

# Worplesdon Primary School



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

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## Aim

This policy is based upon the Surrey policy 'Touch and the use of restrictive physical intervention when working with children and young people' which is updated yearly.

## Acceptable forms of intervention at Worplesdon

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (as long as this is appropriate to their age)
- to gently direct a pupil
- for curricular reasons (for example in PE, Drama etc)
- in an emergency to avert danger to the pupil or pupils
- in rare circumstances, when Restrictive Physical Intervention is warranted

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding
- the pupil's individual characteristics and history
- the location where the contact takes place (it should not take place in private without others present)

## Using Restrictive physical intervention

At Worplesdon there are children with severe anxiety issues who might present behaviour that may necessitate the use of restrictive physical interventions to prevent injury to themselves or others or serious damage to property. Section 550A of the Education Act 1996 clarifies the position about use of restrictive physical interventions by teachers and others authorised by the head teacher to control or restrain pupils.

Surrey's definition of restrictive physical intervention, adopted by Worplesdon, is:

The use of force to control a person's behavior, using bodily contact, mechanical devices or changes to the person's environment. This includes both physical restraint and removal to a seclusion or calm room.

The use of physical intervention should only ever be used as a last resort following the application of other appropriate strategies. It should only ever be used as an act of care and never as a punitive measure. Of central importance are the human and legal rights of everyone involved, staff and children alike.

## The use of seclusion

At Worplesdon we will adhere to Surrey's policy on the use of seclusion, withdrawal and time out:

The use of seclusion where a child or a young person is forced to spend time alone against their will would not normally be seen as appropriate except for short periods of time in extreme situations whilst help is obtained. This is in contrast to time out, where a child or young person would be supervised or accompanied in a neutral manner, and to withdrawal where they are removed from a difficult situation and accompanied while they calm down.

## Our philosophy

- We are committed to ensuring the welfare and safeguarding of all pupils, and to ensure there is no bullying or discrimination. Therefore promoting emotional well-being of pupils, staff and families is the first priority of the school community, encouraging and modelling good mental health, good behaviour and respect for others and preventing all forms of bullying in accordance with our other policies.
- That communication is pivotal to developing each child as an individual and to develop his/her potential. We need to be especially aware of the communication needs of children who require individual, special support for behaviour. Vulnerable pupils, including looked after children, children with SEN, physical or mental health needs, will receive behavioural support according to their need.
- It is vital to develop a wide range of strategies to enable all pupils to behave well and in particular help provide pupils with the best opportunity to manage and improve their own behaviour.
- Time is a significant issue when working with pupils with challenging behaviour and wherever possible any student should be given the time they need to do as they have been asked without the use of a restrictive physical intervention.
- Wherever possible Restrictive Physical Intervention (RPI) will not be used. It should only be used, by staff who have been appropriately trained in the Management of Actual and Potential Aggression (MAPA) which includes positive behaviour strategies, how to disengage from being held by a child and restraint techniques to hold a child safely.
- Use of physical force that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this belief, when considering or using physical force, will be dealt with under school disciplinary procedures.
- At Worplesdon School staff who have an up to date MAPA training are staff authorised to use Restrictive Physical Interventions (RPI). (There are currently two members of staff who have up to date MAPA training: Mrs Earl-Smith and Mrs Hankin).
- Where interventions do occur this will normally occur as an interim measure, as part of a planned approach (the person-centred positive behaviour support plan) and will always be based upon using the minimum of force required and for the minimum period possible.
- Person-centred positive behaviour support plans are constructed by the class team and SENDCO. Parents (and in some cases other agencies) are consulted before they are finalised. These plans should address strategies that are effective in helping a child / young person to maintain their control on their own behavior. The plans should be responsive to individual needs as they change, and include current information on likely triggers and resulting behaviour.
- Emergency action: at times a pupil's behaviour may be such that they, or others, are put in imminent and serious danger and will therefore require a RPI to be used immediately.
- Pupils and staff will receive post incident support following a physical intervention, and this should be followed up immediately and the next day with an opportunity to learn – for both – if appropriate.
- It is recognised in MAPA training that following an RPI the staff and pupil involved need to have time to rebuild the relationship of trust, and re-establish the therapeutic rapport that may have been damaged during the incident.
- All incidents of restrictive physical intervention should be reported to the head teacher and to parents and recorded on an incident form. Incident forms will then be uploaded onto CPOMs.

