

**Inclusion** is at the  
**heart** of our trust



# Care and Control Policy



<b>Document control table</b>	
<b>Document Title</b>	Care and Control Policy
<b>Author (name &amp; job title):</b>	Orienne Langley-Sadler
<b>Version number:</b>	1
<b>Date approved:</b>	September 2024
<b>Approved by:</b>	Trust Board
<b>Date of next review:</b>	April 2026

<b>Document History</b>			
<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Note of revisions</b>
1	September 2024	OLS	New Policy



## **POSITIVE CARE AND CONTROL POLICY**

(incorporating Restrictive Physical interventions)

'The use of Positive Handling to manage behaviour.'

### **Introduction**

The policy has been developed in response to The Education and Inspections Act 2006 section 93 which reinforces previous guidance. It also takes cognisance of joint guidance issued by the DfES and DOH, and follows the guidance for 'The Use of Reasonable Force to Control or Restrain Pupils' and 'Reducing the Need for Restraint and Restrictive Intervention'.

The policy should be read in conjunction with other trust and school policies and guidance relating to interaction between adults and pupils namely:

- Safeguarding Policy/Child Protection Policy
- Behaviour and Relationships Policy
- Equality/Discrimination Policy
- Health and Safety Policy
- KCSIE

The policy has been prepared in order to support teaching and non-teaching staff and volunteers who work with pupils and explains the school's arrangements for positive care and control. The Positive Care & Control Policy is shared with staff, students, parents and other stake holders through:

- School website
- Parental meetings for pupils with complex behaviour needs
- School prospectus
- EHCP review process
- Trustee and QEB meetings

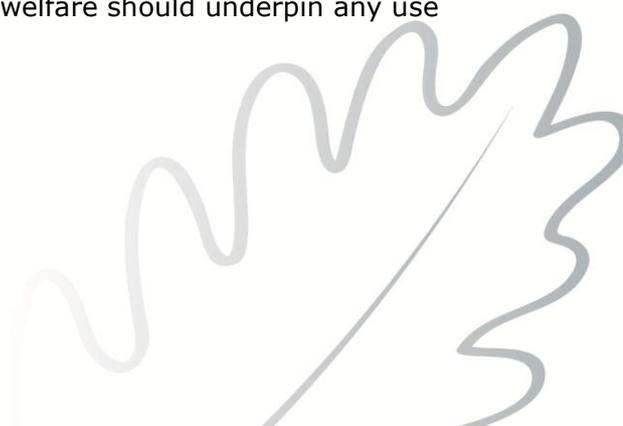
The word 'staff' in the context of this Policy is taken to include, teaching and non-teaching staff and authorised regular volunteers working in schools.

### **Ethos and values:**

We believe that every child and young person has the right to be treated with respect and dignity. Every child deserves to be understood and supported as an individual.

The use of care and control to support pupils with complex and challenging behaviour will be:

- ❖ In the best interests of the child and their safety and welfare should underpin any use of restraint
- ❖ Carried out with integrity
- ❖ Used only when necessary
- ❖ An appropriate and proportionate response
- ❖ Planned and carried out by trained and skilled staff
- ❖ Accurately recorded and reported



- ❖ Reviewed with an intention to minimise the future use of restraint
- ❖ Part of a fully supportive provision that includes de-escalation strategies outlined in the Behaviour and Relationships Policy
- ❖ Shared with parents and other stake holders

A decision to restrain a child or young person is taken to assure their safety and dignity and that of all concerned, including other children, young people or adults present.

### Intent:

- Maintain all pupils are treated with dignity and respect
- Foster positive relationships, between pupils and their peers and staff
- Maintain the well-being and safety of pupils and staff
- Ensure that the use of positive handling is carried out only when necessary and in the best interest of the child
- To ensure that any risk assessments (Positive Handling Plans – PHPs) are planned in collaboration with parents
- To ensure positive handling is carried out by trained and skilled staff
- To evaluate positive handling used to ensure steps are taken to minimise future use of positive handling

*'Where restraint and restrictive interventions are used they should be used appropriately, only where necessary and for the minimum time required, by trained staff and in line with the Human Rights Act 1998, relevant international obligations such as the UN Convention on the Rights of the Child and the UN Convention on the Rights of People with Disabilities, core values and key ethical principles.'* (Reducing the Need for Restraint and Restrictive Intervention, HM Government 27 June 2019)

### Implications of the policy.

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- self – injuring
- causing injury to others
- committing a criminal offence
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).

