

Local Procedure Title	Physical Intervention
Site	Tadley Court School
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Local Procedure Author(s)	Lesley Walkden
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1. Positive Handling: the Safe use of physical interventions

Team Teach crisis management and conflict spirals

A key to positive behaviour is understanding the stages and reasons why pupils may be reacting in such a way. All staff have undergone training in team teach positive handling in the stages of crisis and reasons for conflict. The aim is that as new staff arrive they are also trained and the whole team has an awareness of the levels.

Use of reasonable force

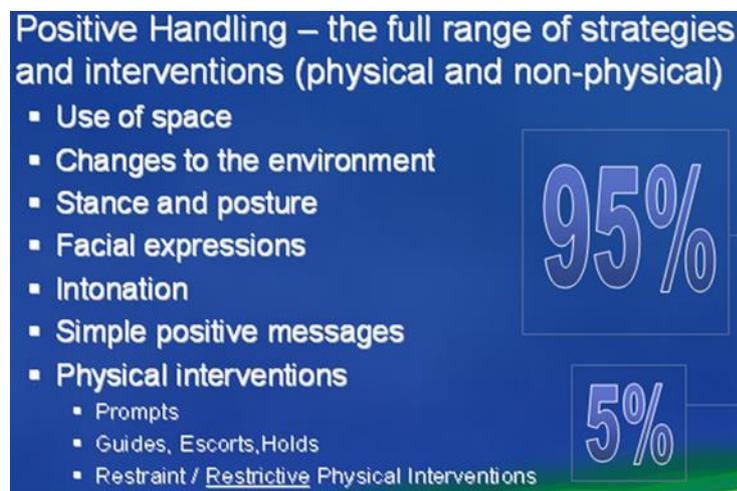
All staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

All staff can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Team teach is based around the following percentages and as mentioned above there are many ways to address behaviour prior to restraints.

2. Training

All staff will be trained in these areas as every member of staff undergoes team teach training to intermediate or advanced level as appropriate.



Positive Handling – the full range of strategies and interventions (physical and non-physical)

- Use of space
- Changes to the environment
- Stance and posture
- Facial expressions
- Intonation
- Simple positive messages
- Physical interventions
 - Prompts
 - Guides, Escorts, Holds
 - Restraint / Restrictive Physical Interventions

95%

5%

During training staff will be made aware that pupils will travel through the stages of crisis at different rates. It is not unusual for a pupil who has experienced levels of crisis and then returned to 'normal' to be more vulnerable and faster to go through stages for some period of time. After all other strategies have been tried there may be a need for positive handling. Restraint is defined as "Physical control is the positive application of force with the intent of overpowering the client."

"The proper use of physical control requires judgement, skills and knowledge of non-harmful methods of control D.O.H (Department of Health)

"Permissible Forms of Control in Children's Residential Care" (April 1993) -D.O.H (Department of Health)

As a school we have instructors in the training and assessment of Team Teach positive handling techniques. Trainers have undergone

- a) Two day basic Team Teach
- b) Five day Intermediate Team Teach tutor training
- c) Four day Advanced Team Teach training
- d) First aid training
- e) Regular refreshers

3. Reporting and documentation

Each pupil has an Individual Positive Handling Plan and Individual Risk Assessment that facilitates de-escalation of anger, frustration and anxiety before it becomes physically aggressive. These also give a snapshot of the pupil's behaviour and strategies for positive handling techniques that have been effective, and those that have not.

Understanding that pupil's experiences and feelings drive their behaviours helps staff to choose when and how to use positive handling.

In the event that a physical restraint is used with a pupil the following documentation must occur:

