



Newtown C of E Primary School

Restrictive Physical Intervention and Positive Touch Policy

(Hampshire County Council policy and guidance for schools)

Ratification Date:	March 2018	Signed:	Mrs Emma Howlett (HEADTEACHER) Mrs Janet Cane (CHAIR OF GOVERNORS)
Reviewed	March 2024	Signed:	Mrs Emma Howlett (Headteacher) Mrs Glynis Wright (Chair of Governors)
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School Vision

At Newtown C of E Primary School, our motto is enriched and sustained by our Christian values of **Love, Courage and Friendship**, rooted in the teachings of the Bible. We are guided by the call to *“love one another as I have loved you”* (John 13:34), *“be strong and courageous... for the Lord your God is with you wherever you go”* (Joshua 1:9), and *“a friend loves at all times”* (Proverbs 17:17).

As a school at the heart of an evolving community, we warmly welcome children and families from a wide range of backgrounds and experiences. We are enriched by the unique qualities each child brings and value the talents and perspectives that help us grow together.

We are an aspirational school serving our community. We seek to know, understand and celebrate every child, nurturing their individual strengths and talents. We prepare our children to become confident, responsible global citizens in an ever-changing world, guided by our core values of love, courage and friendship.

Through **Love**, we show kindness, compassion and generosity, building a community where everyone feels safe, welcomed and valued. Through **Courage**, we persevere, meet challenge with confidence, and stand up for what is right with honesty and grace. Through **Friendship**, we grow together — encouraging one another, celebrating each other’s gifts, and looking to the future with hope and aspiration.

We live out these values by:

- Being a caring, welcoming and inclusive Christian community where staff, pupils, parents and governors work together in a safe and supportive environment, inspired by *“Above all, love each other deeply”* (1 Peter 4:8)
- Promoting the welfare and dignity of every child, safeguarding them from harm — including physical, sexual and emotional abuse, neglect and bullying — in accordance with statutory guidance in *Keeping Children Safe in Education* (Department for Education)
- Providing a rich, engaging curriculum that equips children with the knowledge, skills and character to become lifelong learners and responsible citizens, reflecting Christian teachings and British Values
- Building strong, positive partnerships with parents, the church and the wider community, and encouraging participation in local, national and global initiatives

- Fostering our Learning Behaviours of Resilience, Focus, Independence, Self-Regulation, Respect and Boundaries, encouraging children to act with integrity, perseverance and kindness in all they do

At Newtown, we want every child to know they belong, are cherished, and are capable of great things. Through **Love, Courage and Friendship**, we grow minds, shape futures and journey together in hope.

This document offers guidance to schools and other educational establishments on the circumstances in which restrictive physical intervention may be used and the procedures that should be in place around such use.

This guidance, Restrictive physical intervention in schools: Hampshire County Council guidance for schools (2024) supersedes Restrictive physical intervention in schools: Hampshire County Council policy for schools, September 2022.

Context

Children's Services acknowledges that there may be times when restrictive physical intervention is an appropriate response to the risks present in a given situation. The intervention must be reasonable, proportionate and necessary in relation to the situation. Although there is no legal definition of when it is reasonable to use force, to be judged lawful the force used needs to be in proportion to the risks present and the minimum needed to achieve the desired result. It is inappropriate to use force as a punishment.

Common law and statutory law power

Any citizen has the common law power to intervene in an emergency to use reasonable force in self-defense, to prevent another person from being injured or committing a criminal offence.

All school staff who have control or charge of pupils also have statutory power, in addition to common law power.

Section 93 of the Education and Inspections Act (2006) enables school staff to use such force as is reasonable and proportionate to prevent a pupil from doing or continuing to do any of the following:

- a) committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- b) causing personal injury to, or damage to the property of, any person (including the pupil himself)
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Reasonable force may also be used in exercising statutory power, introduced under Section 45 of the Violent Crime Reduction Act 2006, to search pupils without consent for weapons. However, staff are strongly advised to consider the risks carefully and call the police if resistance is expected. Staff should ensure they are informed by the DfE Guidance *Searching, Screening and Confiscation: Advice for schools* (2022).

Policies, planning, monitoring and recording

Children's Services expects schools and other educational settings to have accessible policies in relation to physical intervention and behaviour management that staff are aware of and refer to when necessary. School policies and planning need to consider and identify emergency and planned responses when restrictive physical intervention may be necessary. Good practice dictates that staff, governing bodies and pupils and parents should be consulted in respect of the proposed policy. The use of force guidance states **no school** should have a '**no physical contact**' policy as this may hinder staff members use of statutory power and right to use reasonable force if deemed necessary.

- a) Safety is always a paramount concern and as such staff are not required or advised to use restrictive physical intervention if it is likely to put their own safety or the safety of others at risk.
- b) Planned responses to challenging behaviour should be informed by a completed risk assessment. Risk assessments of challenging behaviour should indicate if specific training in relation to restrictive physical intervention is necessary. The local authority offers such training using the Team Teach model.
- c) Restrictive physical interventions must be recorded in writing using a record sheet similar to that referred to in the document *Planning and Recording Physical Interventions in Schools 2022* within 24 hours. Good practice dictates that this is shared with parents. Newtown C of E Primary School has included all of the areas suggested (Appendix 5).
- d) Children's Services expects that all those involved in a restrictive physical intervention, including the young people themselves and observers have the opportunity to debrief following the incident. It remains important that staff and children have a chance to reflect upon the event to consider how it could have been managed differently and therefore inform future risk assessments of such an event.
- e) Schools should have a member of staff and a member of the governing body who are responsible for monitoring, analysing and responding to the use of restrictive physical interventions within their school. Governing bodies should ensure that a procedure is in place for recording significant incidents and then reporting these incidents as soon as possible to the pupil's parents. It is good practice for schools to speak to parents about serious incidents involving the use of force. Schools are advised to report to parents, unless it is deemed that doing so would place the child at risk.

In deciding what is a serious incident, teachers should use their professional judgement and also consider:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the child's age.

f) Schools are advised to have regard for Guidance from the Department for Education entitled *Use of Reasonable Force* (2026) and the joint guidance from the Department for Education and the Department for Health and Social Care entitled *Reducing the Need for Restraint and Restrictive Physical Intervention* (2019) in all matters relating to the use of restrictive physical intervention.

Restrictive physical intervention in schools

1. Background

The following definitions inform this policy and how we might support pupils in our setting:

- **Restrictive physical intervention** - a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil.
- **Reasonable force**: a term used in legislation which includes restrictive physical interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.
- **Seclusion**: a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.
- **Restraint**: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

All staff within this setting help pupils to take responsibility for their own behaviour and all behaviour is viewed as a communication. We do this through a combination of approaches, which include:

- Relational practice.
- Trauma informed practice.
- Positive role modelling.
- Unconditional positive regard and trusting relationships.
- Teaching a broad and balanced curriculum that is well matched to the needs of the pupils.
- Setting appropriate boundaries and holding high expectations for all.
- Providing supportive feedback.
- Consideration of how the school and classroom environment can support all pupils to achieve and thrive.
- Sharing best practice for whole class behaviour management, and for managing communal spaces.
- Training staff in effective communication strategies.
- Recording and analysing data on the use of restrictive physical intervention to inform future plans.
- Working closely and collaboratively with parents of individual pupils

- Develop strategies to support individual pupils based on their identified needs
- Meeting the legal requirements of the Equality Act 2010 through provision of reasonable adjustments to ensure that pupils can benefit from what our setting offers
- Using preventative de-escalation techniques giving pupils time, space and taught strategies to be co-regulated or self-regulated.

More details about our positive approach to behaviour can be found in our Behaviour and Relationships Policy.

There are times when pupil's behaviour presents particular challenges that may require restrictive physical intervention and the use of reasonable force. These occasions will be rare and intervention will only be used when necessary, appropriate and in the best interests of the pupil following the use of de-escalation strategies. This policy sets out our expectations for the use of such intervention. It is not intended to refer to the general use of physical contact which might be appropriate in a range of situations:

- To give first aid
- To support physical care
- To prompt or guide pupils, such as holding the hand of a pupil at the front/back of the line when going to assembly, when walking together around the school or on a school trip, or when helping a pupil to a space they have chosen to access to self-regulate
- To comfort a distressed pupil
- To congratulate or praise a pupil, for example a pat on the back or a handshake
- To demonstrate how to use a musical instrument
- To demonstrate exercises or techniques during PE lessons or sports coaching

This policy is consistent with our Child Protection, Safeguarding and Equal Opportunities policies and with national and local guidance for schools on safeguarding pupils.

We exercise appropriate care when using physical contact and acknowledge that for some pupils, physical contact would be inappropriate. Although, it is acknowledged that in an emergency situation physical contact may be required. For example, those with a history of physical or sexual abuse or those from certain cultural or religious groups. We pay careful attention to issues of sex and privacy, and to any specific requirements of certain cultural or religious groups.

2. Principles for the use of restrictive physical intervention

2.1 In the context of positive approaches

We only use restrictive physical intervention where the risks involved in using force are outweighed by the risks involved in not using force. It is not our preferred way of managing children's behaviour. Restrictive physical intervention may be used only in the context of a well-established and well-implemented positive behaviour management framework with the exception of emergency situations. We describe our approach to promoting positive behaviour in our Behaviour and Relationships Policy. We aim to do all we can in order to avoid using restrictive physical intervention.

We would only use restrictive physical intervention where we judge that there is no reasonably practicable less intrusive alternative. However, there may be rare situations of such concern where we judge that we would need to use restrictive physical intervention immediately. We would use restrictive physical intervention at the same time as using other approaches, such as telling the child what we would like to see and giving a warning of what might happen next. Safety is always a paramount concern and staff are not advised to use restrictive physical intervention if it is likely to put themselves at risk.

We will make parents/guardians aware of our Physical Intervention policy alongside other policies when their child joins our school.

2.2 Duty of care

We all have a duty of care towards the children in our setting. This duty of care applies as much to what we *don't* do as what we *do* do. When children are in danger of hurting themselves or others, or of causing significant damage to property, we have a responsibility to intervene. In most cases, this involves an attempt to divert the child to another activity or a simple instruction to "Stop!" along with a warning of what might happen next. However, if we judge that it is necessary, we may use restrictive physical intervention.

2.3 Reasonable force

When we need to use restrictive physical intervention, we use it within the principle of reasonable force. This means using an amount of force in proportion to the circumstances. We use as little force as is necessary in order to maintain safety, and we use this for as short a period as possible.

3.0 When restrictive physical intervention might be used

Restrictive physical intervention may be used :

- To prevent a pupil from doing or continuing to cause injury to themselves or others.
- To prevent a pupil from committing or continuing to commit a criminal offence.
- To prevent a pupil from doing damage or continuing to do significant damage to property.
- To prevent a pupil from causing disorder among pupils at the setting, whether during a teaching session or otherwise or continuing to cause disorder among pupils at the setting. (However, we would not consider restrictive physical intervention or the use of reasonable force to be appropriate unless there was a direct risk of harm to a pupil, their peers or the staff involved as a result of the disorder.)

