

HEVINGHAM AND MARSHAM PRIMARY PARTNERSHIP

CARE AND CONTROL POLICY (incorporating Restrictive Physical interventions)

This revised policy has been prepared as a result of the annual review of the existing Care and Control policy and in light of changes introduced by the Education and Inspections Act 2006. The responsible person for the implementation of the policy is the Headteacher.

The policy has been developed in response to The Education and Inspections Act 2006 section 93 which reinforces, supercedes and replaces previous guidance. It also takes cognisance of joint guidance issued by the DfE 2013 and DOH, and follows the guidance for 'The Use of Reasonable Force to Control or Restrain Pupils'.

The policy should be read in conjunction with other school policies, particularly the Behaviour for Learning policy and the Positive Touch policy and any guidance relating to interaction between adults and children.

The policy has been prepared for the support of all teaching and support staff who come into contact with children and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to families and children. A statement about the School's Behaviour for Learning Policy is made to parents in the school prospectus. This statement includes information on the use of reasonable force to control or restrain children.

Objectives

Good personal and professional relationships between staff and children are vital to ensure good order and a safe and secure ethos in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff as described in the Behaviour for Learning policy. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. Hevingham and Marsham Primary School Partnership acknowledge that physical techniques are only a small part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff in this school:

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

Minimising the need to use force

At Hevingham and Marsham Primary School Partnership we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, children who present with challenging behaviour have an individual Risk Management Plan.

Children who have issues relating to sensory dysfunction or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may have individualised support or pastoral support programmes to help them to manage this.

The school uses Promoting Alternative Therapies (PATHS) approaches to help children to learn about feelings and managing conflict, where this is appropriate to their level of development. The school curriculum and ethos promote independence, choice and inclusion and children are given maximum opportunity for personal growth and emotional wellbeing.

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

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

Implications of the policy.

The Education and Inspections Act 2006 and DFE 2013 guidance stipulates that:

Reasonable force can be used to: prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following is a list of some examples of situations where reasonable force can and cannot be used:

- *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*
- *restrain a pupil at risk of harming themselves through physical outbursts.*

As teaching and non-teaching staff work 'in loco parentis' and 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 Norfolk Steps techniques is one of our control methods for reducing risks presented by children's challenging behaviour. Children's Risk Management Plans are Safe Systems of Work under Health and Safety Regulations. As such it is imperative that these plans are followed and implemented by all members of staff.

The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff need to be aware that they are responsible for:

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

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

The Violent Crime Reduction Act 2006 effective from September 2007, gives schools powers to screen or search pupils for weapons. At Hevingham and Marsham Primary School Partnership it is extremely unlikely that pupils would conceal weapons and therefore staff have not received training in weapons disarmament. Staff will not be requested to undertake searches. As the power to search should only be used where it is judged to be safe, if the School decides that a search may be necessary then the police would be called.

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, defusion, and de-escalation. Positive Handling Plans, at Hevingham and Marsham Primary Partnership referred to as Risk Management Plans and Roots and Fruits diagrams, are a plan for the positive management of children's challenging behaviour. They are based on a risk assessment and identify positive prevention strategies and how a child may need to be supported in a crisis.

1. Physical Contact

These are situations in which proper physical contact occurs between staff and children e.g. in the care of children and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact such as cuddles/hugs and as long as this is within public view, sensitively carried out and age/person-appropriate the Governors would fully support this approach. Please refer to Positive Touch policy.

2. Physical Intervention (PI)

This is considered as **passive physical contact** i.e. blocking a child's path or standing between children to defuse a situation or **active physical contact** i.e. guiding or leading a child by the arm where the pupil is compliant.

These approaches may be used to divert a child from a destructive or disruptive action.

This technique cannot be emphasised enough and in the hands of a skilful practitioner many children 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.

3. Physical Control/Restraint/Restrictive Physical Intervention (RPI)

When members of staff use ‘restraint’ they physically prevent a child from continuing what they were doing after they have been told to stop and it is only applied in exceptional circumstances where physical intervention reduces the risk of immediate harm to the child, to others (including adults) or the property. **All such incidents must be recorded** on the Serious Incident Report form. At the Head teachers judgement staff may be required to complete the Incident Report book (yellow book available in school offices). If anyone is injured an HS1 accident/incident report (in the school office) must also be completed. Records of incidents must be given to the Head teacher as soon as possible, and by the end of the school day at the latest.

The level of compliance from the child determines whether or not the interaction is an intervention or a control/restraint/RPI. Restraint is defined by Norfolk Steps as the positive application of force by staff, in order to overcome rigorous resistance, completely directing, deciding and controlling a person’s free movement.