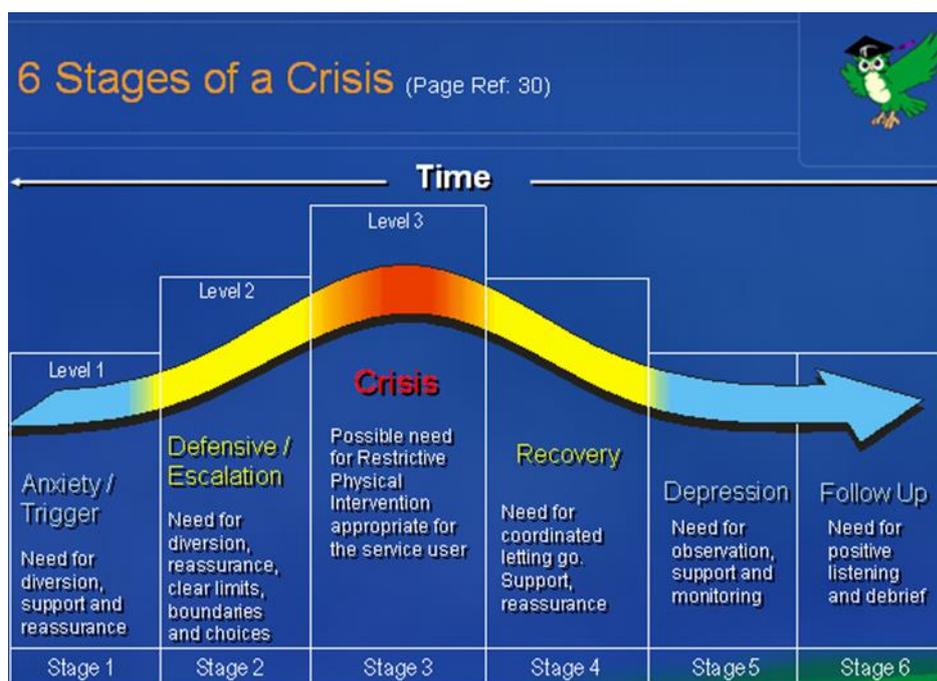
- Incident Report entry in the appropriate form that clearly specifies the techniques used. Ensure that parents are phoned/contacted and that all follow up is completed.
- Body map
- Additional detailed reports by staff concerned.
- Printed out or copy evidence that the local authority and parents have been informed.
- All documentation must be written in a clear, concise and professional manner and must be completed before the staff member goes off duty from their shift or as soon as reasonable possible however within a 24 hours. A record will be logged on the Priory electronic system.
- Reports to be signed off by staff in line with NMS 12.
- Tadley Court School has declared its intention to follow the Code of Practice to the British Institute for Learning Disabilities.
- Debrief report for staff/pupils.

Debriefing for the staff concerned in any incident relating to the use of Positive handling is essential. There is a collective responsibility for all staff concerned that they offer appropriate support to any staff member who was involved in an incident of this nature.

The Senior staff member on duty is responsible for ensuring staff have the opportunity, if desired, to discuss any aspect of the event, the pupil's behaviour, the staff response, the resolution and the way forward to enable the child and staff to gain insight from the experience. Any refusals for de-brief should be noted and passed to relevant managers.

If the incident has involved the use of Positive handling above and beyond the normal pattern of the school then the member of staff from the Senior Management team will be phoned at home and notified. They will then assess the situation and ensure they conduct an appropriate response that ensures all staff are effectively supported following the incident. This may mean phoning them or coming in to see them to talk through the event.

The pupil should be offered the opportunity to have a de-brief about the incident. This should take place during stage 6 of a crisis and when the pupil has calmed down. All points of the incident should be discussed and the discussion must be student orientated and focused around the pupil’s feelings of the incident. Staff should explain the reason why they took the action that they did and ask the pupil’s opinions and feelings around this. The pupil must be asked how things can be improved/ implemented for when the situation occurs again. All aspects must be recorded on a student de-brief sheet, or student tutorial.



4. The physical interventions used by staff at Tadley Court School include:

Physical Intervention	Restrictive Physical Intervention
Touch control	Two person single elbow (2PSE)
One person escort (standing or seated)	Two person single elbow seated (2PSSE)
Arm catch	Standing/ Seated T-wrap (T-Wrap)
Arm release	Half shield (HS)
Bite release	Full shield (FS)
Hair pull stabilizer	Shield to floor (SF)
Neck response	Front Ground Recovery (FGR)
	Back Ground Recovery (BGR)
	Two person figure of four (2PFF)
	Two person seated figure of four (2PSFF)
	2 Person double elbow (2PDE)
	1 Person double elbow (1PDE)

This list is not exhaustive, and some techniques may be interpreted as either. If in doubt RPI should be recorded (i.e. a restraint). Team Teach relies on gradient control aiming to ultimately give the pupil self-control over their own behaviours.

- a) Staff members only take over control as and when absolutely necessary.
- b) Staff, always give control back to the pupil.
- c) Restraint will only be used as 'a last resort'.
- d) Parents and outside agencies are made aware of our procedure that includes Team Teach.
- e) All restraints need to be recorded and parents and their local authorities need to be informed (within 24 hours).

Definitions

Physical intervention – Any move which blocks or prevents someone from moving or acting in the way they would wish, e.g. standing between pupils engaged in conflict, preventing a pupil picking up an object which could be used as a weapon, guiding a pupil away from a potentially harmful situation.

Restrictive Physical Intervention (Restraint) – Engaging with a pupil to control their actions to defuse a situation, avoid injury or damage or to prevent criminal behaviour. These will usually, but not necessarily always, involve more than one member of staff.

5. The use of consequences

Natural Consequences must only be used if the pupil can learn from the consequences of their behaviour

- a) The consequences must make sense,
- b) Be connected to the actual behaviour in some way
- c) Take place within an appropriate time frame.

Examples of appropriate Natural Consequences:

- a) A pupil spills their drink so they are asked to wipe it up;
- b) A pupil splashes water out of their bath so they are asked to mop it up;
- c) A pupil grabs another pupil's food so they are not allowed to eat what they have taken;
- d) A pupil is extremely challenging and would be unsafe in a community environment, they are judged by a senior member of staff to be unable to go out on a trip. Should this consequence become a regular pattern, it will be included in the pupil's risk assessment and the venues they visit in the future will be reconsidered).