The decision to use restrictive physical intervention will be informed by the following questions as part of a dynamic, in the moment, risk assessment:

- Is it necessary?
- Is it proportionate?
- Has the pupil's welfare been considered?
- Is it a last resort?
- Is there an alternative less intrusive reasonably practicable action?

4.0 Who can use restrictive physical intervention

All staff can use restrictive physical intervention including the use of reasonable force to maintain safety in an emergency.

All teachers and any other person, who by virtue of their contract, have control or charge of pupils are authorised to use restrictive physical intervention including reasonable force under the conditions listed above.

At times the Headteacher may authorise additional staff to have control or charge of pupils and therefore be able to use restrictive physical intervention including the use of reasonable force.

All staff in our school receive regular training in relation to managing behaviour including co regulation, de-escalation and planning for behaviour change. Records of this are maintained by the school and monitored by the governing body.

Where it is likely that a member of staff may be required to support a pupil through the use of restrictive physical intervention they access training from an accredited provider and risk assessments are used to ensure that this can happen as safely as possible.

5.0 Consideration for pupils with special educational needs and/or disabilities (SEND)

All staff are aware that some children and young people with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. We acknowledge the potential triggers that may include:

- Pain / medical needs
- sensory overload
- unfamiliar situations or environments
- feelings of fear and anxiety.

We seek to understand the underlying triggers of challenging behaviour so that we can provide proactive support, create an inclusive environment and consider the impact of school policies on pupils with SEND. We are aware that pupils with SEND may become disproportionately subject to the use of physical intervention and the use of reasonable force. We seek ways to mitigate this risk through working with pupils, parents and other professionals to develop prevention and de-escalation strategies. Possible strategies would include:

- removing stimuli that may be causing distress
- changing body language, facial expression, and/or tone of voice
- supporting the pupil to express their emotions before getting overwhelmed
- engaging the pupil in an activity which can help them manage their feelings of anxiety
- distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention

Where there is an identified risk, such as increased likelihood in the need to use reasonable force and/or other restrictive interventions, we have risk assessments in place. We make use of co-regulation plans which outline adjustments to the school environment and ways for pupils to communicate their needs effectively. Our co-regulation plans detail circumstances where it may be appropriate for staff to have increased physical contact with a pupil. Support plans are reviewed periodically with the pupil and their parents/carers.

Where a pupil has a disability, we have a duty under the Equality Act 2010 to take reasonable steps to avoid disadvantage so that the pupil can fully participate in the education provided by our school, and that they can enjoy the other benefits, facilities and services that the school provides for pupils.

6.0 What type of restrictive physical intervention can be used

We all have a duty of care towards the pupils in our setting. We have a responsibility to intervene to keep pupils safe, taking control for the pupil, not control of them.

We do not use restrictive physical intervention for the purpose of punishment. We do not make use of any technique that could affect a pupil's breathing, risk positional asphyxia or affect circulation or apply pressure to their neck or abdomen. Pupils are not held on the ground. If a pupil goes to ground independently, they are immediately released.

Staff do not act in ways that might reasonably be expected to cause injury for example by:

- Holding a pupil around the neck or collar.
- Twisting or forcing limbs against the joint.
- Holding a pupil by the hair or ear.

Where staff require specific training in the use of restrictive physical intervention and reasonable force, we arrange that they receive training via Team Teach. We have two intermediate Team Teach trainers within our staff team who are able to deliver this training to staff. This training is accredited by the Institute of Conflict Management (ICM). Staff have access to annual refresher training.

Seclusion is only ever used as a safety measure to protect others from harm whilst a pupil is experiencing high levels of emotional or behavioural dysregulation and is not acting with intent. This is an emergency response and seclusion does not form part of our wide range of planned interventions.

Where seclusion has been the only safe and practicable response in an emergency situation, we ensure that the pupil is confined in a safe and non-threatening or intimidating environment. We supervise the pupil at all times and as soon as the risk of immediate harm has reduced we enter the space to support the pupil to regulate.

As part of our duties all instances of restrictive physical intervention, reasonable force and seclusion are recorded and reported.

Positive touch:

For many of the children at Newtown C of E Primary School, the use of positive touch is recognised as a fundamental communication tool, as well as a supportive tool for co-regulation and self-regulation. The use of touch to communicate positive messages between humans is well researched and shows how a lack of touch, particularly at the early stages of development can have negative

effects on all aspects of a person's physical and emotional well-being. Physical contact with other people is a natural aspect of living and enables people to share emotions and pass messages to each other about care, respect and enjoyment of being with another person. Learning about giving and receiving physical contact is a vital part of learning for life.

Some forms of touch are generally agreed as tools we use intentionally and strategically to enhance a sense of connection with a young person to co-regulate, soothe, greet, relax, quiet down or reassure them. Following are examples of different types of positive touch:

- Conversational Markers such as a light touch on the arm, hand, back or shoulder to enhance other forms of communication.
- Consolation touch: providing a "help-hug", holding hands or shoulders in response to grief, sorrow, distress, anguish, agony, sadness or upset. The help hug requires the adult to stand side by side with a young person, with their palms placed on the outside of the child's shoulders, thus keeping both the adult and child safe. This maintains the connection that the child needs while ensuring that this form of positive touch remains appropriate.
- Reassuring touch or contingent touch: a light pat on the back or shoulders encourages and reassures. It also communicates to children that their needs have been noticed and that the key adult is available.
- Grounding or reorienting touch: touching the hand or arm to help reduce anxiety or dissociation by helping a young person be aware of his or her physical body.
- Task-oriented touch: offering a hand to help someone stand up or stop the young person from falling.