Seclusion, time out and withdrawal

Seclusion: where an adult or child is forced to spend time alone against their will in a locked room or room which they can not leave. The right to liberty is protected by civil and criminal law and seclusion outside the Mental Health Act should always be proportionate to the risk presented by the child. **IT IS AN OFFENCE TO LOCK A PERSON IN A ROOM WITHOUT A COURT ORDER EXCEPT IN AN EMERGENCY, FOR EXAMPLE USE OF A LOCKED ROOM AS TEMPORARY MEASURE WHILST SEEKING ASSISTANCE. THEREFORE IT WOULD NOT BE DEEMED APPROPRIATE IN OUR MAINSTREAM EDUCATION SETTING.**

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

Withdrawal: which involves removing the person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class/group to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another

class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. This “quiet time” could be time in the playground, a quiet room, lobby area or sitting in the office area supervised by the Head.

Planned and emergency physical interventions

A **planned intervention** is one that is described/outlined in the pupil's Risk Management Plan. This should cover most interventions, as possible scenarios will be identified and planned for when the Risk Management Plan and Roots and Fruits diagram are drawn up. These interventions may include the use of Norfolk Steps techniques.

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

Wherever possible assistance will be sought from another member of staff.

Positive Handling at Hevingham and Marsham Primary School Partnership (defined as the full range of strategies used to manage behaviour including where necessary physical intervention) is seen as a proactive response to meet individual children's needs. Any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the range of behaviour management strategies used.

Underpinning values

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

- recognition of their unique identity;
- be treated with respect and dignity;
- learn and work in a safe environment;
- be protected from harm, violence, assault and acts of verbal abuse.

Children attending this school and their parents have a right to:

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

- expect Risk Management Plans to be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern and others affected by the behaviour requiring intervention;
- be informed about the school's complaints procedure.

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

Prevention

Primary Prevention

This is achieved by:-

- 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 children's preferences relating to the way/s in which they are managed.

Secondary Prevention

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

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 child's overall quality of life if such activities are not allowed.

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

Deciding whether to use Restrictive Physical Interventions and Risk Assessment

Both challenging behaviour and restrictive physical interventions will involve a risk – to both staff and children. A risk assessment aims to balance these risks. The aim of the individual pupil's Risk Management Plan, a Roots and Fruits diagram and this policy is to reduce the risks associated with children's 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.

Children whose challenging behaviour may pose a risk to staff or other children will be the subject of a Risk Assessment and will have a Risk Management Plan and a Roots and Fruits diagram drawn up as a result of this. These will be shared with all staff and stored with IEP's in each classroom.

All staff authorised to use physical intervention with children receive training in Norfolk Steps 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.

If in the unlikely event of experiencing extremely challenging behaviour it may be necessary to use advanced techniques but these should only be used after child specific training from a Norfolk Steps trainer as they carry elevated levels of risk. As these are advanced techniques, 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 child'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 the plan being implemented. 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.

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' Risk Management Plans 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 children.

Using Force

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in Hevingham and Marsham Primary School Partnership:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a child 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 Risk Management 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 Norfolk Steps techniques that they have been trained for.
- 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, Behaviour Management 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

Training at some level will be available for **all** staff at Hevingham and Marsham Primary School Partnership. For most staff this is enhanced by Norfolk Steps training in the use of positive handling and it is the responsibility of the Headteacher to ensure this training is kept up to date. No member of staff will be expected to use Norfolk Steps 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.

Norfolk Local Authority and Hevingham and Marsham Primary School Partnership is committed to using Norfolk Steps. It is a training provider that is accredited through the British Institute of Learning Difficulties (BILD) and adheres to their Code of Practice on physical intervention. Hevingham and Marsham Primary School Partnership acknowledges that physical techniques are only a part of a whole setting approach to behaviour management.

Most school staff working directly with pupils receive the Step On Course in Norfolk Steps as the school is considered to be a low risk setting. Identified staff will receive Step Up training as required. This is in line with County guidance and Norfolk Steps policy. This level of training is required for most staff as they are expected to be able to actively support each other, and children, if an incident occurs and a child needs physical intervention to keep themselves and/or others safe.

Certification is considered a sensible risk-assessed approach to managing the training needs of all staff and is supported by Norfolk Steps.

Support Following Incidents

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 children that allow them to 'own' and take responsibility for their behaviour at a level appropriate to their stage of development.

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. Norfolk Steps 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 HS1 form. 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.

Visits out of school

Our equal opportunities 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 any child who has a behaviour management plan. Due consideration should be given to the following:

- Is the child 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?

