



<p>Bridgelea Primary School Bridgelea Road Withington Manchester M20 3FB</p>	<p>Bridgelea Primary School Plymouth Grove West Longsight Manchester M13 0AQ</p>
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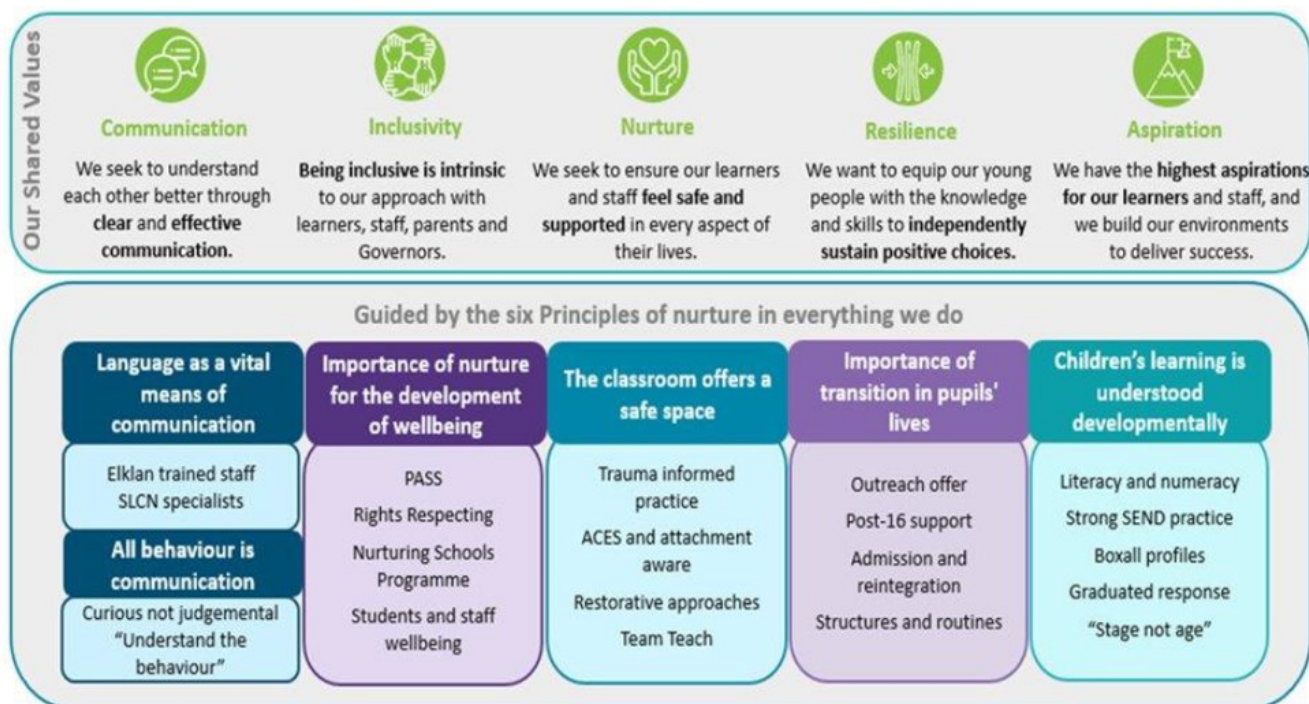
## Physical Intervention & Appropriate Touch Policy

**Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.**

<b>Implemented</b>	<b>SLT</b>
<b>Presented by</b>	<b>Kelly Eyre</b>
<b>Ratified by Governors</b>	<b>November 2022</b>
<b>Review Date</b>	<b>February 2024</b>
<p><b>This policy has been discussed and read as part of the Sep Inset in groups. 03.09.2024.</b></p> <p><b>This will be updated following the introduction of Staff Safety AY 2024-2025</b></p>	

## Bridgelea Primary School Vision & Mission Statement

Our overall vision of '**Understanding People**' captures our core purpose perfectly. At Bridgelea school we want to help our children, families, and communities to understand themselves and others more, whilst keeping their understanding of the statutory and wider curriculum.



### Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

### Article 30

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

### Article 31

You have the right to play and rest.

### Article 39

You have the right to help if you've been hurt, neglected or badly treated.

## The Six Principles Of Nurture

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.



