling that you will see the situation through to peaceful end no matter what happens	appear to expect an attack (or you will have one)
talk with the pupil	give commands; make demands
be very matter of fact if the pupil becomes agitated; be sensitive and flexible; be flexible yet consistent; be aware of body language; monitor breathing (chest movements) which can telegraph aggressive responses	make threats (Especially any that you are not absolutely sure that you can carry through!); maintain continuous eye contact; gesticulate (this may provoke confrontation)
stay close to the pupil and attend to him/her	turn your back or leave; invade the pupil's personal space
be patient; if a pupils agitation increases to the verge of attack: * Acknowledge his/her feelings; * Continue with a matter of fact attitude; * Always leave the pupil an avenue of escape	display emotion; argue; corner the pupil physically or psychologically
where possible, remain seated as long as the pupil does; avoid crowding	get up and move towards the pupil
stay near him/her, about one arm's length away; stand to one side; give the pupil more space if appropriate	give up
seek to relax your muscles and keep them under control.	tense your muscles