Authorised staff

All teachers and staff whom the Headteacher has authorised to have control or charge of children, automatically have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006 and the subsequent guidance 'The Use of Reasonable Force to Control and Restrain Pupils'.

Supply staff must ensure that they are familiar with this school's policy. Appropriate guidance will be given if they have not undertaken Norfolk Steps training.

The school provides training for all authorised staff and the Headteacher retains a list of all those staff trained and authorised. The list is reviewed on an annual basis.

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

The Headteacher 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 Headteacher 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.

All members of staff are reminded that all children who have challenging behaviour will have a Risk Management Plan, which should be strictly adhered to. These plans are reviewed regularly and all staff are encouraged to make a contribution to the plans. A pupil's Risk Management Plan constitutes a Safe System of Work under Health and Safety Regulations. If any member of staff believes that a Risk Management Plan is no longer effective/suitable for any reason they MUST discuss this with the Headteacher BEFORE making any adjustments to it.

Staff from the LA/Children's Services working within the school

Support Services may have their own policies for Care and Control of pupils. When working within Hevingham and Marsham Primary School Partnership it is the Headteacher's responsibility to ensure that colleagues from Support Services are aware of school policy and practice, and comply with this.

Strategies for dealing with challenging behaviour

As endorsed in the school's Behaviour for Learning 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 of 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 using clear unambiguous language e.g; 'Place the scissors on the table' (this includes negotiation, care and concern)
- Further verbal reprimand stating:
 - that this is the second request for compliance;
 - an explanation of why observed behaviour is unacceptable;
 - an explanation of what will happen if the unacceptable behaviour continues.
- Warning of intention to intervene physically and that this will cease when the child complies, if possible summon assistance from other staff – use "staff help" protocol. 'I need help straight away in (location)'
- Physical intervention. Reasonable force being used to prevent a child harming him or herself, others or property.

Types of Incident

The incidents described in The Education and Inspections Act 2006 and the DfE 2013 *Use of Reasonable Force to Control and Restrain Pupils* fall into three broad categories: -

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations which fall within one of the first two categories, are:

- A child attacks a member of staff, or another pupil;
- Children are fighting;
- A child is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A child is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- A child absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- A child persistently refuses to obey an order to leave a classroom;
- A child is behaving in a way that is seriously disrupting a lesson.

Acceptable measures of physical intervention (PI)

The use of Team Teach PI techniques can only be deemed reasonable if:

- it is warranted by the particular circumstances of the incident;
- it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent;
- it is carried out as the minimum needed to achieve the desired result;
- the age, understanding and gender of the pupil are taken into account;
- it is likely to achieve the desired result.

Wherever possible assistance should be sought from another member of staff before intervening.

This form of physical intervention may involve staff:

- escorting a child;
- shepherding a child away;
- supportively holding a child to keep them or others safe until they have regained control of themselves or can be supported to an area to calm down.

In some circumstances, trained staff may need to use more restrictive holds – Norfolk Steps techniques. Acceptable methods are taught as part of the training procedures made available to appropriate staff.

Any such measures will be most effective in the context of the overall positive and caring ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used. Staff may need to rotate roles and have a break if the incident is prolonged (over 10 minutes) – you should follow the pupil's Risk Management Plan; at all times acting in the best interests of the child.

- 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, eg biting.
- There are identified First Aiders in our schools. 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

Recording incidents

Where physical control or restraint has been used a record of the incident will be kept. **All such incidents must be recorded** on the Serious Incident Report form. At the Head teachers judgement staff may be required to complete the Incident Report book (yellow

book available in school offices). If anyone is injured a HS1 accident/incident report (in the Head's office) must also be completed. Records of incidents must be given to the Headteacher as soon as possible, and by the end of the school day at the latest.

After the review of the incident, a copy of the details will be placed on the pupil's file as part of their educational record.

A Health and Safety Accident/Incident Form (HS1) will be completed and returned to the Authority 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 recorded on a Serious Incident form or entered into the Incident Book will be reported to parents. This may be by telephone or face to face, depending on the nature of the incident and the procedure agreed with parents when their child's Behaviour Management Plan is devised/reviewed.

Where there is any concern over the appropriateness of a response the LA Norfolk Steps Adviser may refer the incident to the Norfolk's Children's Safeguarding Board for clarification and/or investigation.

Monitoring incidents

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

Monitoring of incidents will take place on a regular basis (at least half-termly) and the results used to inform planning to meet individual child's and school needs. To support the Head Teacher & school and ensure objectivity the Adviser to the school and a school governor will be involved in the monitoring process.