This policy statement is intended as a supporting guide to the school's behaviour management policy, outlining the ethos and role that Team-Teach is used in Bridgelea Primary School, what is acceptable practice and that, which clearly is not. Team-Teach is a whole setting, holistic behaviour management response that aims to use de-escalation & behaviour strategies as a standard response to challenging behaviour.

### Purpose of this Document

- To outline the vision for use of restrictive physical intervention guiding Bridgelea.
- To develop a policy that is supported and implemented by the whole school community;

children, parents and carers and staff based on our mission statement and shared values.

- To ensure all staff understand all behaviour is communication.
- To provide pupils with a positive behaviour framework based on the principles of Nurture and Rights Respecting approaches.
- To provide a framework which supports staff to unlock potential in children at their developmental stage not age in years
- This policy should be read in conjunction with other school policies:
- Behaviour, Communication and Relationships Policy
- Safeguarding Policy
- Equality Policy

All policies are available on the school website.

The role of the whole organisation is to create a consistent and calm approach that will help prevent the need for reactive measures to be taken. Pupils need at all times to have their own individual needs borne in mind – we will be flexible.

- Article 29; The right to be the best that you can be.
- Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 12 Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 28 (right to education) Every child has the right to an education.

### **The Team-Teach approach will also:**

- Reinforce policy and practice, inform of current legislation, legal considerations and circular guidelines concerning restrictive physical interventions
- Reinforce the essential verbal & non-verbal skills required in a crisis situations
- Make staff groups aware of necessary interventions appropriate to the level of behavior reached by the pupil and the risk associated with this behaviour.
- Following training, providing staff with knowledge, understanding and physical skills required for their personal safety, and the management of children in their care.
- Offers post-incident structure to both the pupil & member of staff

### **Team Teach Aim**

- Is to provide an accredited training framework designed to reduce risk and through working together to safeguard people and services.

### **Team Teach Objectives**

- To develop shared values which promote the attitude, skill and knowledge needed to implement Team Teach in the workplace.
- To develop positive handling skills in behaviour management, including: verbal and non-verbal communication, diversion, de-escalation and safe, effective, humane physical interventions.
- To develop skills in positive listening and learning.

### **The basic principles of Team-Teach are:**

- Staff numbers – emphasis on at least two members of staff when a situation occurs. This is protection for both staff and pupils concerned. All classes have a minimum of 3 staff.
- Stresses that 95% of crisis situations can be resolved through calm, controlled, dignified and skilled de-escalation strategies.
- Minimum force & time – important not to react emotionally but professionally, modelling emotional regulation at all times.

- Last resort (where possible) – all other behaviour management strategies to be tried & used first.
- Restrictive physical intervention techniques that provide a gradual, graded system of response – commensurate with the situation and risk involved.
- Techniques allow for verbal communication – utilising nurturing and trusting relationships.
- Techniques that do not rely on pain or “locks” for control.
- Staff safety & protection issues addressed – important for staff to have a range of break-away and release techniques in a serious situation where health & safety are at risk.
- Emphasis on staff awareness, nurture & communication skills – verbal & non-verbal used to de-escalate a possible crisis situation.
- Following restraint there should be both a supportive and reflective structure for both staff and pupils. We call this Post Incident Learning (PIL)
- All incidents involving pupils being physically managed should be reported, recorded, monitored & evaluated. We use a system called Iris in school.

Team-Teach is governed by the **Institute of conflict management (ICM)** code of practice.

All teaching, childcare and support staff are entitled as part of their professional development and training to:

- A minimum of 6 hours re-accreditation Team Teach training (existing 12hr certificated staff) within a two-year period of completing a basic training course or previous refresher course.
- A minimum of a 12 hours Team Teach basic training course (new staff)
- Availability of additional Team Teach training for areas not covered in the mandatory 6hr/12hr training courses as required.
- Notification of any updates and changes in the management of challenging behaviour and handling techniques, and changes in current legislation / legal considerations.
- Review / assess and express their own perceived areas of additional training requirements through risk assessment and situations arising in their own school / class environment.
- An individual copy of the Physical Intervention Policy and positive handling guideline booklet made available for them.
- To express their views on any particular handling techniques efficiency or inadequacy on any particular pupil (which must then be recorded by that particular member of staff in that pupils individual support plan / risk assessment)
- Continual assessment by SLT of presenting behaviours and risks within the school environment.

### **Parents & Carers**

- Are entitled to, before admission of their child to Bridgelea Primary School, information on the behavioural management and positive handling techniques which staff employ in last resort situations. They are also invited to contribute to their child’s individual Communication Chart and Risk Assessment as part on the involvement in ongoing reviews.
- School will ask parents/carers to sign an admission form, when their child joins the school as part of the admission process. By signing the form, the Parent/Carer will be indicating their agreement with the school’s Behaviour & Relationships Policy and Physical intervention Policy, which sets out the circumstances in which force might be used on a child, it should be made clear to the parent/carers that, in signing the form, they are acknowledging the school’s power to use reasonable force on their child in the circumstances described in this policy.

### **Management Group**

- Are entitled to attend any behaviour management and/or Team Teach training.
- Will receive copy of all relevant policies / guidelines and documents.
- Will be informed of any relevant information and data which allows them to monitor and make decisions about school improvement issues.
- Regularly monitor incidents where RPI has been used.

- Governing bodies & Management Groups must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, and reporting each such incident to each parent / carer of the pupil as soon as practicable after the incident.
- If it is likely that reporting an incident to a parent / carer will result in significant harm to the pupil, significant incidents should be reported to the local authority, after first seeking advice from a member of the senior management team.

### **Legislation and Statutory Requirements**

The use of all forms of physical intervention and physical contact are governed by the criminal and civil law. The unwarranted or inappropriate use of force may constitute an assault. In addition, it may infringe the human rights of a child or young person.

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:-

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Prevent a pupil from the risk of harming themselves through physical outbursts.

School **cannot** use force as a punishment.

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- School suspensions and permanent exclusions
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- DfE guidance explaining that maintained schools must publish their behaviour policy online.

As a general rule nobody has the right to touch, move, hold or contain another person. However, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside this norm. Whenever they do so they should be clear about why it is **NECESSARY**. They would need to be able to show that any actions were in the child's **BEST INTEREST** and that they were **REASONABLE AND PROPORTIONATE**, along with being for the **LEAST AMOUNT of TIME**, and using the **LEAST AMOUNT OF FORCE**.

### **Underpinning Principles**

**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 have a right to:**

- Have their needs met
- Be supported and encouraged to make positive choices
- Opportunities to develop self-control
- Be supported in difficult situations
- Have any crisis that may occur safely managed

#### **Parents have a right to:**

- Individual consideration of their child's needs by staff who have a responsibility for their care and protection
- Expect staff to undertake their duties and responsibilities in accordance with the school's policies
- Expect the staff in school to respect their parenting decisions, to be non-judgmental and to work in positive partnership with them
- 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 do all they can to ensure:**

- That pupils understand the need for, and respond to, clearly defined limits which govern behaviour in the school
- That pupils will have access to a proactive, supportive environment to enable predictability with the opportunity to be successful.
- Parents should have committed themselves to ensure the good behaviour of their child and that he/she understands and follows the school's behaviour policy.
- Parents will be encouraged to take a full and active part in implementing behaviour support plans both at school and in the home.

#### **Objectives**

- Good personal and professional relationships between staff and pupils are vital to ensure effective learning and teaching in our School. It is recognised that the majority of pupils at Bridgelea respond positively to the strategies used by staff.
- Concrete and intrinsic rewards or positive consequences play a large part in engaging pupils in their learning and classes operate appropriate systems which can also carry logical consequences.
- All of these elements help to ensure the well-being and safety of all pupils and staff in Bridgelea.
- It is also acknowledged that, in exceptional circumstances, and where in the best interests of the child, staff may need to take action in situations where the use of reasonable, proportionate and necessary physical intervention may be required.
- Bridgelea Primary School acknowledges that physical techniques are only a small part of a whole setting approach to risk reduction and behaviour management.

#### **Minimising the need to use restrictive physical intervention**

At Bridgelea Primary School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of restrictive physical intervention. In addition to this, pupils have individual Communication Charts and Risk Assessments which are regularly reviewed. The school uses Nurturing Approaches and a Rights Respecting Ethos to help pupils to learn about feelings, rights and managing conflict. The School curriculum and ethos promote

independence, choice and inclusion and pupils are given maximum opportunity for personal growth and emotional wellbeing.

All employed 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. Decisions will be driven by what is in the best interests of the child and the action should be **reasonable, proportionate and necessary (RPN)**.

Whilst the physical techniques are intended to reduce risk, there is always risk when two or more people engage to use force to protect, release or restrain. The physical intervention techniques used seek to avoid injury to the 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 pupil remains safe.

### **Implications of the Policy**

The ***DfE Use of Reasonable Force Guidance July 2013*** states that reasonable force may be used to prevent pupils from hurting themselves or others, from damaging property, risk of a crime being committed or from serious disruption to learning. It also outlines the limits within which school staff work and should be read in conjunction with this policy.

As teaching and non-teaching and agency staff have a 'Duty of Care' towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this Policy.

The use of reasonable and proportionate techniques is one of the management methods for reducing risks presented by children's challenging behaviour. Pupils' Communication Charts are Safe Systems of Work under Health and Safety Regulations. As such, it is imperative that these plans are followed, updated and implemented by all members of staff. The application of any form of physical intervention inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. There is an understanding that even with detailed plans in place, context and situation, may result in staff making a dynamic risk assessment as necessary in the best interests of the child

The use of force as outlined in Section 93 of the Education and Inspections Act 2006, can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy, including seeking to use de-escalation strategies wherever possible in order to prevent the need for physical intervention.

Staff need to be aware that they are responsible for:

- assessing risks (a 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 reasonable, necessary and the degree of force which may be regarded as proportionate to manage a situation.
- Staff need to be aware that they are required to justify their decisions in writing through the IRIS recording and reporting procedures outlined later in this document.

### **Staff authorised to use Restrictive Physical Intervention**

By reason of their conditions of service, the Headteacher can authorise all teachers, teaching assistants and support staff to use restrictive physical intervention following appropriate training.

Untrained staff are not allowed to use planned restrictive physical interventions, (Team- Teach techniques). However, untrained staff have a duty of care to ensure the safety of pupils and themselves. Therefore, this may mean the use of some physical intervention during an emergency situation in order to protect themselves or pupils when significant harm or damage appears inevitable. Risk assessments are required to minimise any foreseen events.



Authorisation is not given to volunteers or parents and therefore they are not left unsupervised with pupils.

Supply staff will not be authorised to use physical intervention unless they are familiar with this school's policy, have undertaken training and have been authorised to do so by the Headteacher.

The school will maintain a list of those who have been authorised and the training provided. This list will be reviewed yearly and as training occurs.

### **Definitions of Positive Handling**

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Communication Charts are a plan for the 'positive management of pupils' behaviours which challenge. 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 Contact**

Situations in which physical contact occurs between staff and pupils, for example in the care of pupils, in order to support their access to a broad and balanced curriculum. It would seem reasonable that children do require opportunities for close contact such as cuddles/hugs. Positive touch is explored further in this policy.

### **Escort/ Guide**

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder or using an appropriate escort where the pupil is compliant. This technique, in the hands of a skillful practitioner, allows many pupils to be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to "defuse" a situation by a timely intervention.

### **Physical Control/Restraint/Restrictive Physical Intervention (RPI)**

This will involve the use of reasonable, proportionate and necessary force when there is an immediate risk to pupils, staff, property or of an offence being committed. Such incidents, where the child shows physical resistance must be recorded electronically on IRIS. If anyone is injured this should be recorded under the 'accident' tab on IRIS. Records of incidents must be completed by the end of the school day, wherever possible. An attempt to inform the parent / carer must be made on the same day.

The level of compliance from the pupil determines whether or not the interaction is an escort, guide or restraint. **RPI is defined by the DoH/DfE as the positive application of force by staff, in order to overcome rigorous resistance, completely directing, deciding and controlling a person's free movement.**

### **Planned and Emergency Physical Interventions**

A planned intervention is one that is outlined in the pupil's Communication Chart. This should cover most interventions, as possible scenarios will be identified and planned for when the Communication Chart is drawn up.

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 for the minimum amount of time to prevent injury and maintain

safety, consistent with the training that they have received. Following any such incident, a Communication Chart will be devised (or the existing plan updated) to support effective responses to any such situations which may arise in the future.

### **Deciding Whether to Use Restrictive Physical Interventions**

Both behaviours which challenge and restrictive physical interventions involve a risk to staff and pupils. A risk assessment aims to balance these risks. The aim of the individual pupil's Communication Chart and of this policy is to reduce the risks associated with pupils' challenging behaviour, 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.

Risk Assessments and Communication Charts will be shared with all staff and parents / carers and be kept electronically on CPOMS.

Staff receive training in appropriate physical intervention 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 addition to staff training, there are regular staff updates on matters arising in relation to use of restrictive physical intervention. Staff have access to a number of staff qualified in the training of de-escalation and positive handling techniques.

### **Physical Intervention will stop if the child experiences:**

- **Difficulty in breathing/ says they cannot breath**
- **Vomits**
- **Has a fit or seizure**
- **Experiences swelling or change of hue of skin**

Wherever physical intervention is used staff will keep talking to the pupil, using appropriate language levels, in a reassuring and positive manner unless risk assessment has indicated that this is likely to inflame the situation.

Unplanned physical intervention will trigger a risk assessment that must lead to a Communication Chart including all pro-active and reactive strategies to be used.

### **Length of Individual Restraint**

- Staff involved in lengthy Team Teach physical interventions will allow other members of staff to take over to ensure that incidents do not become a 'personal' issue between the pupil and specific member of staff. All staff are trained on the use of 'Help Scripts' to support this.
- A restrictive physical intervention lasting more than thirty minutes will trigger the notification of parents and in the case of a serious risk the police may be involved.
- Staff become more vulnerable if involved in lengthy restrictive physical interventions. This is closely monitored on a daily basis as all IRIS forms are signed off by SLT. On a weekly and half termly basis, IRIS incidents are closely monitored. Staff are able to access support from SLT, floor leads and Team Teach Tutors.

### **Frequency of Individual Restraint**

- Details of the expected frequency of physical interventions need to be risk assessed and noted in any risk assessment and Communication Chart.
- Frequent Physical Interventions are deemed to be two to three times a week.
- There needs to be a significant reduction in the frequency of restrictive physical interventions over a set period of time.

- If frequent restrictive physical interventions are required over a longer period of time then this may indicate that there is a need for a further assessment of need. A multi-disciplinary meeting or Solution Circle meeting may be required.
- Advanced Team-Teach techniques may be required for such a pupil and should be discussed with the Team Teach consultant. Training should be in place.

### **Isolation**

If a pupil is unsettled, and continues to be disruptive to the safe and secure learning environment of other pupils, it may be considered by staff to separate a pupil from their peers, and supervise him / her by a member or members of staff with the purpose of providing him / her with continuous focused supervision and support. **Pupils isolated from their peers and supervised by staff must not be in locked rooms.**

### **Seclusion**

Seclusion describes the forcible confinement and segregation of a pupil from their peers in situations that are unsupervised by staff. **In Bridgelea seclusion is not permitted.**

### **Safe Base Rooms**

At Bridgelea we have Safe Base rooms which provide a safe and secure environment for pupils to gain control of their emotions and regulate themselves. The Safe Base room needs to be seen by each pupil as a safe place so should never be used as a consequence or as a threat.

Safe Base can either be requested by a pupil, or directed by staff. The objective should be to give a pupil the opportunity to regain their composure, without the pressure associated with being in a formal location or being near staff or other pupils. Safe Base is an important tool in encouraging and supporting pupils to manage their own behaviour prior to reaching a crisis point. **Any area or room used for 'Safe Base' must be unlocked and be monitored by staff at all times.**

A pupil may need the Safe Base room for different reasons for examples:

- To regulate after an incident
- To de-escalate an incident or pre-empt one by changing environments
- A safe place for a pupil during an incident
- A quiet, distraction free environment to regulate, relax or reduce stress/anxiety.

Where-ever possible staff should remain in the room with the pupil. Some pupils want to be on their own and may request that the door is shut or shut the door on themselves. In this case staff should monitor and observe that the pupil is safe whilst in the room.

\*The doors on the safe base rooms do not have any locks.

### **Physical Presence**

Staff member's physical presence is often all that is necessary to communicate authority, and to re-establish safety and security. Presence by implication of one's authority may restrict pupil's movement for a brief period, but is limited to:

- Standing close by, or in front of a pupil
- Standing momentarily or temporarily in the way of a pupil

Presence should become neither oppressive, or of excessive duration. It is likely to be most effective if complemented by a range of attuned and nurturing non-verbal communication signals, and persuasion or dissuasion.

Physical presence must be:

- Considered appropriate in the context of a particular situation or incident
- Used only in the context of reducing the risk associated with his / her behaviour
- Ended if it is met with resistance, when a decision will need to be made whether or not another form of intervention is appropriate.

### **Restriction of Access / Exit**

In the ordinary course of maintaining a supportive and stable educational experience, staff may limit pupil's liberty by requiring them not to do things that they may prefer to do, including restricting them within a building. However, if the pupil complies with the reasonable request, restriction of liberty is not an issue.

There may be occasions, however, when a pupil has become unregulated and is presenting with high risk behaviour, and is intent on serious self-damage; inflicting injury on others; damage to property, or is considered potentially likely to do so, that it would be appropriate to prevent access to dangerous environments by restricting exit/access to them. Restricting exit/access under such circumstances is considered appropriate staff action.

Occasionally in respect of the types of behaviour described previously, it may be necessary to prevent a distressed pupil from exiting a room by blocking the doorway by Physical Presence.

This type of control is appropriate and permissible provided that:

- The duration of the intervention is only brief, and the pupil is engaged in conversation aimed at de-escalating the situation
- The action is a response to a particular situation and not regular practice
- If the pupil physically resists, a considered decision is made in respect of justification for, and use of, alternative forms of intervention.
- **This is recorded on Iris and reported to parents.**

### **Health and Safety of Staff**

Under the Health and Safety at Work Act, 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' Communication Charts, 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.

### **Staff Training**

School employs four Intermediate Team Teach trainers who support staff across both sites, through staff training, staff updates and drop in sessions.

Behaviour Management training is available for all staff at Bridgelea; for most staff this is enhanced by training in the use of positive handling and it is the responsibility of the Headteacher to ensure this training is kept up to date. Prior to the provision of training, guidance will be given on action that can be taken. Arrangements will be made clear, as part of the induction of staff, and training will be provided as part of on-going staff development.

### **Support**

The school is committed to providing regular professional development on behaviour strategies /

management for all staff in order to maintain the ethos of the school, its values and the boundaries of acceptable behaviour.

Staff who have been involved in difficult incidents will be offered the full support of the SLT and Team Teach Tutors in talking through the incident. In this follow up work senior managers and staff will look for “lessons to be learnt” and alter procedures or develop training as the result of these insights.

Pupils who have witnessed an incident of Physical Intervention and who are distressed will be supported by an appropriate member of staff.

### **The Post incident Support structure for Pupils and Staff**

Physical techniques are not used in isolation and the school is committed to ensuring that, as a result of incidents, learning opportunities are created for pupils that allow them to ‘own’ and take responsibility for their behaviour at a level appropriate to their stage of development. This is reflected in the IRIS form under “Post Incident Learning”.

In addition, procedures are in place to ensure that appropriate support is provided for staff and that following an incident, pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained. Staff have access to supervision sessions or School UK services and the employment assistance programme, outside of their line management, should they require additional support or guidance. All staff teams are encouraged to access solution circles or coaching from Team Teach tutors, should they feel it necessary.

All people take different amounts of time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase.

Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. Injuries may occur even if staff have attempted to follow all procedures. Part of the post incident support should ensure that staff do not blame themselves for anything that may have not gone to plan. Post incident support should also result in an opportunity for learning for all to occur. Time needs to be given to repair relationships between staff and pupils.

Children who have been subject to physical intervention will be given the opportunity to regulate. When appropriate, a pupil may be helped to work through an incident using different techniques e.g. comic strip conversations. Some pupils will need to be given time to express their feelings, suggest alternative actions for the future and talk through the incident with a trusted member of staff. Some pupils find that revisiting incidents directly is distressing or becomes a trigger for another incident, in these cases, alternative methods to help them learn from the situation will be required.

Time and effort are put into a post incident support structure to try to ensure that the outcome of a serious incident can be learning, growth and strengthened relationships. Here staff should consider using the model of Restorative Justice, which staff have received guidance on.

### **Visits out of School**

Our Equality Policy states that all pupils should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for each pupil prior to each visit into the community.

Due consideration should be given to the following:

- Is the pupil able to cope with the demands of the proposed visit?
- Are there sufficient, suitably trained staff - particularly if there should be an incident?
- How will you contact school to get extra help if necessary and how will you get back?

## **Recording Incidents**

Where physical control or restraint has been used and the child has shown physical resistance, a record of the incident will be kept. This record should be made electronically on IRIS. Appropriate documentation will be completed as soon as possible after the incident on the same day and usually prior to staff leaving at the end of the school day.

## **Reporting incidents**

All Physical Intervention incidents recorded on IRIS will be reported to parents. This may be in person, by telephone, text (phone or class Dojo) or in the home-School diary.

## **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 by a member of SLT, will help to ensure that staff are following the correct procedures and will be used to 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 (usually weekly) and the results used to inform planning to meet individual pupil, school needs and support for staff. The Headteacher will present an annual summary of incidents that have involved the use of force to the Management Group.

## **Action After an Incident**

At Bridgelea we have a debrief procedure which should be utilised if staff need to debrief after an incident. Where staff have been involved in an incident involving reasonable force, they should have access to counselling and support. Within the School, this will be made available/supported through discussion with ELT / SLT, supervision sessions and School UK.

The Headteacher 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 Communication Chart
- Graduated response e.g. holding a solution circle or signposting to support from a Team Teach tutor
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- Exclusions Procedure

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.

The Headteacher will seek HR support and contact the LADO. (See Allegations Against Staff Policy)

In some circumstances it may be appropriate to provide additional training or professional support for particular staff in relation to the management of incidents where, although the criteria for the application of the above procedures were not met, it is decided that the incident could have been managed more effectively.

## **Support Following Incidents**

Bridgelea believes that “Listening and Learning” is vital to the ethos of the School. Staff within the school use a wide range of skills and communication aids to ensure that “Listening and Learning” takes place following incidents.

Any member of staff at the School involved in, or witnessing, a serious incident involving the use of RPI may require additional support following the incident.

Staff should ensure that they are fully recovered from an incident before resuming their duties, and colleagues are encouraged to seek and offer support where it is deemed necessary.

Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible, especially for pupils with Autistic Spectrum Disorder
- A drink of water may be given
- Other support as set out in the child’s Communication Chart

### **Police Involvement**

Bridgelea Primary School actively seeks to develop positive links with the local community Police Force in an attempt to promote a positive view of the Police Service with the pupils. Unfortunately, sometimes it is necessary to involve the Police following a **serious incident** in the school, or the **unauthorised absence (absconding)** from the school premises by a pupil/s.

The decision to involve the police will never be taken lightly. On extremely rare occasions it may be necessary to make an emergency call to summon urgent assistance, wherever possible this decision would ordinarily be made by the SLT.

In other cases, for example, following vandalism the Head teacher will decide on whether to involve the Police. In cases of assaults on pupils, parents / carers will be informed and the decision to take further action will be theirs. In cases of assault on staff, the individual member of staff must involve the Police if they choose to do so. Staff are urged to discuss this with the Head teacher, so that the school can be appropriately supportive.

### **Appropriate Touch not linked to Restrictive Physical Intervention**

Bridgelea works with children who have experienced a challenging start to their lives or education. Often they struggle to communicate their emotions in a safe and regulated way. In these circumstances it is natural for children to seek comfort from the adults they trust.

Many psychological studies have shown that a lack of soothing touch in childhood, particularly during times of distress, can result in physical ill-health and problems with anxiety, aggression or depression in later life. Nurture UK recommend positive and appropriate touch to soothe and regulate children. As a Nurturing school, appropriate and nurturing touch is fundamental to our practice.

We are committed to maintaining the well-being and safety of our children and staff by creating a positive and nurturing environment where the children can be understood, valued and included.

Positive and appropriate touch is a necessary and desirable part of the development, emotional well-being, care and education of the children we support.

### **Aims**

- To ensure the safeguarding of children and staff is paramount at all times.
- To ensure children learn to distinguish between appropriate and inappropriate touch.
- To show the benefits of a whole range of valuable touch experiences - communicating, educational, nurturing, reassuring, caring and protecting
- To ensure that children in distress receive appropriate comfort including physical touch if necessary
- To maintain close working links with Team Teach, ensuring all restrictive physical intervention and any related documentation, policies and monitoring complies with the latest agreed best practice.
- To ensure that all physical touch is reasonable, proportionate and necessary.

### **Purposes of touch**

Appropriate touch may be used routinely for any of the following reasons:

For **communication**: to reinforce verbal/ visual communication or to function as the main form of communication in itself; responding non-verbally to another person's own use of touch for communication and to make social connections.

For **educational reasons**: as part of the process of establishing the fundamentals of communication for people at early communication levels, and to direct children in educational tasks and essential skills.

As support or guidance, for example, during transitions between activities and during swimming or P.E. sessions

For **play**: play activities naturally include touch. Children of any age who are at early levels of development are likely to be tactile and physical.

For **therapy**: e.g. massage, sensory stimulation, physiotherapy, rebound therapy etc. This can be provided either by the therapist or by another member of staff carrying out a therapy programme or following therapy advice.

For **emotional reasons**: to communicate affection and warmth, to give reassurance and to communicate security and comfort. To enable the person to develop an understanding of these positive emotions and the ability to communicate them

For the **purposes of care**: touch is necessary in order to carry out personal care for some of the children we support (see Intimate Care Policy).

### **To give medical care.**

To **protect** children and young people from danger by physically intervening and managing challenging behaviours including the use of Restrictive Physical Intervention, while following the recognised guidelines and policies of the School (see Relationships, Communication & Behaviour Policy)

### **Guidelines**

Staff need to be clear and open about why they are using touch and be able to explain their practice.

Staff have a duty of care towards the children at Bridgelea. There may be times when they need comforting or reassuring or in some circumstances, to be removed as a risk to other children or staff. Staff will make a dynamic risk assessment to prevent children from harming themselves or others. All staff who are authorised to use physical interventions are part of the approved school training programme.

There must be clarity and transparency on issues of touch. Physical contact and the details of it should be documented in the child's communication chart. This is shared with parents and relevant



professionals when appropriate.

The use of touch should be discussed openly and regularly between staff.

People of any age can want and need physical support / touch. Staff are aware of age-appropriate touch; however, they also consider the developmental age and emotional and communication needs of the child as equally important.

While gender and cultural factors have relevance in issues of touch, the emotional and communication needs of the individual are due equal consideration.

As far as possible, the young person involved should consent to any touch given and staff should be sensitive to any verbal and non-verbal communication they give that might indicate that they don't want to be touched.

Staff should be sensitive to any changes in the child's behaviour (e.g. overexcitement or negative reactions) that might indicate the need to reduce or withdraw touch. Significant changes in behaviour should be clearly recorded on the child's communication chart. Staff are encouraged to discuss with a team and further with the Senior Leadership Team if they have any concerns.

The children we support should be given opportunities to touch each other while interacting and playing as would happen naturally for any child or young person. Attention should always be given to ensure that both parties are happy with this.

### **Personal Care**

Staff must be aware of potential hazards in respect of sexual issues:

- the young people we support may occasionally inadvertently touch intimate parts of a member of staff's body when there is no sexual intent or understanding. The member of staff should withdraw without giving significant negative feedback in this situation and the incident should be recorded
- It is never appropriate for staff to touch a young person's intimate body areas except as part of intimate or medical care (see Intimate Care Policy).

### **Complaints**

The availability of a clear policy about reasonable force and early involvement of parents / carers should reduce the likelihood of complaints but may not eliminate them. Where the nature of any complaint made by a pupil, parent or other person in relation to the use of RPI within the school indicates that an allegation of mishandling by a member of staff is being made which complies with the criteria contained in CSA guidance, the matter will be reported to the Local Authority Designated Officer in accordance with Local Authority procedures.

In such circumstances the investigation of the complaint/allegation and any resulting action in respect of child protection, disciplinary or other procedures will be carried out in accordance with the guidance received from the Local Authority.

### **Whistle Blowing**

Whilst the physical intervention training provided to staff, encourages the use of help scripts 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, (short of immediate Child Protection concerns which should of course be passed to the DSL), should be raised with the Headteacher and Team Teach Tutor, or another Senior Leader or with the Chair of the Management Group in order to allow concerns to be

addressed and practice improved.

### **Governor Consultation**

All governors have been consulted in the development of this policy and their comments taken into account. The policy has been duly ratified in line with statutory procedures.

### **Parental Consultation**

Parents have been consulted and they are informed of the policy and its practical implications for pupils. Their comments have been taken into account and the full policy is held in school and is made available to them on request. Parents who request that individual pupils be exempt from physical intervention are informed that it is the policy of the school and that there are no exceptions on health and safety grounds.

### **Staff Consultation**

All staff have been consulted in the development of this policy and their comments taken into account.

### **Useful Guidance**

- [DfE Use of Reasonable Force Guidance July 2015](#)
- [Reducing the need for restraint and restrictive intervention, DfE \(2019\)](#)
- [Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders \(2002\)](#)
- [Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties \(2003\)](#)
- [Searching, screening and confiscation – Advice for Headteachers, Staff and Governing Bodies June 2022](#)
- [Keeping Children Safe in Education 2024](#)
- [Behaviour in Schools: Advice for Headteachers and School Staff June 2022](#)
- [BILD Website](#)
- [Children's views on restraint, Ofsted, 2012](#)