In addition to this, at Newtown C of E Primary School, positive touch can take the form of tactile touch and is used thoughtfully and appropriately to support children with complex Special Educational Needs (SEN), particularly those with sensory processing difficulties, barriers to communication, or emotional regulation needs. Gentle, consent-based physical contact—such as hand-over-hand guidance or reassuring touch—can provide comfort, promote connection, and help children feel safe and understood. This approach is always implemented in line with safeguarding policies and reflects the outcomes in our children's Education Health and Care Plans (EHCP), ensuring that it supports each child's wellbeing, development, and ability to engage positively with their learning environment.

The use of tactile touch in our school reflects the ever-changing level of need in schools, and is informed by GriffinOT's sensory processing framework. The use of tactile touch also aligns with trauma-informed and neurodevelopmentally sensitive practice.

According to GriffinOT, the skin processes various types of touch:

- **Light touch** – protective responses (e.g. pulling away)
- **Discriminative touch** – texture, shape, and detail
- **Deep pressure touch** – calming input (e.g. firm hugs, weighted blankets)
- **Pain, temperature, vibration** – additional sensory messages

Children may be **hypersensitive** (avoidant) or **hyposensitive** (seeking) to touch. This affects their comfort with physical contact and should guide staff responses.

Examples of appropriate positive or tactile touch includes:

- Hand-over-hand guidance for learning tasks
- High-fives, handshakes, or pats on the back
- Deep pressure input (e.g. weighted lap pad, firm squeeze) when part of a sensory plan

- Holding hands for reassurance or safety
- Gentle touch to redirect attention or support transitions

The staff at Newtown C of E Primary School respond warmly to appropriate touch from all young people. Each morning the students are both greeted into the school and then again into their individual classrooms. Interactions in the corridor or at the above times may include a physical interaction. This creates the nurturing, warm, caring environment that is so enabling for the young people attending our school. Our procedure adheres to the belief that every individual needs to appreciate the difference between appropriate and inappropriate touch. Staff are highly aware of both damaging and unnecessary uses of touch e.g. touch as an avoidance of the young person's feelings and emotional pain, as an avoidance of real contact, as a block to painful memories, as a block to important therapeutic work and conflict resolution. Equally, when a young person is in deep distress, staff are aware when sufficient connection and psychological holding have been established without touching.

Staff should always consider and abide by the Staff Code of Conduct. All staff have a responsibility to ensure that all practice is safe and ensures that the best interests of the young person is the paramount consideration. We should all expect to be observed by others and be prepared to discuss any concerns we have in a professional manner. Any member of staff who is concerned about another member of staff's practice should discuss their concerns with the Designated Safeguarding Lead. Where staff are acting in the best interests of the child, they will be supported by the school.

7.0 Recording and reporting

Our Governing Body ensure that all instances of the use of restrictive physical intervention, including the use of reasonable force and seclusion are recorded and reported in line with Section 93A of the Education and Inspections Act (2006).

We complete records as soon as possible after the incident and no later than the same day. We record incidents despite restrictive physical intervention being in use with prior agreement of the parents / carers.

Our records include:

- Name of pupil and all staff involved – participants and observers.
- Any relevant needs including the SEND status code (K, EHCP)
- Time, date, location and approximate duration of the intervention or series of short interventions.
- What was happening before?
- What do you think triggered this behaviour?
- What de-escalating techniques were used prior to physical intervention?
- Any other information relevant to include.
- Why was restrictive physical intervention used?
- Post incident support.

We report each incident of restrictive physical intervention to parents no later than the same day, either face to face or via telephone call.

Our report to parents will include:

- Time, date, location and approximate duration of the intervention.
- Why intervention was deemed appropriate.
- What type of intervention was used including the amount of force.
- Details of any injuries sustained by the pupil.

As a staff team, we then arrange follow up meetings or debriefs to discuss potential triggers for behaviour, review the co-regulation plan in place, reflect on de-escalation strategies and what might be done differently moving forward.

As per the school's duty under the schools (Recording and Reporting of Seclusion and Restraint) (No.2) (England) Regulations 2025 we record and report instances of seclusion and non-force related restraint as per the procedure above.

8.0 Supporting and reviewing

We recognise that it is distressing to be involved in a physical intervention, whether as the child being held, the person doing the holding, or someone observing or hearing about what has happened.

After a restrictive physical intervention, we give support to the child so that they can understand why it was necessary. Where we can, we record how the child felt about this. Where it is appropriate, we have the same sort of conversations with other children who observed what happened. In all cases, we will wait until the child has calmed down enough to be able to talk productively and learn from this conversation. If necessary, the child will be asked whether he or

she has been injured so that appropriate first aid can be given. This also gives the child an opportunity to say whether anything inappropriate has happened in connection with the incident.

We also support adults who were involved, either actively or as observers, by giving them the chance to talk through what has happened with the most appropriate person from the staff team.

A key aim of our after-incident support is to repair any potential strain to the relationship between the child and the people that were involved in the restrictive physical intervention.

¹We use the guidance in the Hampshire document *Planning and recording physical intervention in schools* (updated 2022) – we support the child to help them record their views.

After a restrictive physical intervention, we consider whether the individual behaviour plan needs to be reviewed so that we can reduce the risk of needing to use restrictive physical intervention again.

9.0 Monitoring

Our named Governors: Mrs Glynis Wright (Chair of Governors, Safeguarding Governor) and Mr Richard Swain (Vice Chair, Safeguarding Governor) support our school to comply with this policy and the associated DfE guidance.

We monitor the use of restrictive physical intervention in our school. The Headteacher and Inclusion leader are responsible for reviewing the records on a termly basis, and more often if the need arises, so that appropriate action can be taken. The information is also used by the governing body when this policy and related policies are reviewed.

Our analysis considers equalities issues such as age, sex, disability, culture and religion issues in order to make sure that there is no potential discrimination; we also consider potential child protection issues. We look for any trends in the relative use of restrictive physical intervention across different staff members and across different times of day or settings. Our aims are to protect children, to avoid discrimination and to develop our ability to meet the needs of children without using restrictive physical intervention. We report this analysis back to the governing body so that appropriate further action can be taken and monitored.

10.0 Concerns and complaints

The use of restrictive physical intervention including the use of reasonable force can be distressing for all involved which can lead to concerns, allegations or complaints of inappropriate or excessive use.

Our school's complaints policy outlines how to make a complaint as well as the timescales for responses.

Where an allegation of assault or abusive behaviour is made, our Headteacher is immediately informed. If the allegation relates to the Headteacher then the Chair of Governors is immediately informed. We follow our Safeguarding and Child Protection Policies in these instances.

Safety and wellbeing of pupils and staff is our upmost priority, and we always seek to avoid injury. It is possible that as part of a restrictive physical intervention including the use of reasonable force a pupil may accidentally be scratched or bruised. This should not necessarily be seen as a failure of the professional technique but a regrettable and infrequent side effect of making sure the pupil remains safe.

11.0 Reviewing this policy

We adopted this policy on 14 April 2026

The policy will be reviewed annually by the Governing Body.

Appendix One: Summary guidance for staff on the use of physical intervention

Introduction

This guidance for staff is a summary of our school's detailed policy on the use of physical intervention. Where staff are in any doubt about the use of physical intervention, they should refer to the full policy.

This summary guidance refers to the use of restrictive physical intervention (restraint) which we define as "a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement". Staff should not feel inhibited from providing physical intervention under other circumstances, such as providing physical support or emotional comfort where such support is professionally appropriate. The use of such support must be consistent with our Child Protection policy.

Who can restrain? Under what circumstances can restraint be used?

Everyone has the right to use reasonable force to prevent actual or potential injury to people or damage to property (Common law power). Injury to people can include situations where a child's behaviour is putting him or herself at risk. In all situations, staff should always aim to use a less intrusive technique (such as issuing direct instructions, clearing the space of danger or seeking additional support) unless they judge that using such a technique is likely to make the situation worse.

Teachers and other authorised staff (see full policy for more details about this) may also use reasonable force where a child's behaviour is prejudicial to the maintenance of good order. Staff should be very cautious about using restrictive physical intervention under such circumstances, as it would only be appropriate in exceptional circumstances.

Statutory power - Section 93 of the *Education and Inspections Act* (2006) enables school staff under statutory power to use such force as is reasonable and proportionate to prevent a pupil from doing or continuing to do any of the following:

- committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to the property of, any person (including the pupil himself) and
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise).

Restraint should never be used as a substitute for good behaviour management, nor should it be employed in an angry, frustrated, threatening or punishing manner.

Although all staff have a duty of care to take appropriate steps in a dangerous situation, this does not mean that they have to use restraint if they judge that their attempts to do so are likely to escalate the situation. They may instead issue a direction to stop, call for additional assistance or take appropriate action to make the environment as safe as possible (e.g. by clearing the room of children).

Where it is anticipated that an individual pupil's behaviour makes it likely that they may be restrained, a risk assessment and intervention plan should be developed and implemented.

What type of restraint can be used?

Any use of restrictive physical intervention should be consistent with the principle of reasonable force. This means it needs to be in proportion to the risks of the situation, and that as little force is used as possible, for as short a period of time, in order to restore safety. Staff should:

Before physical contact:

Use all reasonable efforts to avoid the use of physical intervention to manage children's behaviour. This includes issuing verbal instructions and a warning of an intention to intervene physically.

Try to summon additional support before intervening. Such support may simply be present as an observer or may be ready to give additional physical support as necessary.

Be aware of personal space and the way that physical risks increase when a member of staff enters the personal space of a distressed or angry child. (Staff should also note that any uninvited interference with a student's property may be interpreted by them as an invasion of their personal space.) Staff should either stay well away or close the gap between themselves and the child very rapidly, without leaving a "buffer zone" in which they can get punched or kicked.

Avoid using a "frontal", "squaring up" approach, which exposes the sensitive parts of the body, and which may be perceived as threatening. Instead, staff should adopt a sideways stance, with their feet in a wide, stable base. This keeps the head in a safer position, as well as turning the sensitive parts of the body away from punches or kicks. Hands should be kept visible, using open palms to communicate lack of threat.

Where physical contact is necessary:

Aim for side-by-side contact with the child. Staff should avoid positioning themselves in front of the child (to reduce the risk of being kicked) and should also avoid adopting a position from behind that might lead to allegations of sexual misconduct. In the side-by-side position, staff should aim to have no gap between the adult's and child's body. This minimises the risk of impact and damage.

Aim to keep the adult's back as straight and aligned (untwisted) as possible. We acknowledge that this is difficult, given that the children we work with are frequently smaller than us.

When attempting to make safe if a child has hold of another person (adult or child), ensure they are able to release their grip, but stabilise their position for balance, and make safe by ensuring they cannot pull away.

Beware in particular of head positioning, to avoid clashes of heads with the child.

Hold children by “long” bones, i.e. avoid grasping at joints where pain and damage are most likely. For example, staff should aim to hold on the forearm or upper arm rather than the hand, elbow or shoulder.

