

# Pipworth Primary School



## Positive Handling and Physical Interventions Policy



Article 2: I have a right to have adults do what is best for me.

Article 6: I have a right to be supported to live and grow.

Article 12: I have a right to be listened to and taken seriously.

Article 23: I have the right to special care and education if I have a disability.

Article 28: I have the right to an education.

Article 29: I have a right to be supported to achieve in education.

Date Reviewed:	May 2024
Reviewed by:	M Jackson-Brown
Policy to be reviewed by:	May 2026



At Pipworth Community Primary School we have developed a behaviour and support policy, which sets out the strategies we use to promote good behavior, support the emotional wellbeing and mental health of pupils and deal with unacceptable behaviour. While this policy offers guidance to deal with the vast majority of incidents, there are occasionally times when staff are required to use 'reasonable force' to ensure the safety of pupils. Following the guidance issued by the DFE 'Use of reasonable force' July 2013 (see further reading), this policy gives information on why and when physical intervention will be considered to ensure it is used only when necessary.

As holders of the UNICEF Rights Respecting School Gold Award, we understand that as the duty bearers, adults in school are responsible for ensuring that all children have their right fulfilled 'to be kept safe from things that could harm their development' (Article 36) in 'an education an education which develops their personality, respect for others' rights and the environment' (Article 29). [UNICEF Rights Respecting Schools](#).

Pipworth staff are dedicated to ensuring that children are given opportunities to develop emotionally, physically and personally. Maria Jackson-Brown (Deputy Head) has completed the national accredited Senior Mental Health Lead training and has trained as a Positive Regard Lead Specialist. The school has a strategic approach to ensuring that everyone can flourish in safety, and with dignity, through school routines and social norms. Working together, the SLT, the Pastoral Support Team, staff, families and Governors, school offers a graduated response to emotional health and wellbeing with the aim to promote positive behaviours and deter unacceptable behaviour.

## Positive Regard



'Positive Regard' is a holistic approach to meeting the needs of the child through an understanding culture of support. Recognising the challenges children face in today's society, staff at Pipworth Community primary School are trained to recognise the signs of stress, trauma and emotional imbalance, which can lead to children displaying unacceptable behaviour.

Taking the 'Positive Regard' approach, staff aim to identify the root cause of challenges and use positive behaviour support to repair relationships, build trust and decrease the signs of stress in children to increase the pupil's focus and engagement in teaching and learning, as well as increasing their opportunities to achieve in all aspects of their lives.

Staff will always seek to understand the cause of unacceptable behaviour and use de-escalation techniques as they respond to pupils' behaviour, and before issuing sanctions. Staff understand that when a pupil is unable to self-regulate the agreed steps (as outlined below) may not be immediately appropriate and the pupil may need time to calm before sanctions can be used.

De-escalation techniques include:

- o Supportive listening
- o Support to breathe calmly
- o Support to take 'time out / away' from the situation
- o Re-direction or support to refocus on work

Pipworth Community Primary School takes seriously its duty of care to pupils, employees and visitors to the school.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

### **Circumstances Justifying Physical Intervention**

The use of physical intervention should be seen as a last resort and should only be used to prevent a child from:

- Harming him/ herself
- Harming others
- Putting themselves or others at risk of harm
- Causing serious damage to property
- Committing a criminal offence

All members of staff in school are aware that physical intervention of any nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

### **Before Intervening**

Before using physical intervention staff will take effective action to reduce risk by using de-escalation techniques such as:

- Using the child's name
- Showing care and concern
- Acknowledging unacceptable behaviour and requesting alternatives using negotiation and reasoning
- Giving clear directions for pupils to stop and reminding them about rules and likely outcomes
- Making the environment safer by moving furniture and removing objects which could be used as weapons
- Removing an audience or taking vulnerable pupils to a safe place
- Lowering their voice and keeping an even tone
- Explaining who's present and why
- Speaking clearly and focusing on the present
- Encouraging information to engage the pupil
- Being aware of their body posture (Defensive vs. Receptive)
- When possible, sitting down and encouraging the pupil to sit
- Giving a warning before moving
- Using appropriate eye contact
- Avoiding physical contact

If de-escalation techniques are unsuccessful and staff feel that physical intervention is necessary, staff will:

- Create a barrier between the pupil and adult
- Summon additional support as soon as possible, in order to provide a witness and reduce physical risk to both parties
- Employ minimum force for the minimum period necessary
- Keep communicating with the child, e.g. "when you are calm I can let go."
- Avoid threatening or committing any act of punitive violence
- Keep his/her temper under control
- Have regard for others in the vicinity

- Use positive guidance to escort pupils to somewhere less pressured
- Only use physical intervention techniques as recommended by Team Teach
  - o Use the Caring C's (form a C shape with hands) for
    - Escorting / guiding / moving pupils using a single or double elbow
    - Holding the long bones on the arm/s in a wrap or friendly hold
  - o Hold children by long bones – avoid grasping at joints where pain and damage are most likely. For example, aim to hold on the forearm or upper arm rather than the hand, elbow or shoulder
  - o Keep talking to the child
  - o Use as little restrictive force as is necessary in order to maintain safety and for as short a period of time as possible
  - o Aim for side-by-side contact with the child to reduce risk of being kicked
  - o Attempt to have no gap between your body and the child as this minimises the risk of impact and damage
  - o Ensure that the pupil's airways are not restricted or the ability to breathe
  - o Keep your back as straight and untwisted as possible
  - o Be aware of head positioning, to avoid head clashing
  - o Do all you can to avoid lifting the child