The Headteacher will present an annual summary of incidents that have involved the use of force to the Governing Body Health and Safety Committee.

Action after an incident

At Hevingham and Marsham Primary School Partnership 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 the Headteacher or Deputy. Staff may also contact the LA's Counselling Line (0800 169 7676).

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 child, this will be pursued through the appropriate procedure:

- Review of Behaviour Management Plan
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- School Behaviour 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, he/she will be advised to seek advice from his/her 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 child 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.

Children 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 the nature of any complaint made by a child, 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 LA guidance, the matter will be reported to the Local Authority Designated Officer (LADO) in accordance with LA 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 NORFOLK STEPS 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 children 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 Senior Designated Professional, should be raised with the Head teacher or with the Chair of Governors if the concern is about the Head teacher in order to allow concerns to be addressed and practice improved.

This policy has been amended in June 2016. The date of the next formal review will be ***as required.***

This policy has been reviewed in line with our Equalities scheme

Policy approved by the Governing Body of Hevingham and Marsham Primary Partnership Schools.

signed ***Chair, Staff***

dated

PUPIL INCIDENT REPORT FORM

PART A (to be completed for all incidents involving unruly or unacceptable behaviour by pupils)

NAME OF SCHOOL:	
PUPIL NAME:	
STAFF NAME AND STATUS:	
INCIDENT DATE/TIME/PLACE:	

Incident: <i>(as appropriate)</i>	Vandalism	<input type="checkbox"/>	Physical Control	<input type="checkbox"/>
	Bullying	<input type="checkbox"/>	Absconding	<input type="checkbox"/>
	Assault	<input type="checkbox"/>	Substance Abuse	<input type="checkbox"/>
	Diversion	<input type="checkbox"/>	Non-compliance	<input type="checkbox"/>
	Isolation	<input type="checkbox"/>	Serious Disruption	<input type="checkbox"/>
	Time out	<input type="checkbox"/>	Other <i>(please state)</i>	<input type="text"/>

ANTECEDENTS: *(events leading up to incident)*

BEHAVIOUR: <i>(how did the pupil respond, describe what actually happened)</i>	
CONSEQUENCES: <i>(how did the staff intervene, how did the child respond, and how was the situation resolved)</i>	
NAMES OF THOSE INVOLVED: <i>(staff and pupils)</i>	
NAMES OF WITNESSES: <i>(staff and pupils)</i>	
SIGNATURE OF REPORT COMPILER:	

PART B *(to be completed if the use of "restraining" physical controls has occurred)*

WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS:

(tick the appropriate box below)

Defusing	<input type="checkbox"/>	Time out	<input type="checkbox"/>
Deflection	<input type="checkbox"/>	Changes of task	<input type="checkbox"/>
Distraction take up time	<input type="checkbox"/>	Choices	<input type="checkbox"/>
Humour	<input type="checkbox"/>	Limits	<input type="checkbox"/>
Proximity control	<input type="checkbox"/>	Consequences	<input type="checkbox"/>
Hurdle help	<input type="checkbox"/>	Another member of staff	<input type="checkbox"/>
Planned ignoring	<input type="checkbox"/>	Other (please state)	<input type="text"/>

JUSTIFICATION FOR USE OF PHYSICAL CONTROLS:

(tick the appropriate box below)

To prevent/interrupt;	A criminal offence	<input type="checkbox"/>
	Injury to pupil/staff/others	<input type="checkbox"/>
	Serious damage to property	<input type="checkbox"/>
	Disruptive behaviour	<input type="checkbox"/>
	Pupil absconding	<input type="checkbox"/>
	Other (please state)	<input type="text"/>

NATURE OF PHYSICAL CONTROLS USED: *(include estimate of duration of use of physical controls)*

(please tick appropriate box)

Standing
Sitting
Kneeling
Prone
Duration

RESPONSE AND VIEW OF THE PUPIL: <i>(this field must be completed)</i>			
DETAILS OF ANY RESULTING INJURY: <i>(injury to whom and action taken as a result, e.g. first aid, medical treatment)</i>			
ANY OTHER RELEVANT INFORMATION:			
NAME OF SENIOR PERSON NOTIFIED:		TIME/DATE	
HEADTEACHERS COMMENTS:			
SIGNATURE OF HEADTEACHER:		DATE:	

Reference documents

DCSF, The Use of Force to Control or Restrain Pupils – supersedes Circular 10/98 - <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/

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

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

The Children's Act 1989

http://www.opsi.gov.uk/acts/acts1989/Ukpga_19890041_en_1.htm