Ensure that there is no restriction to the child’s ability to breathe. In particular, this means avoiding holding a child around the chest cavity or stomach.

Do all that they can to avoid lifting children.

Keep talking to the child (for example, “When you stop kicking me, I will release my hold”) unless it is judged that continuing communication is likely to make the situation worse.

Don’t expect the child to apologise or show remorse in the heat of the moment.

Use as little restrictive force as is necessary in order to maintain safety and for as short a period of time as possible.

After an incident

It is distressing to be involved in a restrictive physical intervention, whether as the child being held, the person doing the holding, or someone observing or hearing about what has happened. All those involved in the incident should receive support to help them talk about what has happened and, where necessary, record their views.

Where appropriate and possible, we also encourage staff to contact the Employee Support Line (ESL), at Employee Support (Employee Assistance Programme) | Hampshire County Council (hants.gov.uk) or contact the Teacher Support Line on 08000 562 561.

Staff should inform the Headteacher as soon as possible after an incident of restrictive physical intervention; parents/carers should also be informed. The physical intervention record should be completed as soon as possible and in any event within 24 hours of the incident. There should also be a review following the incident so that lessons can be learned to reduce the likelihood of recurrence in the future.

Appendix Two: Authorised staff

Teachers and those whose contracts give them control and charge of pupils are authorised by statute to use reasonable force if necessary in order to prevent a pupil from doing, or continuing to do any of the following:

1. committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
2. causing personal injury to, or damage to the property (including the pupil himself).
3. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

However, school staff are cautious about the use of restrictive physical intervention under the “prejudicial to the maintenance of good order and discipline” clause and would only do this in exceptional circumstances, with staff that know the student well and who are able to make informed judgements about the relative risks of using, or not using, restrictive physical intervention.

The Headteacher may wish to specifically authorise other individuals to have control and charge of pupils for a specific period of time, e.g. for the duration of a school trip. The Headteacher should ensure that these people, and everyone automatically authorised by contract, are aware of what the authorisation means. The Headteacher should also ensure that those not authorised have been told what steps to take in the case of an emergency.

Appendix Three: Record of staff training

The table below is record of all staff training relating to behaviour management, preventative approaches, managing conflict and restrictive physical intervention techniques.

Names of those trained	Dates of training	Course attended	Dates for future refresher training

Appendix Four: Risk Assessment document

The Health and Safety Executive recommend five steps to risk assessment:

1. Look for the hazards
2. Decide who might be harmed and how
3. Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done
4. Record your findings
5. Review your assessment and revise it if necessary

Risk assessments of challenging behaviour are influenced by the complex, interactional nature of human behaviour. Most young people will already be supported through individual plans, which will include reference to many aspects of risk assessment.

The following format is offered as one way of addressing the five steps above, but should be seen in the context of all the other positive planning that already takes place. This detailed level of risk assessment will not be appropriate in all circumstances but is important where there is feeling that individual or collective behaviours represent a significant hazard.

The framework contains the following sections:

Behaviours causing concern

This section allows a clear description of risks – what types of behaviour does the pupil engage in, which present a risk to others? Action taken in response to this level of risk will vary according to the probability of the behaviour occurring, and the usual intended target for each behaviour.

Possible influencing factors

Behaviour is influenced by the context in which it occurs. This section allows staff to identify key contextual factors such as the physical and social environment, the curriculum and the recent personal history of the pupil.

Preventive measures

Schools can take a range of preventive measures to reduce the risk of challenging behaviour being shown, or to reduce its intensity and duration if it has started. Some preventive measures may be implemented before the challenging behaviour even occurs; others will be responses to early warning signs, or an escalating situation. Specific actions will be related to the assessment of the behaviour and its influencing factors.

Monitoring and review

Behaviour changes over time, and risk assessments will also need to change. Review cycles for individual plans are built into the Special Educational Needs Code of Practice, and it will be important for risk assessments to be reviewed at least as often as twice yearly in order for them to be useful documents. In many cases, the review pattern will need to be more frequent.

These reviews need to be informed by data about the ongoing level of risk. This document does not recommend formats for gathering this data, as many sources will already be available within the school. Data sources will include:

- The young person's views
- The views of those that know the young person from school, at home and in other relevant settings
- Specific incident report forms, such as violent incident records, physical intervention report forms and pastoral records of serious incidents
- Details of points/merits etc. awarded for appropriate behaviour

Useful questions to ask at the review stage include:

- Are any new patterns emerging?
- Has the duration, frequency or intensity of the behaviour changed?
- Has the level of risk altered?
- Which preventive and reactive strategies are working/not working? Why? How do we know?
- Is there anyone else who needs to be involved in the planning and review process?

Key actions

It is important that the risk assessment process does not simply replicate planning and intervention already recorded in other places. The "Key actions" section simply provides a format for recording any actions that are additional to those already recorded.

Risk assessment summary

Some schools may choose to complete the Assessment Summary shown as Table Four so that the key points arising can be shared easily amongst staff. A number of separate behaviours can be recorded with recommended action against each behaviour.

CHILDREN'S SERVICES RISK ASSESSMENT TEMPLATE FORM RATF-024

Challenging Behaviour In School Risk Assessment

(replace with more accurate title of risk assessment if required)

To be completed using local information & using the **Part 3 Guidance Notes** within this document

This assessment is in three parts:

Part 1 – General information & assessment summary comments

Part 2 – The assessment

Part 3 – Guidance notes for carrying out the assessment

PART 1	GENERAL INFORMATION & ASSESSMENT SUMMARY COMMENTS
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School / Site	Insert school or site where assessment being carried out
Name of pupil	Insert name of pupil whose behaviour is being assessed
Year group	Insert year group of pupil under assessment
Assessment date	Insert date when risk assessment is being carried out
Assessment serial number	Insert local serial/identification number for future reference

Assessor's comments	Insert comments relevant to findings as appropriate	
Name of assessor	Signature of assessor	Date

Assessment reviews	Set future review dates and sign/comment upon comments		
Review date	Reviewed by	Reviewer signature	Remarks

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PART 2	The Assessment
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Behaviours causing concern

Use Table One to record the first two aspects of the risk assessment.

Target

The target column should be used to indicate the person to whom the challenging behaviour is usually directed, using the following key:

Self	The pupil – him or herself
Staff	Members of staff
Visitor	Visitors to the school; members of the public when outside of school
Pupils	Other pupils
Property	The physical environment

Probability

Record an informed estimate of the likelihood that the behaviour will occur again, ranging from:

- HL** Highly likely. Existing evidence leads staff to conclude that the behaviour is more likely than not to occur again.
- L** Likely. There is a possibility that the behaviour will occur again.
- U** Unlikely. Although the behaviour has occurred before, the context has changed or can be changed to make it unlikely to happen again

Seriousness

Make a judgement about the seriousness of each predicted behaviour.

- A** This would include physical injury requiring medical attention beyond basic first aid; extensive damage to property; significant distress caused to self or others; or lengthy disruption to the normal school routines.
- B** This includes physical injury requiring basic first aid within the school; minor damage to property; some distress caused to self or others; or brief disruption to normal school routines.

C No physical injury or damage to property; minor distress or disruption.

Influencing factors

These are described in more detail in Table Two. The numbers referring to each factor may be transcribed as appropriate.

Table One

BEHAVIOURS CAUSING CONCERN				
Behaviour (risk)	Target	Probability	Seriousness	Influencing factors
Verbal aggression (threatening, swearing)				
Physical aggression:				
Kicking				
Punching				
Biting Scratching Spitting (circle as appropriate)				
Hair pulling				
Intimidation communicated by physical action				
Other – please specify				
Property destruction				

Running away from immediate environment				
Running off site				
Refusal to Move				
Use of equipment as weapon (throwing or hitting)				
Use of weapon				
Other (please specify)				

Influencing factors

Risk assessment also involves an analysis of the “hazards” – the environmental factors which influence the probability of the behaviour causing concern. In a school situation, these “hazards” are likely to include features of the daily timetable, and interaction with other pupils, and even the skills that adults demonstrate when working with the pupil.

Use Table Two below to show the factors that are associated with the behaviours causing concern.

Table Two (overleaf)

Table Two

POSSIBLE INFLUENCING FACTORS	
1. Periods of unstructured activity	
2. Transition times	
3. Availability of dangerous equipment	

4. Periods of increased pressure e.g. a Home factors (change of home circumstances) b School factors (assessment periods, routine c changes) Other (please specify)	
5. Spaces which involve close physical proximity	
6. Particular pupils/adults (please specify)	
7. Other (please specify)	

Some influencing factors will be particularly closely related to particular behaviours. You may choose to show this by recording the number relating to each influencing factor in the final column of Table One. This will enable you to plan your preventive measures more specifically.

Preventive measures

A range of common preventive measures can be taken to reduce the risk associated with challenging behaviour. Use the table below to show whether these are:

- Currently in place (**P**)
- Currently being actioned (**A**)
- Felt to be inappropriate to the particular risks presented (**I**)

Table Three

PREVENTIVE MEASURES	P	A	I
Proactive measures			
Eliciting pupil view in planning and review			
Providing regular feedback and pastoral support to pupil			
Involving parent/carers in decision-making and planning			

Involving outside agencies (e.g. EP, EWO, Social Services)			
Establishing an individual plan			
Providing regular supervision to staff working with the pupil			
Adapting curriculum arrangements to reflect challenge, choice and structure levels appropriate to the pupil's assessed needs			
Adapting group arrangements to promote positive peer models and minimise inappropriate contact			
Arranging furniture and other equipment to minimise movement and frustration			
Providing frequent rest or change of activity opportunities			
Establishing a positive teaching programme to increase the pupil's range of appropriate skills			
Providing a range of rewards which the pupil can earn by demonstrating the skills defined in the teaching programme, and through other appropriate behaviour			
Identifying the message communicated by the pupil's behaviour			
Agreeing key reactive strategies for handling incidents of challenging behaviour with all staff likely to be in contact with the pupil, and ensuring that these plans are shared with parents			
Providing staff support at difficult times, such as start of day, changeover between lessons, break times, specific lessons			
Systematically reviewing difficult incidents in order to improve upon practice and learn from experience			
Other proactive measures (Please specify)			
Reactive strategies to respond to early warning signs or an escalating situation			
	P	A	I

Active listening			
Environmental adaptation (removing triggers, changing peer/staffing arrangements)			
Diversion/distraction to a preferred activity (Please specify)			
Assistance in the use of an agreed strategy such as a particular communication symbol, or an exit card (Please specify)			
Physical intervention (See Note 1) (Please specify the planned technique)			
Other (Please specify)			

Note 1

All physical intervention must take place within the context of Hampshire's policy and guidance for schools around physical intervention. Specific training in physical intervention is available through Hampshire and Isle of Wight Educational Psychology.

Key actions

It is expected that any pupil whose behaviour is challenging will have an individual behaviour management plan. This will already record many of the preventive and reactive strategies designed to reduce the level of risk presented by the pupil's behaviour. There is no need to repeat these below. Instead, note the date when this plan was initially drawn up, and its proposed review date, and use the space available below to record any *additional* measures to be employed to reduce risk and the person responsible for implementing changes.