#### **After intervening the member of staff must**

- Wash hands thoroughly and ensure the pupil also washes their hands
- Follow the school 's accident/injury procedure if necessary
- Report the incident requiring restraint to a senior member of staff
- Record the incident on a Serious Incident Report (see appendices 2) and CPOMS
- The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity
- Risk assessments are required for pupils who exhibit extreme behaviour and staff should think ahead to anticipate what might go wrong
- In cases whereby a pupil repeatedly presents behaviours which are a danger to themselves or others, the SENCO will work with parents, SLT and the class teacher to develop a Positive Handling Plan (see appendices 1) which will be developed and agreed with the pupil, parents and other professionals

#### **Role of the Headteacher**

- To provide appropriate support to the children and staff concerned
- To consider the needs of others who observed the incident
- Notify parents/carers and organise appropriate follow-up
- Review the incident in light of procedures and act on conclusions if necessary
- Follow complaint and disciplinary procedures if necessary
- Ensure there are members of staff appropriately trained in restraint methods
- Keep a list of these members of staff

#### **Role of the Governing Body**

- To review this policy regularly along with the headteacher
- To ensure procedures for monitoring incidents requiring restraint are in place
- To ensure procedures are followed in the event of complaints

Further reading:

DFE 'Use of reasonable force' guidance July 2013  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## Appendices 1 Positive Handling Plan

Name:

Date of Plan:

Review Date of Plan:

When does the child do well? What does a good day look like for this child?

- 1.
- 2.
- 3.
- 4.
- 5.

What does my behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
<b>My Behaviour:</b>  I can help myself by...  You can me help by...	<b>My Behaviour:</b>  I can help myself by...  You can me help by...	<b>My Behaviour:</b>  I can help myself by...  You can me help by...
Stage 4 Depression	Stage 5 Recovery	Stage 6 Follow up
<b>My Behaviour:</b>  I can help myself by...  You can me help by...	<b>My Behaviour:</b>  I can help myself by...  You can me help by...	<b>My Behaviour:</b>  I can help myself by...  You can me help by...

What are my triggers?

Diversions and distractions / praise points (What is a success for the individual?)

Proactive Strategies used in school and daily routines to support Name in the classroom/school

**Language and phrases for all staff to use when supporting Name with behaviour.**

**Name** please will you.....  
**Name** you need to .....  
 you can choose to either..... or .....  
 When you have completed ..... you can ..... or .....  
 Well done for making the right choice  
 Great effort **Name**  
 Lots of praise language when he gets it right  
 Can you go and continue your learning in .....or with.....

**De-escalation Strategies** 😊 / X

😊	Verbal advice and support
😊	Giving space - in other room
😊	Reassurance
😊	Limited choices
😊	Humour
😊	Logical consequences
😊	Tactical ignoring
😊	Take up time
😊	Time-out - in other room
😊	Supportive touch
😊	Transfer adult
😊	Success reminded
😊	Simple listening
😊	Acknowledgement
😊	Apologising
😊	Agreeing
😊	Removing audience
😊	Others

Are there any factors to consider when debriefing? E.g. Communication aids, staff etc.

<b>Listen</b> <b>Link</b> <b>Learn</b>	
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Parents/Carers:

Name:

Teacher

Name:

Social services (if applicable)

Name:

Educational Psychologist

Name:

Case Worker

Name:

Young Person

Name:

## Appendices 2

### Serious incident report

Seen by head:	Date seen by head:	Log number:
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**Section A**

Name of child:		Year group:	
Date of incident:	Time:		Location:
Name of staff involved:		Names of witnesses:	
Reason for intervention			
Danger to self		Danger to others	
Severe damage to property		Behaviour we want to change	
Describe lead up to incident:			
De-escalation techniques used & effectiveness rating (1=Not Effective 10=Very Effective)			
Verbal advice & Support		C.A.L.M talking	
Distraction		Options offered	
Time out offered		Planned ignoring	
Time out directed		Success reminded	
Transfer adult		Contingent touch	
Choices		Listening	
Reassurance		Social Space (CALM Body language)	
Appropriate behaviour		Negotiation	
Praise Points		Take up time	
Other		Please specify:	

Details of incident:
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**Section B** (Only to be completed if Physical controls were used)

Positive handling strategies used & effectiveness rating (1=Not Effective 10=Very Effective)					
Caring C Guide		Friendly Escort		Single Elbow	
Figure of four		Double Elbow		Single Elbow in seats	
Single Elbow in seats		Wrap		Wrap on floor	
Seated Wrap		Half Shield		Other	

Breathing Monitored		Number of staff involved	
Duration of physical intervention			

**Section C** Medical intervention (Please mark every box **YES** or **NO**)

Injury suffered by child		Please specify:
Treatment required		Please specify:
Injury suffered by staff		Please specify:
Treatment required		Please specify:
Injury suffered by others		Please specify:
Treatment required		Please specify:

**Section D** Follow up

What happened from the child's point of view?
How did the child feel?
What will the child do differently next time they feel that way?
Review of pupil's Risk Assessment / Care and Support Plan as a result of this incident:

Witness signatures			
Signed:	Date:	Independent advisor:	