In addition, guidance issued in July 2011 from the DfE provides a non-exhaustive list of examples where reasonable force can and cannot be used.

In line with the guidance, staff at Elms Bank may use reasonable force to:

- remove disruptive pupils 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,
- restrain a pupil at risk of harming themselves through physical outbursts.

## Every effort will be made to ensure that all staff:

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary; and,
- (ii) Are provided with appropriate training to deal with these difficult situations.

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

## Minimising the need to use force

We constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of positive handling. In addition to this, pupils who present with challenging behaviour have an Engagement Plan – please see Behaviour and Relationships Policy.

Students who have sensory processing needs, SEMH or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour. They may have individualised support or bespoke programmes to help them to manage this – please pathway documents.

Staff use a full range of de-escalation and self-regulation strategies in line with the Behaviour and Relationships Policy.

## 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. Positive Handling Plans, are plans 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. This may include restrictive intervention and restraint.

## Definitions of restrictive intervention and restraint:

- Planned or reactive acts that restrict an individual's movement, liberty and/or freedom to act independently; and
- The subcategories of restrictive intervention using force or restricting liberty of movement (or threatening to do so).

## Restrictive intervention and restraint can include:

- **Physical restraint:** a restrictive intervention involving direct physical contact where the intervener's intention is to prevent, restrict, or subdue movement of the body, or part of the body of another person.
- **Restricting:** a child or young person's independent actions, including removing auxiliary aids such as a walking stick or coercion, including threats involving use of restraint to curtail a child or young person's independent actions.
- **Mechanical restraint:** the enforced use of mechanical aids such as belts, cuffs and restraints forcibly to control a child or young person's individual's movement.
- **Withdrawal:** removing a child or young person involuntarily from a situation which causes anxiety or distress to themselves and/or others and taking them to a safer place where they have a better chance of composing themselves.

- **Seclusion/Imposed withdrawal:** supervised confinement and isolation of a child or young person, away from others, in an area from which they are prevented from leaving, where it is of immediate necessity for the purpose of the containment of extreme and aggressive behaviour which poses harm to others.

## Physical Contact

Situations may arise when appropriate physical contact occurs between staff and pupils, e.g., in the personal care of pupils and in order to support their access to a broad and balanced curriculum. It may seem reasonable within our special schools that pupils require opportunities for close contact such as hand over hand support / hugs / linked arms / foot massage etc. and as long as this is within public view, sensitively carried out and age/person-appropriate, the Trustees would fully support this approach.

## Physical Intervention (PI)

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 where the pupil is compliant. This technique cannot be emphasised enough and in the hands of a skilful practitioner many pupils can 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.

## Seclusion, time out and withdrawal

**The definition of seclusion:** where a pupil is forced to spend time alone against their will in a room which they cannot leave.

*Withdrawal involves assisting a person to move away from a situation they are struggling to cope with to a safer more comfortable space or place where they have a better chance of regaining their composure. Seclusion is forcing a person to spend time alone. As a general rule, the best way to monitor and support the person is to be in the room with them. However there are always exceptions to general rules. For example, If a child or vulnerable adult asks to be left alone, or the proximity of another person is clearly distressing them, it might be better to give them some space. For example: Some students may find the close proximity of other human beings to be an additional and unnecessary cause of stress. If the carer is not in the room with the student they must remain close enough to monitor the situation and offer immediate support if required. This can be done unobtrusively to allow space and dignity to the person concerned.*

*Outside of licenced secure accommodation, as a general rule, locked doors should not be used to confine people within rooms or areas, unless the individual is vulnerable, for example, young people under the age of 16 with ASD, who do not understand danger. Once again, risk assessment and communication is important. Some students pose significant risk to others when they are in a highly aroused state. No employer can lawfully direct a member of staff to go into a room to be attacked and injured. While it would not be reasonable to hold a door shut in order to prevent somebody who wished to leave from doing so, it may be justifiable as a protection against personal attack. Any use of isolation that prevents a student from leaving a room of their own free will should only be considered in EXCEPTIONAL CIRCUMSTANCES.*