Date of current individual management plan:

Proposed date for review of current plan:

FURTHER MEASURES TO BE TAKEN	RESPONSIBLE PERSON



Appendix 5-Restrictive Physical Intervention form

Restrictive Physical Intervention Record Form Newtown C of E Primary School



Childs name		Date of Hold	
Class		Year Group	
Time and Location of hold			
Name of SLT member the incident was reported to?			
Additional Information	SEND	EHCP	LAC PP

Tick any of the de-escalation strategies used during the incident:

Positive Touch		Clear direction	
Verbal advice of support		Calm body language and tone	
Reward or consequence reminders		Environmental management	
Positive peer involvement		Distraction	
Change of adult		Withdrawal	
Active listening		Humour	
Diversion		Negotiation	
Limited choices		Other (specify)	

Please attach CPOMS:

A: (What happened immediately before the incident)

B: Behaviours Seen

C: Communication

C: Consequence

Key Definitions:

Prompt – open palms/touch to prompt children. Lowest form of using force to ‘control a person’s behaviour’.

Guide – moving someone forward but they have the ability to leave you.

Escort – Physically holding. The young person is unable to leave you because you are holding them. The young person has some compliance. It may be moving a person from point A to point B in order to keep them safe.

Restraint – Physical control with the application of force with the intent of overpowering the young person.

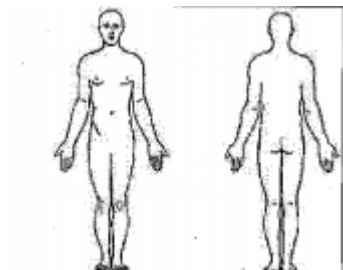
Please give details of techniques used.

Technique used	x	Length of time	Technique used	x	Length of time	Technique used	x	Length of time	Technique used	x	Length of time
One man Double			Two man Single elbow escort			Two man Double elbow escort			Hair pull response		

elbow escort											
One man double elbow hold			Two man Single elbow hold			Two man Double elbow hold			Hold in seats (two person)		
Bite Response			Other Techniques:								

If the child was held on the ground:	Did they go to ground independently?	Yes/No	Were they taken to ground by staff?	Yes/No
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	Yes	No	Person Responsible
Has the child been held before?			
IBMP updated (or introduced) as a result			
Risk Assessment updated (or introduced) as a result			
Was this a violent incident (intentionally towards staff)?			
Was seclusion used during the incident?			

Was there any medical intervention needed?	Yes/ No
Include names of any injured person and details of injuries. 	

Were there any other related forms completed?	Yes/ No
Please specify any related record forms Accident Book ☐ Anti Bullying and Racist Incident Record Form ☐ Skin Map ☐ Violent Incident Record (CPOMS) ☐ Complaints recorded ☐ Other (please specify)	

Parents/Carers informed:			
Date	Time	By whom?	How? (direct contact, telephone)
Any other agencies informed			

Witnesses (agreeing the reports accuracy)				
Name	Designation	Team Teach trained?	Involved: Physically? (P) As Observer? (O)	Staff Signature
		Yes/No		
		Yes/No		
		Yes/No		

		Yes/No		
		Yes/No		

Form Completed By:		
Name	Date	Time

Debrief Form

Was the restrictive physical intervention

- **Reasonable? (DfE:** Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances)

DFE Guidance	Staff signature
Staff should consider the impact on the pupil's overall welfare, balanced against any actions taken. For example, pupils who have experienced an adverse life event, with diagnosed or undiagnosed medical conditions or sensory impairments, past trauma or neglect, communication difficulties, or other needs, may find the use of restrictive interventions particularly distressing.	
Staff should seek to maintain respect for a pupil's dignity. This may include, where possible, considering the location and environment where any intervention is used, such as in front of their peers.	
Where possible, staff should clearly and calmly communicate to the pupil what is happening, why, and explain what the pupil needs to do.	
For pupils with difficulties with speech, language and communication, or with English as an additional language, verbal and/or non-verbal strategies should be used to ensure the pupil understands what is happening and has adequate time to process information and respond.	
Staff should seek to understand how the pupil is feeling and use this information to determine whether the restrictive intervention should be, or continue to be, applied, reduced or stopped.	

- **Proportionate? (DfE:** Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size)

DFE Guidance	Staff signature
Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.	
If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.	
Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.	

- **Necessary? (DfE:** Staff should consider whether there are/were reasonable alternative ways to manage a situation and achieve the desired outcome)

DFE Guidance	Staff signature
Staff should consider whether there are other more effective, less restrictive ways to manage a situation.	
Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.	
Where possible, staff should communicate with other staff members to understand any broader risks in the environment.	

How can we support you?	
What Went Well?	Even Better If?
Observations and points for further consideration?	

De-brief	
Pupil de-brief completed	Date
Staff de-brief completed	Date
VI selected within CPOMS entry (if necessary)	Date

Appendix 6 – Parental record of physical intervention



Newtown C of E Primary School Record of physical intervention

Dear Parent,

Consistent with our commitment to transparency and our statutory duty under Department for Education guidance, we are writing to inform you that a significant incident occurred today involving your child which required the use of restrictive physical intervention.

Date of incident		Time		
Location				
Approximate duration				
Necessity of intervention	To prevent injury to the pupil themselves.	To prevent injury to others (pupils, staff, visitors).	To prevent significant damage to property	
Type of intervention	Escort to a safe space	Standing hold	Seated hold	Spit or bite response
Details of any injuries				