Examples of inappropriate Natural Consequences (do not use these):

- a) A pupil spills their drink so they are not allowed to have any more to drink;
- b) A pupil splashes water out of the bath so they are told they have to go to bed early;
- c) A pupil grabs another pupil's food so they are not allowed to eat anymore food until the next meal;
- d) A pupil is extremely challenging and would be unsafe on a trip into the community so they are not allowed to go on any trips for the rest of the week.

6. Therapy and its influence on behaviours

It is both understood and anticipated that children with Autism Spectrum Disorders and Asperger's Syndrome may experience high levels of anxiety and frustration. As a school we work towards reducing these levels of anxiety by following structured care programmes that may support and challenge particular types of behaviour. The aim across the school is to support the children to work through these situations using a multi-disciplinary approach and offer them alternatives to displaying their emotions rather than in a physically threatening or self-abusive manner.

Positive programming is the essence of any behaviour management system and an essential element of this is looking holistically at the overall problem with an array of professionals to ensure that a fully developed programme of support is offered to the pupil.

Within the school we access speech and language, psychology services, Occupational therapy, and an advocate in order to develop a package that addresses all of the pupils needs.

It is also essential that all environmental factors be fully explored in order to ensure that you are offering a comprehensive care approach. The environment in which the child resides can often change aspects of their behaviour.

7. Legal framework and useful references

The Government expects:

- All pupils to show respect and courtesy towards teachers and other staff and towards each other.
 - Parents to encourage their children to show that respect and support the school's authority to discipline its pupils
 - Head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school
 - The school deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation.
 - Every teacher will be good at managing and improving children's behaviour.
- a) Offences Against the Person Act 1861
 - b) The Children and Young Persons Act 1933
 - c) Health & Safety at Work Act 1974
 - d) Violence at Work 2003
 - e) Manual Handling Regulations 1992
 - f) The Children Act 1989
 - g) United Nations Convention on the Rights of the Child (ratified 1991)
 - h) Human Rights Act 1998
 - i) Disability Rights Act 2001
 - j) The Children Act 2004
 - k) Section 93 Education & Inspection Act 2006
 - l) Section 45 Violent Crime Reduction Act 2006
 - m) ASCL Act 2009 Section 246 (Reporting to Parents)
 - n) Use of Force to Control or Restrain pupils: Guidance for schools in England April 2010

This updated guidance replaces and supersedes DCSF Use Of Force Guidance issued November 2007. Section 246 of the Apprenticeships, Skills, Children and Learning Act 2009 amended section 93 of the Education and Inspections Act 2006 to include the requirement that governing bodies must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupil as soon

as practicable after the incident.

Behaviour and Discipline DFE Sept 2014 Guidance

8. The Head Teacher

- a. To ensure that all staff are aware of the school's policy/procedure
- b. Relevant information to changes to the school procedures are passed on to staff accordingly
- c. The effectiveness of the procedure development is monitored regularly

9. Senior teachers

- a. Give guidance and support to set appropriate targets and plan strategies appropriately
- b. Targets for pupils learning are set and met
- c. Monitor assessment both during lessons and with book scrutiny/ marking
- d. Ensure risk assessments and positive handling plans are reviewed regularly
- e. Liaise with Behaviour analyst regularly to discuss trends in behaviour

10. Parental Involvement

We believe that the education of our pupils is a collaborative enterprise involving teachers, parents and carers, pupils and the wider community. Regular and positive communications will be made between teachers and parents and carers, on a formal and informal basis.

We aim to harness the support of the family / home and to stimulate greater support in order to enhance all pupils' English development.

Opportunities to promote parental involvement include:

- a) Daily / weekly communication to day / residential pupils via a communication book or e-mail dependent on parental preference
- b) Regular phone contact
- c) Parents / Carers will be invited to attend their child's Annual Review / LAC etc.
- d) Progress reports will be shared with parents / carers every term / 3 times per year including records of behaviour incidents and RPI's
- e) Parents / Carers will be invited to whole school social events such as the summer fair and sports day

11. Equal Opportunities Statement

All staff will aim to treat every child as an individual, and will respect their individuality, regardless of gender, race, sexual orientation, academic or physical ability or socio-economic background. The staff will be aware of stereotyping in their selection of resources.

12. Monitoring and Evaluation

This Local procedure will be reviewed annually by a member of SlT or as and when necessary to reflect changes in school practice

Contents Checklist (Local Sites may add additional items – this is a core list)			
How is information about the use of physical intervention communicated to children and young people?		How are debriefs with staff facilitated and recorded following physical intervention?	
How is information about the use of physical intervention communicated to staff?		How are records of physical intervention maintained, and who does this?	
Who can make the decision to physically intervene?		How are physical interventions monitored?	
How are debriefs with children and young people facilitated and recorded following physical intervention?		How and when are staff trained to use physical intervention?	

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions