



# **Barnett Wood Infant School**

## **Positive Touch and the Use of Restrictive Physical Intervention Policy 2024-26**

# Barnett Wood Infant School

## Policy Impact Statement and Updates

<b>Policy:</b>	Positive Touch and the Use of Restrictive Physical Intervention Policy
<b>Date of review:</b>	September 2024
<b>Governor/s responsible:</b>	Approval delegated to Headteacher
<b>Status / date of next review:</b>	Every 2 years - September 2026
<b>How well has the policy achieved its purpose and outcomes?</b>	
<p>The policy provides clear guidelines on how staff should interact with pupils in a manner that promotes safety, respect, and positive relationships.</p> <p>It outlines the circumstances under which physical intervention may be necessary to ensure the safety of pupils and staff, particularly in situations where a pupil may pose a risk to themselves or others.</p> <p>It ensures that the school adheres to legal frameworks and guidance regarding the use of physical intervention, such as the Education Act 1996 and the guidance provided in "Use of Reasonable Force" (2013). This compliance is crucial for protecting the school and its staff from legal repercussions.</p>	
<b>Updates and/ or changes to policy:</b>	
September 2024	Section 5 - Updated list of staff who have received Positive Touch Training.

*We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils and or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.*

# Barnett Wood Infant School

## Policy for Positive Touch and the use of Restrictive Physical Intervention

This policy should be read in conjunction with our school Behaviour Policy, Anti bullying Policy, Child Protection Policy, Intimate Care Policy and Special Educational Needs Policy

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

### 1. Introduction

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

The majority of pupils behave well and conform to the expectations of our school. We have a responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class and individual pupils.

All school staff need to feel able to manage inappropriate risk and behaviour and to have an understanding of what and how challenging behaviours might be communicated. They need to know what options are open to them and they need to be free of undue worries about the risks of legal action taken against them if they use appropriate physical intervention.

Parents need to know that their children are safe in school and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention and the rationale for its use.

### 2. Acceptable forms of intervention/touch

Staff will have cause to have physical contact with pupils for a variety of reasons, such as:

- To comfort a pupil in distress
- To gently direct a pupil
- For curricular reasons e.g. PE and Drama
- In an emergency to avert danger
- In rare circumstances when Restrictive Physical Intervention is warranted

When physical contact takes place staff should consider

- The pupil's age and level of understanding
- The pupil's individual characteristics and history
- The location where contact takes place

### 3. Definition of 'restrictive physical intervention'

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

- Injuring themselves or others
- Causing damage to property

- Engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school
- In the case of older pupils committing a criminal offence

‘Restrictive Physical Intervention’ is the term used by the Department of Education to include interventions where bodily contact using force is used.

It refers to any instance in which a trained member of staff authorised by the Headteacher has to, in specific circumstances, use ‘reasonable force’ to control or restrain pupils.

There is no definition of ‘reasonable force’ but there are 2 relevant considerations

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

#### **4. When the use of Restrictive Physical Intervention may be appropriate.**

Restrictive Physical Interventions will be used only when all other strategies have failed. Sometimes physical management may be necessary in a situation of clear danger or extreme urgency. In addition, certain pupils may become distressed, agitated and out of control and need calming with a brief Restrictive Physical Intervention.

The safety and welfare of all pupils and staff is an important consideration and the school’s duty of care must be an over-riding factor.

#### **5. Who may use Restrictive Physical Intervention**

##### **All staff have a duty of care to keep children safe**

The following staff have had training in **Positive Touch** and should be called to assist when necessary:

Fiona Gregory (Reception Teacher)

Ashlie Morris (LSA)

Rebecca Matthews (LSA)

Andreea Bojila (LSA)

Katie Rochester (LSA)

Nikki Manders (HLTA)

Lisa Murphy (SBM)

**In an emergency all staff should do whatever they think necessary in the situation they face.** If they believe they are likely to face the behaviour again then under the school’s duty of care they will be trained in Restrictive Physical Intervention.

#### **6. Planning for the use of Restrictive Physical Interventions**

Staff will use the minimum force needed to restore safety and appropriate behaviour. The following principles will be followed:

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions.
- It will only be used when staff believe that immediate action is necessary in the pupil’s/other pupils’ best interests.
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion at the level of understanding of the child.
- Only the minimum force necessary will be used to prevent severe distress, injury or damage.

- Staff will be able to show that the intervention used was in keeping with the incident.
- Every effort will be made to secure the presence of other staff and these staff may act as assistants and/or witnesses.
- As soon as a pupil has regained control any intervention will be relaxed. Escalation will be avoided at all costs.
- The age and level of understanding of the pupil will always be taken into account.
- Consideration will be given to an individual pupil's circumstances and reference made to any Behaviour Plan in place and in the case of SEN pupils their Education and Health Care Plan
- Following any incident support will be given to safeguard the emotional well-being of all involved.

## 7. Developing a Positive Handling/Safe Holding Plan

If Restrictive Physical Intervention is likely due to an individual child's needs a Plan will be completed (Appendix 1)

The plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying early warning signs.

The plan will include

- Involving parents/carers so they are clear about actions the school may take.
- A risk assessment to ensure that staff act reasonably, consider risks and learn from what has happened.
- A record of risk reduction options that have been used effectively.
- Details of how to manage the pupil, de-escalate conflict and when Restrictive Physical /intervention may need to be used.
- A system to summon support.
- Any training needs.

## 8. Guidance and training for staff

Guidance and training is essential and takes place at a number of levels

- Awareness for governors, staff and parents
- Behaviour management for all staff
- All staff to read this policy
- Positive touch training-as many staff as possible
- Restrictive Positive Intervention MAPA training-specific staff

## 9. Record Keeping

For any incident where Restrictive Physical Intervention has been used a **Pupil Incident Report Form** will be completed by all members of staff involved (Appendix 2).

A debriefing conversation will take place with the Headteacher.

A termly **Monitoring Report** will be completed and returned to Positive Options at SurreyCC.

## 10. Complaints

It is intended that by adopting this policy and keeping parents and governors informed complaints will be avoided. If a complaint is made the school's Complaints Policy will be followed.

**Appendix 1**

**Touch and the Use of Restrictive Physical Interventions**

**Proactive Intervention Plan (PIP)**

<b>Name</b>		<b>Triggers</b>	
<b>Class</b>			

<b>Calm</b>	What is the child like when they are calm?	What have you done to keep the child calm?
<b>Minor</b>	What happened?	What did you do to bring the child back to calm?
<b>Major</b>	What happened?	What did you do to bring the child back to calm?

<b>Critical Moments</b>	What is the worst behaviour they have EVER shown?	What did you do to bring the child back to calm?
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**Appendix 2**

**Pupil Incident Report Form**

**(uploaded to CPOMs after completion)**

**PART A** (to be completed for all incidents involving unruly or unacceptable behaviour by pupils)

**Name of School:** Barnett Wood Infant School

**Pupil name:**

**Staff name and status:**

**Incident date/time/place:**

**ANTECEDENTS:** (events leading up to incident)

**BEHAVIOUR:** (how did the pupil respond, describe what actually happened)

**CONSEQUENCES:** (how did the staff intervene, how did the child respond, and how was the situation resolved)

**NAMES OF THOSE INVOLVED:** (staff and pupils)

<b>NAMES OF WITNESSES:</b> (staff and pupils)
<b>SIGNATURE OF REPORT COMPILER:</b>

**PART B** (to be completed if the use of restrictive physical intervention has occurred) **WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS:**

(tick the appropriate box below)

Defusing		Time out offer	
Deflection		Time out directed	
Distraction take up time		Change of task	
Appropriate Humour		Choices	
Proximity control		Limits	
Verbal advice/support		Consequences	
Rule reminder		Another member of staff	
Hurdle help		-	
Planned ignoring		Other (state)	

**JUSTIFICATION FOR USE OF PHYSICAL CONTROLS:**

(tick the appropriate box below) To prevent/interrupt:

Injury to pupil/staff/others	
Serious damage to property	
Disruptive behaviour	
Pupil absconding	
A criminal offence	
Other (please state)	

**NATURE OF RESTRICTIVE PHYSICAL INTERVENTION USED:** (Insert language relevant to training received and include estimate of duration of use of physical intervention)

Standing		Sitting		Kneeling		Floor (prone)		Floor (supine)	
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**RESPONSE AND VIEW OF THE PUPIL:** (this field must be completed)

<p><b>DETAILS OF ANY RESULTING INJURY:</b> (injury to whom and action taken as a result, e.g. first aid, medical treatment)</p>	
<p><b>ANY OTHER RELEVANT INFORMATION:</b></p>	
<p><b>NAME OF SENIOR PERSON NOTIFIED:</b></p>	<p><b>TIME/DATE:</b></p>
<p><b>HEADTEACHER'S COMMENTS:</b></p>	
<p><b>SIGNATURE OF HEADTEACHER:</b></p>	<p><b>DATE:</b></p>