We will:

- Create a positive school ethos and promote effective learning through:
  - The school aims and values, including the development of the inner curriculum
  - A wide range of activities that promote emotional well-being and an ethos that prioritises this
  - Clearly stated expectations of what constitutes acceptable behaviour
  - Processes which recognise, teach, reward and celebrate positive behaviour
  - Effective behaviour management strategies
  - Processes, rules and sanctions to deal with poor conduct when appropriate
- Help pupils to develop individual strategies for communication and making choices
- Teach pupils about social understanding and promote pupils working independently
- Ensure designated staff have access to MAPA training and updates.
- Ensure that staff are able to give pupils the time that they need wherever possible.
- Involve the pupil where possible, all staff working with the pupil and the pupil's parents in the construction of person-centred positive behaviour support plan's.
- Ensure that the risk assessments assess the possible risks of the behaviours that are occurring but also the risks to the staff and pupil of physical intervention and how to reduce to frequency of intervention required.
- Ensure staff are clear about: who is authorised to carry out restrictive physical interventions and the importance of, wherever possible, trying all other strategies prior to the intervention.
- Ensure staff are aware of the importance of reporting these interventions whenever they occur.
- Ensure that staff are aware that the SLT are able to provide post incident support and school first aiders are available if required.
- Ensure all pupils who display challenging behaviour will have a PIP drawn up by the classteacher and the SENDCO, in consultation with the child's parents, to design interventions that address the behaviour(s).
- Undertake a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- Ensure where restrictive physical interventions occur there will always be two staff present, even where staff are using one person small children holds.
- Expect those involved to write a record of the incident on an incident form (Appendix 1) and the Head teacher and Parents will be made aware of the what happened following the event.

We will monitor this through:

- Head Teacher monitoring of classroom teaching, recording and judging the effective use of communication and positive behavioural strategies.
- SENDCO monitoring the implementation of the the person-centred positive behaviour support plan by all class staff and the recording of incidents of behaviour and analysing the data collected to identify whether strategies are being successful.
- Termly reviews of person-centred positive behaviour support plans.
- Recording evidence of and celebrating good behaviour through the award of stickers, displays of certificates, classwide rewards etc.
- Provision map and SEND support arrangement targets.
- Reports to governors.

The use of restrictive physical intervention can lead to allegations of inappropriate or excessive use. In the event of a complaint being received by a school in relation to use of force by staff, the matter should be investigated by the head teacher in consultation with the Local Education Officer and the local authority staff, in the case where the complaint is against the head teacher the governors will investigate with the aforementioned staff.

## Associated Policies

Child Protection and Safeguarding Policy

Surrey Touch and the use of restrictive physical intervention when working with children and young people policy and guidance

Staff Behaviour Policy / Code of Conduct

Equality Policy.

## Appendix 1

Worplesdon Primary School

Record of Physical Intervention

Name:	
Date of incident: Time:	Where did the incident happen?
Name and job title of staff involved:	Name of witnesses i.e. children, members of the public

Describe the trigger factors to the incident:			
What de-escalation strategies were used?			
Verbal advice and support		Options offered	
Distraction		Planned ignoring	
Time out offered		Success reminded	
Transfer adult		Positive handling	
Choices, limits and consequences		Persuasion	
Reassurance		Step away	
Appropriate humour		Negotiation	
Any other strategies?			

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Justification for hold		
If de-escalation was unsuccessful please state reason for the intervention		
Danger to self		
Prevent severe damage to property		
Danger to others		
Was the choice given to the child before the hold was used?      Yes/ No		
If no, explain why		

Description of hold		
Holds used		
Describe the hold used during the incident. Explain where each person involved was standing and describe how the child was being held. For example; staff AA was sat next to child BB's left side. AA's right hand was cupped around BB's left forearm.		
What level of hold was used? Low, medium or high?		
Please detail why this hold was used, thinking about the intent of the child, the size of the child and relationships between the staff and child.		
How long did the hold last approximately?		

Medical attention		
All children must be offered medical attention after a hold even if they do not appear to be injured.		
Was the child offered medical attention?      Yes/ No		
Did they decline this?                              Yes/ No		
If they accepted the examination, what was the outcome?		
Injury suffered by child	Yes/No	Details:
Treatment required	Yes/No	Details:
Injury suffered by staff	Yes/No	Details:
Treatment required	Yes/No	Details:
Injury suffered by others	Yes/No	Details:

Treatment required	Yes/No	Details:
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What need is being met for the young person by their behaviour?

How can we meet this need safely?

**Issues with the environment**

List any damage caused during the incident and steps taken to rectify this.

**Follow up**

Record here the follow up work done after the incident. Consider the following questions; how did the child feel at the time? The incident must be discussed with them and their views, wishes and opinions heard and recorded. How can we help if this situation arises again? This information is very important to help staff manage behaviour in the future. If age appropriate they could complete this section themselves. Please signpost to a link work session if appropriate.

Young person's signature ..... Date.....

Describe the follow up work/support given to staff involved or witnessing the incident.

Any young people who witnessed the incident and hold need to have follow up work completed with them. Record this here.

**Reporting and evaluation**

Is this hold agreed in the child's behaviour management plan? Yes/ No

Does the child's risk assessment need updating? Yes/ No

If yes, you need to update the risk assessment.

Does this incident raise safeguarding concerns? If yes, please state what the concerns were, what action was taken and who by. If there are none, please write against each.

1) Concerns

2) Action taken

3) By whom

Who has been informed of the incident and have they received the report? Initial the column to show you spoke to them and/or sent the form.	Inform by phone/ email	By whom	Date	Final form given or sent by email	By whom	Date

Signature of author:	Designation:	Date completed:
Other relevant signatures: Signing to confirm this is a true representation of events:		
Name:	Signature:	