*Similarly, if there was good reason to believe a person would attack someone else if allowed to leave in a highly aroused state, it may be reasonable to temporarily prevent them from doing so. The key is that such measures should be exceptional and result from a competent risk assessment.*

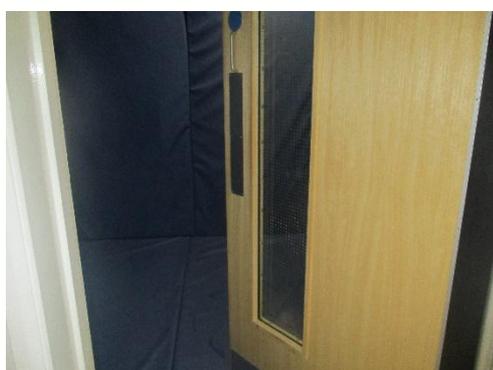
*As a general rule any restraint and restriction should involve the minimum force and minimum restriction and the shortest time possible.*

*(DoE – Behaviour and discipline in schools – January 2016)*

## **Seclusion, Imposed withdrawal, Withdrawal or Time out**

### **Calm Room**

Our special schools have calm rooms; these are small, low stimulus padded rooms. These rooms are positioned in areas of the school that may need access to this provision. Please see an example in the photograph below:



Calm rooms are safe places and can be used for the following purposes:

#### **Time out:**

A pupil may request to go to a calm because it is quiet, can be individualised (e.g. lights turned off, so illumination is natural) and low stimulus. The child can choose whether the door is closed. A member of staff will always supervise and have a direct view of the child, there is a viewing panel in the door of each calm room for this purpose. The child may choose to be alone or accompanied in the room by an adult. At all times staff will engage with the child as appropriate and use planned de-escalation and calming strategies. The use of the calm room will be recorded as set out in Recording and Tracking Positive Handling.

#### **Withdrawal:**

A pupil is instructed to go to a calm room, and they do so without restraint or restrictive intervention (e.g. they have attempted to hurt another child). They may be guided using friendly guides – see physical intervention and holds. The child may request to be alone or accompanied in the room by an adult. A member of staff will always supervise and have a direct view of the child, there is a viewing panel in the door of each calm room for this purpose. Staff may close the door if they assess that there is a significant risk of harm to the child and/or others. At all times staff will engage with the child as appropriate and use planned de-escalation and calming strategies. The use of the calm room will be recorded as set out in Recording and Tracking Positive Handling.

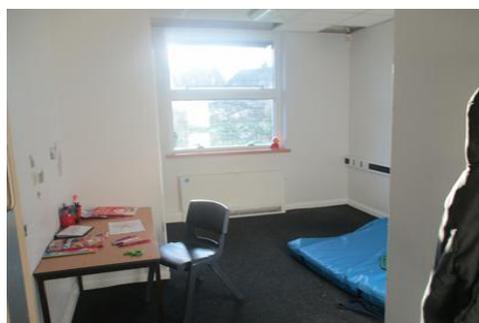
#### **Imposed withdrawal/seclusion:**

A pupil is taken to a calm room – a restraint or restrictive intervention may be used because the child is self – injuring, causing injury to others, committing a criminal offence or engaging in any behaviour prejudicial to maintaining good order and discipline. Restraint or physical intervention may include guides, holds and/or restraint - see physical intervention and holds. A member of staff will always supervise and have a direct view of the child, there is a viewing panel in the door of each calm room for this purpose. Staff may close the door if they assess that there is a significant risk of harm to the child and/or others. At all times staff will engage with the child as appropriate and use planned de-escalation and calming strategies. The use of the calm room will be recorded as set out in Recording and Tracking Positive Handling.

The use of a calm room should always be carried out with the best interest of child. Calm rooms should be used as a positive tool to de-escalate and reduce anxieties. It is essential that staff have restorative conversations with the child following this intervention.

### **Withdrawal room**

Our special schools have withdrawal rooms; these are small, low stimulus rooms, that may be empty, contain a workstation or soft items such as bean bags. These rooms are positioned in areas of the schools that need this provision. Please see examples in the photographs below:



Withdrawal rooms are safe places and can be used for the following purposes:

#### **Time out:**

A pupil may request to go to a withdrawal room because it is quiet, can be individualised (e.g. lights turned off, so illumination is natural), low stimulus or it may contain bean bags or a workstation. The withdrawal room is a positive space that allows quiet one to one work. The child may continue their learning within a withdrawal room. The child can choose whether the door is closed. A member of staff will always supervise and have a direct view of the child, there is a viewing panel in the door of each withdrawal room for this purpose. The child may choose to be alone or accompanied in the room by an adult. At all times staff will engage with the child as appropriate and use planned de-escalation and calming strategies. The use of the withdrawal room will be recorded as set out in Recording and Tracking Positive Handling.

#### **Withdrawal:**

A pupil is instructed to go to a withdrawal room, and they do so without restraint or restrictive intervention (e.g. they have attempted to hurt another child). They may be guided using friendly guides – see physical intervention and holds. The child may request to be alone or accompanied in the room by an adult. A member of staff will always supervise and have a direct view of the child, there is a viewing panel in the door of each withdrawal room for this purpose. Staff may close the door if they assess that there is a significant risk of harm to the child and/or others. At all times staff will engage with the child as appropriate and use planned

de-escalation and calming strategies. The use of the withdrawal room will be recorded as set out in Recording and Tracking Positive Handling.

### **Imposed withdrawal/seclusion:**

A pupil is taken to a withdrawal room – a restraint or restrictive intervention may be used because the child is self – injuring, causing injury to others, committing a criminal offence or engaging in any behaviour prejudicial to maintaining good order and discipline. Restraint or physical intervention may include guides, holds and/or restraint - see physical intervention and holds. A member of staff will always supervise and have a direct view of the child, there is a viewing panel in the door of each withdrawal room for this purpose. Staff may close the door if they assess that there is a significant risk of harm to the child and/or others. At all times staff will engage with the child as appropriate and use planned de-escalation and calming strategies. The use of the withdrawal room will be recorded as set out in Recording and Tracking Positive Handling.

The use of a withdrawal room should always be carried out with the best interest of child. Withdrawal rooms should be used as a positive tool to de-escalate and reduce anxieties. It is essential that staff have restorative conversations with the child following this intervention.

Engagement Plans have a 'Calm Room' section that states clearly how the Calm Room will be used to keep a student safe so parents, guardians, staff, and students (where appropriate) have a shared understanding of the planned action.

Pupils accessing the calm or withdrawal rooms should always be supervised. If staff are not able to see a child (eg. They are sitting in a near corner) they should open the door or enter the calm or withdrawal room to enable them to see the pupil. If opening the door of a calm or withdrawal room places staff at risk of harm then two members of staff should be present.

### **One to one support**

There may be occasions when staff will work with pupils on a one-to-one basis. The intention of this may be to de-escalate, reduce anxieties or reduce stimulation. On these occasions:

- Staff should always ensure that their intention is shared with their colleagues
- Pupils should always have their preferences respected
- Where possible a colleague should have a visual overview of the work or should periodically check in
- Where this practice happens frequently for pupils; staff delivering one to one should rotate to ensure the pupil has the opportunity to experience a change of face

### **Planned and emergency physical interventions**

A planned intervention is one that is described/outlined in the pupil's Engagement Plan which may include a positive handling plan. This should cover most interventions, as possible scenarios will be identified and planned for when the Engagement Plan is drawn up. These interventions may include the use of Team Teach techniques.

Planned interventions should be carried out by Team Teach trained staff and use recognised and authorised holds.

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, an Engagement Plan will be devised; including a positive handling plan (or the existing plan updated if necessary) to support effective responses to any such situations which may arise in the future. This process should include a team teach instructor, staff who know the child well and parents or carers.

Emergency physical intervention should if possible be carried out by Team teach trained staff unless necessary to ensure the immediate safety of pupils and staff. As soon as team teach trained staff can, they will swap in.

### Use of Physical Intervention

Planned physical intervention, responses, holds and restraints used are in line with Team Teach guidelines and training. All physical intervention is planned and researched to be the safest possible for both pupils and staff. Team Teach Instructors provide individual demonstrations for parents for them to fully understand the physical intervention their child may experience. Further information is available at [www.teamteach.co.uk](http://www.teamteach.co.uk)

Type of Physical Intervention	Named Team Teach Hold/Response
Friendly and supportive physical intervention used. The purpose of this is to guide pupils away from danger or significant triggers. They are used to support and reassure.	Friendly hug Friendly guide Caring C guide
Restrictive physical intervention that supports a child in crisis. This intervention will restrict their movement and is used with the intention to calm anxieties and make safe.	Single person double elbow Two -person single elbow Two -person double elbow Figure of four Shield Half shield
Restrictive physical intervention that supports a child in crisis. This intervention will restrict their movement and involves both staff and pupil being in a seated position and is used with the intention to calm anxieties and make safe.	Two -person single elbow to chairs
Restrictive physical intervention that supports a child in crisis. This intervention will restrict their movement and involves a pupil lying on the floor and is used with the intention to calm anxieties and make safe. A ground hold should only be used in rare and exceptional circumstances by advanced trained staff.	Front ground recovery
Physical response that maintains the safety of staff and pupils. It is used to disengage from the pupil.	Grab response Bite response Neck response Fight response



Removal of objects that could cause hurt, injury or damage towards pupils, staff or property.	Take away blunt object Take away edged object Take away chairs
---	--



## Prevention

The following strategies and procedures are deployed to ensure all measures possible are in place to minimise the use of positive handling:

- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff;
- Avoiding 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' references relating to the way/s in which they are managed.
- Appropriate curriculum design.
- Solution focused meetings around key individuals.

## Specialist Response

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

Where there is clear documented evidence that particular sequences of behaviour escalate rapidly into violence, 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 a RPI are greater than the risks of using a RPI, and
- other appropriate methods, which do not involve RPI, have been tried without success.

## Judgements

It may be necessary to make a judgement about the relative risks and potential benefits arising from activities which might provoke challenging behaviours compared with the impact on the pupil's overall quality of life if such activities are not allowed.

A decision to use therapeutic devices to prevent challenging behaviour MUST be agreed by a multi-disciplinary team in consultation with service-users, their families, those with parental responsibility and advocate, and recorded within an individual's Engagement Plan.

## Deciding whether to use force and Risk Assessment

Both challenging behaviour and restrictive physical interventions will involve a risk to both staff and pupils. A risk assessment aims to balance these risks. The aim of the individual pupil's Engagement Plan 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 other pupils will be the subject of a Risk Assessment in the form of a Engagement Plan. This will be shared with all staff and stored in the students file on the computer.

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.

Due to the extremely challenging nature of the behaviour of a very few pupils across the trust, these pupils may have Team Teach Ground Recovery Holds written into their engagement Plans. 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 would receive additional advanced training.

### **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 that have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' Engagement Plans have a duty to report these to the Head teachers of our schools immediately as there may be an impact on their own safety and that of colleagues and/or pupils.

### **Using Force**

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in our special schools:

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
- Staff would be expected to follow the pupil's Engagement Plan in the first instance to manage an incident/challenging behaviour
- If this was unsuccessful and the situation continues to escalate staff would then be expected to employ other Team Teach techniques that they have been trained.
- Only if all of the above have been tried and are unsuccessful should staff even consider any other form of restraint. The overriding consideration should still be the reasonableness and proportionality of the force used.

All the techniques used take account of a young person's;

- age
- gender
- level of physical, emotional and intellectual development
- special needs



- social context
- They also provide a gradual, graded system of response.

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

### Staff Training

All staff authorised to support pupils using planned positive handling including restrictive intervention are Team Teach trained. See [www.teamteach.co.uk](http://www.teamteach.co.uk) for further information. Team Teach ethos reflects the Trust's Behavioural and relational Policy and the Care Control Policy with the emphasis on de-escalation.

### Team Teach Code of Practice & Protocols

#### Reducing Risk, Restraint and Restriction

- Best interests of the service user
- Minimum force for the shortest time
- Prevent injury, pain and distress
- Maintain dignity
- Reasonable and Proportionate
- Action should be necessary
- Plans to reduce the use of restraint and restriction

Team teach training is delivered to all staff. The level of training reflects the complex behavioural needs of the pupil's staff work with, see table below. The Trust has **2 advanced team teach instructors; 4 team teach instructors**. These instructors are externally trained and undergo refresher training and reassessment annually. All Team Teach trained staff undergo a refresher at least every two years; in addition to this workshops and individual modules are revisited as required. All records of training are logged with Team Teach. No member of staff will be expected to use Team Teach techniques without appropriate training. Prior to the provision of training, guidance will be given on action to 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.

