



CARE & CONTROL POLICY

Adopted by Drighlington Primary School Governing Body: March 2025

To be reviewed: March 2027

CARE & CONTROL POLICY

Introduction:

The purpose of the policy is to clarify the situation for all teaching and support staff working with children and young people, to inform them what is acceptable in relation to the use of physical intervention to manage challenging behaviour, and to prevent any misunderstanding of their intentions. It is also intended to inform children, their parent(s), carer(s), families and other relevant stakeholders of the legal position in relation to physical intervention, and systems and procedures that we follow at Drighlington Primary School.

There is a common misconception that any physical contact with a child is in some way unlawful. This is NOT true.

“It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary: holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school; when comforting a distressed pupil; when a pupil is being congratulated or praised; to demonstrate how to use a musical instrument; to demonstrate exercises or techniques during PE lessons or sports coaching; to give first aid.” Use of Reasonable Force – Advice for head teachers, staff and governing bodies – July 2013 (page 8)

At Drighlington Primary School, we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with challenging behaviour which may require the use of force have an Individual Pupil Risk Assessment (IPRA) and Individual Positive Behaviour Support Plan (PBSP).

In relation to inappropriate behaviour, staff at the school will use their skills to defuse conflict situations. We will distract, persuade and negotiate with children as well as reminding them of rules, rewards and consequences for their actions. There may be circumstances however, where verbal de-escalation alone is not enough to deal with the risks that present themselves, and physical steps need to be taken.

This policy has been drawn up taking cognisance of DFE guidance: The Use of Reasonable Force (July 2013), Section 93 of The Education and Inspections Act 2006, DFES guidance LEA/264/2003: Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (Sept 2003) and the joint DFES/DOH guidance: Guidance for Restrictive Physical Interventions (July 2002).

This policy should be read in conjunction with the school’s Behaviour and Relationships Policy, Health and Safety Policy and Child Protection Policy.

Every effort will be made to ensure that all staff at Drighlington Primary School:

- i. Clearly understand this policy and their responsibilities in the context of their Duty of Care in taking appropriate measures where physical intervention is necessary;
- ii. Are provided with appropriate training to deal with incidents safely and effectively.

Underpinning values:

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;

- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents/carers have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- be informed about the school's complaints procedure.

The school will ensure that pupils are given support to understand the need for and respond to clearly defined limits, which govern behaviour in the school.

Strategies for dealing with challenging behaviour:

Prevention of challenging behaviour.

Primary Prevention:

This is achieved by:-

- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff;
- Building positive relationships between pupils and staff
- Avoiding (wherever possible) situations and triggers known to provoke challenging behaviour;
- Creating opportunities for choice and achievement;
- Developing staff expertise through a programme of Continuous Professional Development;
- Exploring pupils' preferences relating to the way/s in which they are managed.

Secondary Prevention:

This involves the recognition of the early stages of a behavioural sequence that is likely to develop into violence or aggression and employing 'defusion' techniques to avert any further escalation.

At this stage, a Positive Behaviour Support Plan (PBSP) will be set up to clarify the appropriate application of gradually increasing or decreasing levels of force in response to the particular child's behaviour (Appendix A).

Where there is clear documented evidence that particular sequences of behaviour escalate rapidly into violence or destruction, the use of a restrictive physical intervention (RPI) at an early stage in the sequence may, potentially, be justified if it is clear that:

- Primary prevention has not been effective, and
- the risks associated with NOT using an RPI are greater than the risks of using a RPI, and
- other appropriate methods, which do not involve RPI, have been tried without success.

The school curriculum and ethos promote independence, choice and inclusion and pupils are given maximum opportunity for personal growth and emotional wellbeing.

As endorsed in the school's Behaviour and Relationships Policy, staff consistently use positive strategies to encourage acceptable behaviour and good order. Every effort will be made to resolve conflicts positively

and without harm to pupils or staff, property, buildings or the environment. Some or all of the following approaches should be taken according to the circumstances of the incident:

- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern).
- Further verbal reprimand stating:
 - that this is the second request for compliance;
 - an explanation of why observed behaviour is unacceptable;
 - an explanation of what will happen if the unacceptable behaviour continues.
- Warning of intention to intervene physically and that this will cease when the pupil complies; if possible summon assistance from other staff.
- Physical intervention. Reasonable force being used in line with legislation and guidance.

All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise.

Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not using force.

The Legal Implications:

Duty of Care:

All staff working within the school have a 'Duty of Care' to the children and as such, may face a situation where physical intervention is the only option left available to them, in order to ensure safety. Staff who have a Duty of Care have lawful justification for taking reasonable physical steps to prevent injury to any person, or damage to property. Taking no action which results in a person being injured, could leave a member of staff open to an allegation that they were in neglect of their Duty of Care.

The Children's Act:

Staff will always follow the principles enshrined in the Children's Act whereby the safety and wellbeing of the children is paramount. Staff will act in accordance with the 'best interests principle', acting honestly and in good faith to protect what they perceive to be the best interests of the child/children.

Section 93:

Section 93 of the Education and Inspections Act 2006 'The Power of Members of Staff to Use Force' states:

'A member of the staff of a school may **use such force as is reasonable** in the circumstances to prevent a pupil from doing, or continuing to do any of the following;

- committing an offence,
- injuring themselves or others, or causing damage to property,
- compromising the good order or discipline of the school.'

This policy allows for the physical restraint of pupils in disciplinary or dangerous situations. This must not include any form of corporal punishment and should be limited to the minimum force absolutely necessary for the minimum amount of time.

Examples of situations where the guidance could apply:

- when a pupil attacks a member of staff;
- when a pupil attacks another pupil;
- when a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism;

- when a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects (for example, in the lab or on the sports field).
- when a pupil at risk absconds from class or tries to leave the school;
- when a pupil persistently refuses to obey an order to leave a classroom;
- when a pupil is seriously disrupting a lesson.

It is the policy of the school that only in exceptional circumstances may physical restraint be used by an adult working within the school, and that our policy in this regard be made known to staff, governors, parents, carers and pupils and that clear contingencies are known to all.

The Application of Force:

The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It 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 physical intervention. Staff need to be aware that they are responsible for:

- assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties;
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff need to be aware that they are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

When circumstances justify, staff, **as a last resort**, may:

- physically interpose (put themselves) between pupils,
- block a pupil's path,
- hold a pupil in a controlled manner,
- use escorting techniques in a controlled manner,
- in extreme circumstances, use more restrictive holds.

Staff's response to an incident should seek to employ a gradually increasing or decreasing level of force in response to the child/young person's behaviour as set out in the child's Positive Behaviour Support Plan. If possible, the use of restraint needs a second adult present to assist with and/or witness the incident.

Staff must be aware of DFE recommendations as set out in the guidance document, and not hold pupils in such a way that they may be injured or prevented from breathing.

During any incident involving the use of force, staff are expected to continue to use all available verbal and non-verbal support and de-escalation strategies to defuse difficult situations.

Reasonable Force:

There is no legal definition of 'reasonable force'. It will always depend upon the circumstances of each individual case. However, the **USE OF ANY DEGREE OF FORCE IS UNLAWFUL IF THE PARTICULAR CIRCUMSTANCES DO NOT WARRANT THE USE OF PHYSICAL FORCE.**

The degree of force employed must be in proportion to the circumstances of the incident and must be the minimum needed to achieve the desired result.

Whether the degree of force used is reasonable will also be determined by the child's age; gender; stature; medical history; level of physical, emotional and intellectual development; special needs; and social context.

Definitions of Positive Behaviour Support:

Positive Behaviour Support describes a broad spectrum of risk reduction strategies. Positive Behaviour Support is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, defusion, and de-escalation. Positive Behaviour Support Plans (PBSPs) are a plan for the positive management of pupils' challenging behaviour. They are based on a risk assessment and identify positive prevention strategies and how a pupil may need to be supported in a crisis.

- Physical intervention - the use of any physical handling technique that has the child or young person's compliance. (e.g. prompting, herding).
- Restrictive physical intervention (RPI), Restraint - the positive application of force in order to overcome rigorous resistance, completely directing and controlling a person's free movement (i.e. the child or young person is no longer compliant).

A **planned intervention** is one that is described/outlined in the pupil's PBSP. This should cover most interventions, as possible scenarios will be identified and planned for when the PBSP is drawn up. These interventions may include the use of Team -Teach physical intervention techniques.

An **emergency physical intervention** may be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their Duty of Care to pupils and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Following any such incident, a PBSP will be devised (or the existing plan updated) to support effective responses to any such situations which may arise in the future.

Positive Behaviour Support Plans (PBSPs):

Where behavioural records and/or risk assessment identifies a need for a planned approach, PBSPs are written for individual children and where possible, these will be designed through multi-agency collaboration in conjunction with the child and their parent/carer. With parental consent, these plans may be shared with other agencies/services supporting the child to facilitate consistency of approach so far as is possible.

Where a PBSP is required, a meeting will take place between the school, the child, their parent/carer and any other stakeholder/service where appropriate, to set out a written plan that will identify the key drivers and trigger points for a child's behaviour and a gradual and graded system of staff response which may include the application of gradually increasing or decreasing levels of force in response to the child's behaviour. The purpose of a PBSP is to provide all staff with the necessary information to deal with behaviour effectively and consistently, avoiding the need for any physical intervention. The plans do need to cover this however, in the event that all else has failed.

Any techniques used will take account of a young person's:

- age
- gender

- level of physical, emotional and intellectual development
- special needs
- social context

Personal Safety:

There may be times when a member of staff may need to defend themselves from a physical assault or 'break away' from a child who has taken hold of them. It is acknowledged that, with some disengagement techniques, pupils may encounter some minimal discomfort when appropriate release techniques are used. However, this is very brief, transient and poses less of a risk than the behaviour they are employed in response to, e.g. biting.

All staff are given input on key skills and principles regarding personal safety and self-defence, as part of their ongoing training.

Seclusion, time out and withdrawal:

Time out: This involves restricting a child's access to positive reinforcements as part of the PBSP, in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily literally mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding (it could be as simple as turning away from a child who is attention seeking, or positioning a child away from the class/group). This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area.

Withdrawal: which involves removing the child from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class/group to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. This "quiet time" could be time in the playground, a quiet room, or sitting in an office supervised by a member of the leadership team.

Seclusion: where an adult or child is forced to spend time alone against their will in a locked room or room which they cannot leave. Seclusion could be deemed to be a breach of a person's human rights unless sanctioned by a lawful order, or unless used in an emergency situation where there is significant risk of harm. This strategy will only ever be used in exceptional circumstances where the risks involved with its use are outweighed by the risks that are presented, that is as a necessary and proportionate response to risk. Any child left alone in a room that they are unable to exit willingly, must be continually monitored by a member of staff. The use of seclusion must be recorded and be followed up as per any other form of RPI.

Restrictive Physical Interventions (RPI) and Risk Assessment:

Both challenging behaviour and RPIs will involve a risk, to both staff and pupils. A risk assessment aims to balance these risks. The aim of the individual pupil's PBSP and of this policy is to reduce the risks associated with pupils' challenging behaviour as far as is reasonably practicable – the risks that are associated with the behaviour itself and the risk of managing that behaviour. The risks of employing an intervention should be lower than the risks of not doing so.

Pupils whose challenging behaviour may pose a risk to staff or pupils will be the subject of an Individual Pupil Risk Assessment (IPRA) and will have a PBSP drawn up as a result of this. These will be shared with all staff and saved on the school's Google drive for ease of access.

All staff authorised to use physical intervention with pupils receive training in Team-Teach techniques and receive information about the risk to pupils of positional asphyxia. There are very clear protocols delivered during training to minimise the possibility of this and to ensure that appropriate safeguards are implemented.

In very rare circumstance, due to the extremely challenging nature of the behaviour of a child, Team-Teach Ground Recovery Holds may be written into their PBSP. These are Advanced techniques and carry elevated levels of risk. As a result, these are only considered as a possibility if a comprehensive risk assessment indicates that there is a foreseeable risk of serious injury due to a pupil's behaviour if their behaviour cannot be controlled in any other way. There are very clear and strict safeguards for these circumstances and a multi-disciplinary meeting would be called prior to a ground hold being advised for a pupil. These techniques would not be part of a planned response without consultation with parents/carers. Without parental support for the planned intervention, an alternative provision may need to be found. Staff who may need to use these advanced techniques will receive additional advanced training.

Responsibility of Staff:

The Education and Inspections Act authorises all staff at the school to use reasonable force to control or restrain pupils. The Head Teacher will ensure that all staff are aware of, and understand, what the authorisation entails.

Where a pupil is recognised as likely to behave in ways which may require physical control, staff should initiate the production of IPRA's and PBSPs. This plan will be drawn up in conjunction with the SEND co-ordinator and shared with all pertinent staff at the school. The plan will also be made available and discussed with the child, their parent(s), carer(s), families and other relevant stakeholders.

Pupils' PBSPs are Safe Systems of Work under Health and Safety Regulations. As such it is imperative that these plans are followed and implemented by all members of staff.

Any force used must be appropriate in the sense that a "reasonable adult" should think it suitably addresses the tariff level of challenging behaviour. It should always be the last resort and in no circumstances be used in anger and/or to inflict pain.

Adults must avoid putting themselves into physical danger. If self-defence is necessary then the minimum force must be used.

Under the Health and Safety at Work Act 1974, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety. Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' PBSPs have a duty to report these to the Headteacher immediately, as there may be an impact on their own safety and that of colleagues and/or pupils.

Jewellery and clothing:

The use of reasonable force carries risk. As stated in DFE guidance: The Use of Reasonable Force (July 2013), *'...in extreme cases it may not always be possible to avoid injuring the pupil.'* (Page 4). In order to minimise the risk of a child or member of staff being bruised or scratched by a piece of jewellery in the event of a crisis needing physical intervention, staff working directly with children who have a PBSP in place that involves the potential for physical intervention, will remove watches and other jewellery on their wrists (except for medical bracelets) and will remove thumb rings. Engagement and wedding rings will not be required to be removed as these are unlikely to cause injury. Staff will not wear loop or dangling earrings whilst at work. Staff will wear footwear with little or no heels, that are fastened onto the back of the foot and cover the toes.

Training:

Training on managing behaviour at some level will be available for all staff at Drighlington Primary School. For most staff this is enhanced by Team-Teach training in the use of positive handling and it is the responsibility of the Headteacher to ensure this training is kept up to date. No member of staff will be expected to use Team-Teach techniques without appropriate training. Arrangements for training will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Drighlington Primary School is committed to using Team-Teach. Team-Teach Ltd is a training provider that is accredited through the Institute of Conflict Management (ICM).

Action and support after an incident:

De-brief (Learning from an incident):

It is essential to 'debrief' as soon as possible after the incident (child/young person and staff member(s) involved), however all persons involved will require a short period of time to allow heightened emotions to dissipate before engaging in this process.

Training has been given to all staff on debrief procedures and systems. At Drighlington Primary School we will endeavour to follow this procedure.

- ISOLATE – we will ensure the person is somewhere quiet and calm;
- EXPLORE – we will allow the person to tell us what has happened first;
- SHARE – we will then give our (or other's) perspective of a situation;
- CONNECT – through careful questioning, we will connect the behaviour to the drivers, i.e., we will seek to discover not just what happened, but why it happened;
- ALTERNATIVES – we will explore alternative ways that a situation could have been dealt with;
- PLAN – we will ensure that plans are put in place (or reviewed if a PBSP already exists) to help us deal with any future incidents;
- ENTER (RE) – we will consider the emotional wellbeing of the person and how best to re-engage them back to their normal working environment.

The Head Teacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Individual Behaviour Plan (IBP) and/or PBSP;
- Child Protection Procedure (this may involve investigations by Police and/or Social Services);

- Staff or Pupil Disciplinary Procedure;
- School Behaviour and Relationships Policy;
- Exclusions procedure in the case of violence or assault against a member of staff.

The member of staff will be kept informed of any action taken. In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

Recording and Reporting of Incidents:

If a restrictive physical intervention is used on a pupil the Headteacher must be notified at once. The name of the pupil will then be recorded in the appropriate school document, along with the time, circumstances, witnesses, details of any injury sustained and the pupil's responses. The parent(s)/carer(s) of the child will be notified as soon as possible via a telephone call or face to face and be given the opportunity to discuss the incident. Information will be given to the parent(s)/carer(s) about the Special Educational Needs Information and Advice Support Service (SENDIASS), who can give impartial support and advice.

Appropriate documentation will be completed as soon as possible after the incident (within 24 hours), normally prior to staff going off duty and be signed by all staff involved and the Headteacher (Appendix B).

All incidents involving a pupil being taken to the ground and held in Team Teach (TT) Front Ground Recovery, TT Back Ground Recovery or TT Shield Ground Recovery, involving a pupil being held prone or supine on the ground must be reported to the Principal Adviser for Care and Control, Health Safety and Wellbeing Team, Leeds City Council.

Monitoring incidents:

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head teacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

Staff from the Local Authority working within the school:

Support Services will have their own policies for care and control of pupils. When working within school it is the Head Teacher's responsibility to ensure that colleagues from any support service are aware of school policy and practice.

Involvement of children, parent(s)/carer(s), families and other relevant stakeholders:

As stated throughout this policy, children, their parent(s)/carer(s), families and other relevant stakeholders will be involved at every stage when planning and implementing care and control protocols at Drighlington Primary School.

They will be invited to take part in;

- the IPRA and PBSP processes,
- reviewing progress and the effectiveness of any plans put in place,
- any reviews or changes that need to be made to IPRA's and/or PBSPs.

Parent(s)/carer(s), families and other relevant stakeholders will be notified as soon as possible, where there has been need to use an RPI or seclusion.

Complaints:

In the event of a complaint or allegation that a member of staff has used unreasonable force* - or where a child has been injured during a physical intervention - the Head teacher should in all circumstances undertake a consultation with the Local Authority Designated Officer (LADO) in line with the school's safeguarding procedures. In Leeds, this will usually be via the school's HR adviser.

For other types of complaint relating to an incident, the normal procedures of the school will be used and these will be made clear to all parent(s)/carer(s).

If a parent/carers wishes to speak to an adviser from the Local Authority about the use of force by a member of staff, the telephone number for the School's Health, Safety and Wellbeing Team is Leeds 0113 3788298.

If parents have any general queries, Leeds Special Educational Needs and Disability Information Advice Support Service (SENDIASS) offer confidential impartial advice and information around children's Special Educational Needs. Please contact them on their Helpline 0113 378 5020.

** unreasonable force - see 'Use of reasonable force' (DfE 2013).*

Whistle Blowing:

Whilst the training in Team-Teach provided to all staff, encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their Duty of Care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns should be raised with the Headteacher or another Senior Manager or with the Chair of Governors in order to allow concerns to be addressed and practice improved.

Appendix A – Positive Behaviour Support Plan (located within Individual Pupil Risk Assessment Proforma)

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Leeds
CITY COUNCIL

Positive Behaviour Support Plan

Version 3.0 2019

Name		
Year Group and/or Class		
Is there an IPRA in place? Date?	Yes	
Is there an EHCP in place? Date?	Yes	
Is there an IHCP in place? Date?	Yes	

Medical Conditions. Please use the space below to note any medical/physical issues IF this will affect the use of Care and Control.

Medical/Physical issue	How will this affect care and control?
**If there is an IPRA in place connected to this document then refer to the IPRA here rather than repeating information.	

Please use the spaces below to briefly detail some pertinent previous situations where the use of positive handling was required.

De-escalation. List the possible responses to behaviours in the boxes below. Examples of proven strategies are given in **BOLD** below. Click for an example.

Language of Choice	Negotiation	Reassurance
Descriptor of Reality	Limited Choices	Tactical Ignoring
Take Up Time	Distraction	Time Out- Offered
Direction	Diversion	Time Out- Directed
Reminder of Consequences	Reminder of Success	Verbal Advice/Support
Other- overwrite this box	Other- overwrite this box	Other- overwrite this box

Strategies to de-escalate the child and Reasonable Adjustments

The below section serves two purposes. The first is to detail the strategies you recommend to be used to de-escalate the CYP and is separated into the Dos and Don'ts for each type of behaviour observed.

Under the Equality Act the setting has a duty to ensure it has made reasonable adjustments to its policies and procedures to accomodate a CYP's Special Educational Needs or Disability.

The second purpose of this section is to list the reasonable adjustments you are making to your policies and procedures (primarily behaviour and discipline) to enable the CYP to attend school.

There is a crossover between the strategies and the reasonable adjustments. Two examples

Behaviour observed

Strategies known to deescalate the CYP- **Dos** and Reasonable Adjustments to Key Procedures.

Don'ts = strategies known to escalate the CYP.

Behaviour observed

Strategies known to deescalate the CYP- **Dos** and Reasonable Adjustments to Key Procedures.

Don'ts = strategies known to escalate the CYP.

Physical Intervention Strategies

Restrictive Physical Intervention is
Force to Overcome Rigorous Resistance, Controlling a CYP's Free Movement.

The use of an **RPI** is legal in only 3 circumstances-

1. Committing any criminal offence.
2. Causing damage to themselves, others or property.
3. Prejudicing good order and discipline. (Section 93, Education & Inspections Act)

Important!

Below is a list of TeamTeach techniques. Schools should undergo training by a qualified TeamTeach instructor to ensure these techniques are being used safely. The following descriptions are provided for TeamTeach trained staff as an aide memoire, to help distinguish the techniques from each other to ensure correct reporting.

?	Prompt Touch	Using physical contact to reinforce an instruction. No force used.
?	Shepherd	One hand on the back and one caring 'c' supporting the nearest elbow to ensure no access to the MOS's ribs.
?	Caring 'C' Guide	Sometimes referred to as a 'sideways hug'. Caring 'c's above the elbows with the MOS at the side of the CYP.
?	One Person Double Elbow	The CYP's elbows are drawn back to switch off the larger muscles. However, hands must always be in front of the CYP. The MOS supports the CYP's nearest wrist from below with a cup using their outside arm. The CYP's furthest forearm is hooked from inside to out by the MOS. PLEASE NOTE that a double elbow must never be used to sit with a CYP as this can push a CYP into hyperflexion.
?	Half Shield	MOS approaches from the side, making contact with the hip. One arm is posted in front of the arm of the CYP to prevent it punching forward, with the back of the hand flat along the CYP's back. The MOS gathers the other arms with a caring c aiming to secure just above the elbow and escorts them away from the situation. The MOS should walk forward as the CYP crabs sideways.
?	T-wrap standing up	MOS supports CYP in T position to ensure CYP's head unable to make contact with MOS's head, face or chest. CYP's wrists are placed together and supported by cupping each wrist. MOS's arms are not crossed. CYP's elbows must never be together.
?	T-wrap sitting on the floor	As per above. The CYP's legs and body should perform a 90 degree angle to avoid hyperflexion and to ensure there is no obstruction to breathing. The MOS should be kneeling in a T position behind the CYP on the floor. CYP's wrists are held on their thighs NOT on their hips when seated.
?	T-wrap on chairs	As above but where both CYP and adult are seated on chairs. The chairs are positioned so that the adult chair is perpendicular to the CYP's chair to brace the CYP's chair from moving backwards.
?	Cradle hug (CYP sitting up)	1 MOS kneeling behind a small CYP in a T position. CYP's wrists placed together in front. MOS's nearest arm loops through and places a caring 'c' across both wrists. MOS's other hand can support the CYP's shoulder
?	Cradle Hug (CYP laying on their side)	MOS begins technique as above, and then draws the CYP between their knees, placing the CYP on their side with the CYP's shoulder on the MOS's thigh. MOS's knees should be spread apart with the CYP in between them. The MOS cradles CYP's head in their arms ensuring limited movement of CYP's head and to protect the CYP's spine.
?	Friendly Escort	2 adults, supporting CYP's arms with the hands at the hips. Adults should be using their nearest hand to cup underneath the CYP's wrist, and their body or outside hand to cover the CYP's elbow.
?	Single Elbow	2 MOS supporting CYP's arm with elbows drawn back to switch off larger muscles with hands at the front of the body. MOS should be using their nearest hand to cup underneath the CYP's wrist. Step in close to the CYP and MOS supports the CYP's shoulder with their outside hand.
?	Figure of Four	From single elbow, MOSs hands move from the CYP's shoulders to replace the hands at the CYP's wrists(cupping from underneath). The nearest hand comes over the top of the CYP's arm and takes hold of the MOSs own wrist.
?	Double Elbow	As per one person double elbow but with a MOS on either side of the CYP. PLEASE NOTE that a double elbow must never be used to sit with a CYP as this can push a CYP into hyperflexion.

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?	seated 2 person hold / single elbow in chairs	As staff sit, CYP's elbows are moved outwards into a 'chicken wing' shape, with the hands on the hip in the seatbelt position. The MOS need to move their bodies forward then slide across in front of the 'chicken wing' so that the elbows are secured behind their backs. The body then secures the elbows reducing the amount of force needed to hold the arms. One leg can step out as a brace, with the heel of the free hand securing the shoulder back into the chair. Staff may use their own legs to keep the CYP's knees together, to reduce the risk from kicking.. PLEASE NOTE staff must NEVER sit in a two person double elbow technique.as this can push the body forward into hyperflexion.
?	Response to dead weight	Where a CYP being held drops their weight the MOS(s) must lower themselves and the CYP to the floor in a controlled manner. MOS should lunge with nearest knee to CYP on the floor to reduce the impact on the spine.
?	Other	
?	Other	

TeamTeach

If you have attended an accredited training course you can register on the TeamTeach website and see video clips of the techniques that are referred to above and on the previous page. Your course will be accredited if you received a certificate with a 14 digit code made up of letters and numbers. Click the links below to access the website.

[Click here for the registration section of the TeamTeach website](#)

[Click here for the video library section of the TeamTeach website](#)

Post Incident Restorative Practice

There are many different frameworks available. One is outlined below.

Life Space Interview by Fritz Redl

i-escape

- i- isolate the CYP, away from sources of anxiety
- e- explore what happened, from the perspective of the CYP
- s- share what happened, from YOUR perspective
- c- connect the 'what happened' to the 'why it happened'
- a- alternatives, what could the CYP do next time if the situation recurs
- p- plan, prepare and where appropriate, practice for next time
- e- enter the environment or re-enter the environment

What system will be used post incident with the CYP?

How will the incident be recorded?

Which members of staff need to be informed? Who will alter any paperwork/plans?

Which members of staff are responsible for notifying/discussing with parents?

Anything else not mentioned elsewhere in this document?

Restrictive Physical Intervention Report

Seen by Head:		Date:		Log Book No:	
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Basic information

Name of Child		Year Group:	
Date:		Time:	
Place:		Length of restraint::	
Names of staff involved:			
Names of witnesses:			

Reason for intervention : to prevent a pupil from doing or continuing to do;

Committing a criminal offence		Damage to property	
Injury to themselves or others		Behaviour prejudicial to maintaining good order and discipline	

Describe the lead up to the incident/behaviour

De-escalation Techniques Used and Effectiveness (1 not effective – 10 effective)

Verbal Advice & Support		Humour		Distraction	
Reassurance		Options Offered/choices		Step Away	
Calm Talking		Time out Offered		Time out Directed	
Non Threatening Body Language		Other (Please specify) i.e. blue room			

Details of the incident:

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Form of physical control

One person techniques			Two person techniques		
T-wrap	Standing	<input type="checkbox"/>	T-wrap (Level2)	Seated	<input type="checkbox"/>
	Seated	<input type="checkbox"/>		Floor	<input type="checkbox"/>
	Floor	<input type="checkbox"/>			
Cradle			<input type="checkbox"/>	Single elbow	
Double elbow			<input type="checkbox"/>	Figure of Four	
Half-shield			<input type="checkbox"/>	Two person double elbow	
Other (specify)				Other (Specify)	

Injuries/damage caused

Child checked by:					Injury Suffered by Child		Yes		No		
					Treatment Required		Yes		No		
Referred to First Aider			Yes		No		Specify:				
Referred to GP		Hospital									
Parent/Carer informed by		Phone		Letter							
Injury suffered by staff		Yes		No		Damage to Property		Yes		No	
Specify						Details					

Action Taken

Follow up talk		Phone call to parent/guardian		Letter to parent/guardian	
Complete work missed		Referred to Police		Exclusion	
Returned to Class		Other Sanction			

Child's view of incident and use of restraint

Staff signature	Date