Level 1	Staff training includes: De-escalation strategies Physical responses to keep staff safe – neck, bite, hair pull Supportive and friendly guides Friendly hug Friendly guide Caring C guide
Level 2	Staff training includes: De-escalation strategies Physical responses to keep staff safe – neck, grab, bite, hair pull Supportive and friendly guides Friendly hug

	Friendly guide Caring C guide Restrictive interventions: Single person double elbow Two -person single elbow Two -person double elbow Figure of four Half shield Positive handling used to chairs Two -person single elbow Two -person double elbow
Advanced Level – Advanced instructors can use all advanced holds, staff trained to level 2 may have individual advanced modules added.	All Level 2 positive handling and ... Shield Ground hold: Front ground recovery Shield Removal of object: Take away blunt object Take away edged object Take away chairs

As teaching staff work under the principle of 'in loco parentis' and all staff operate with an appropriate 'Duty of Care', their actions could result in a claim for negligence against Oak Learning Partnership (the Insured) if they fail to follow the guidance within this Policy. The use of Team Teach techniques is one of our control methods for reducing risks presented by the pupil's behaviour. Pupil Engagement Plans are safe systems of working under the Health and Safety Regulations. As such it is imperative that these plans are followed and implemented by all members of staff.

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.

Some staff are trained in First Aid and in some of our schools, a school nurse on site. Any of these may be called upon to implement First Aid or seek further guidance in the event of an injury or physical distress arising as a result of a physical intervention

### Supply Staff and volunteers

Supply staff are given an information pack, which sets out the support and expectations of any behaviour incidents they witness or have been involved in. **Only staff that have been Team Teach trained within Oak Learning Partnership may use the planned positive handling in school.**

Authorisation is not given to volunteers, students on placement, visitors or parents as they will not have control of pupils who may present with challenging behaviour, but will be supervised at all times.

## External services working within a school

Support Services may have their own policies for Care and Control of pupils. When working within a trust school, it is the Head teacher's responsibility to ensure that colleagues from Support Services are aware of school policy and practice, and comply with this.

The Head teacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Head teacher will ensure that those authorised are aware of, and understand, what the authorisation entails.

Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed. All staff will receive training in Managing Behaviour as part of their Induction Training and there is a walkie-talkie system in our schools for calling on call as well as the "staff help" protocol.

All members of staff are reminded that all pupils who have challenging behaviour will have a Engagement Plan, which should be strictly adhered to. These plans are reviewed regularly, and all staff are encouraged to contribute to the plans. A pupil's Engagement Plan constitutes a Safe System of Work under Health and Safety Regulations. If any member of staff believes that an Engagement Plan is no longer effective/suitable for any reason they **MUST** discuss this with the SLT and/or Advanced Behaviour Practitioner within their schools **BEFORE** making any adjustments to it.

## Support Following Incidents

Physical techniques are not used in isolation and our schools are committed to ensuring that as a result of incidents learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour at a level appropriate to their stage of development. Significant incidents are followed by de-brief (see Behaviour and Relationships Policy) and restorative work with the pupil involved.

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. Team Teach techniques seek to avoid injury to the service user, 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 service user remains safe. Any such injury will be reported using the relevant form (available from the schools' main office). Any injuries to pupils as a result of incidents involving restraint will be reported in line with locally agreed LADO procedures.

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.

All use of positive handling should be recorded and reported following the reviewing, recording and reporting protocol set out in the Behaviour and Relationships Policy.

## Recording incidents

Engagement Plans and handling plans will be completed or updated and meetings/phone calls with parents will occur to discuss the incident and holds used. Parents, if in agreement, will sign all behaviour documentation. This will be under the guidance of the Advanced Behaviour Practitioner and SLT where appropriate. A pupil may be assessed as being too high a risk to

others or themselves if positive handling cannot be used to ensure safety. This may result in our schools identifying that an alternative provision may be required.

A Health and Safety Accident/Incident Form will be completed and returned to the office in situations where injury has occurred to either members of staff or pupils. This form may also be completed after a violent incident even if no-one is injured.

### **Reporting incidents**

All incidents will be reported to parents. This may be by telephone or in the home-school diary, depending on the nature of the incident and the procedure agreed with parents when their child's Engagement Plan is devised/reviewed.

### **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 their Headteacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force. The SLT/Pastoral staff will review significant incidents regularly and report to Local Governance Committee on a termly basis.

### **Action after an incident**

All schools are expected to have a debrief procedure which should be utilised if staff need to debrief after an incident. Where an incident involving positive handling has had a significant impact on staff, they should have access to counselling and support. Within our schools, this will be made available/supported through the Headteacher or Business Manager.

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 Engagement Plan
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- Behaviour and Relationships Policy
- Exclusions Procedure; in the case of violence or assault against a member of staff this may be considered
- The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, they will be advised to seek advice from their professional association/union.

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**

Any member of staff or pupil 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
- Time with a member of staff to debrief the incident, using a symbol debrief sheet or other alternative or augmentative forms of communication (AAC)

## Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Where there is any concern over the appropriateness of a response this will be reported in line with either whistle blowing, complaints, disciplinary or safeguarding policies and may be reported in line with locally agreed LADO procedures. Please see below:

Complaint made by parent – complaints policy which may trigger use of disciplinary policy and LADO procedures.

Complaint by pupil – safeguarding policy which may trigger use of disciplinary policy and LADO procedures.

Complaint by colleague – whistle blowing procedure which may trigger use of the disciplinary policy and LADO 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 LA.

## 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, (short of immediate Child Protection concerns which should of course be passed to the DSGO), should be raised with the Head teacher in order to allow concerns to be addressed and practice improved. Please refer to the Whistle Blowing Policy.

## Visits out of school

All visits out of school should follow policy and protocol set out in the Educational Visits Policy. Schools should have an equal opportunities policy stating 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? Analyse Engagement Plans to assess this.

- 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?
- Have you remembered to take some of the "Public Concern Cards" to give to any onlookers to avoid having to explain what is happening during an incident.

### Strategies for dealing with challenging behaviour

As endorsed in the school's Behaviour and Relationships Policy, staff utilise consistent 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. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all the following approaches should be taken according to the circumstances of the incident and in association with the Education and Inspections Act 2006 Section 93

- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care, and concern)
- Further verbal guidance stating:
  - that this is the second request for compliance.
  - an explanation of why observed behaviour is unwanted.
  - an explanation of what will happen if the unwanted behaviour continues.
- Warning of intention to intervene physically and that this will cease when the pupil complies, if possible, summon assistance from other staff – use "staff help" protocol
- Physical intervention. Reasonable force being used to prevent a child harming him or herself, others or property.

### Reference documents

Reducing the Need for Restraint and Restrictive Intervention, HM Government June 2019

DCSF, The Use of Force to Control or Restrain Pupils – supersedes Circular 10/98 - [http://www.teachernet.gov.uk/\\_doc/12187/ACFD89B.pdf](http://www.teachernet.gov.uk/_doc/12187/ACFD89B.pdf)

The Violent Crime reduction Act 2006 (screening and searching of pupils for weapons guidance for school staff), Department for Education and Skills, 2007 – [www.teachernet.gov.uk/wholeschool/healthandsafety/schoolsecurity/](http://www.teachernet.gov.uk/wholeschool/healthandsafety/schoolsecurity/)

The Education and Inspections Act 2006 - Section 93 replaces section 550A of the Education Act 1996 - <http://www.opsi.gov.uk/ACTS/en2006/06en40-f.htm>

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties, Joint Guidance DfES and DoH, 2003 – [www.teachernet.gov.uk/wholeschool/sen/piguide](http://www.teachernet.gov.uk/wholeschool/sen/piguide)

Risk Assessment Pro Forma - <http://www.teachernet.gov.uk/docbank/index.cfm?id=5334>

Guidance on the use of restrictive physical interventions for staff working with Children who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders, Joint Guidance DfES and DoH, 2002 – [www.teachernet.gov.uk/wholeschool/sen/piguide](http://www.teachernet.gov.uk/wholeschool/sen/piguide)

The Children's Act 1989 [http://www.opsi.gov.uk/acts/acts1989/Ukpga\\_19890041\\_en\\_1.htm](http://www.opsi.gov.uk/acts/acts1989/Ukpga_19890041_en_1.htm)

Behaviour and discipline in schools – Advice for head teachers and school staff – Jan 2016.

