



# HOLLY HOUSE SCHOOL POLICY ON THE USE OF RESTRICTIVE PHYSICAL INTERVENTION

## INTRODUCTION

Every effort will be made at Holly House School to avoid direct physical confrontation between young people and staff. However, there may be occasions, when working with children who display challenging behaviour, where the use of Restrictive Physical Intervention is necessary. In these situations the Holly House School staff team is trained to use TEAM TEACH. This Policy complies with the advice issued in July 2013 by DfE, 'Use of Reasonable Force - Advice for Head Teachers, Staff and Governing Bodies.'

Iain Williams

## School Expectations

Where planned Restrictive Physical Intervention is required, strategies are implemented under “the supervision of an identified member of staff who has undertaken appropriate training provided by an organisation accredited by **“Institute of Conflict Management”**”

This section allows teachers, or other persons who are authorised by the Headteacher, to use such force that is in the **best interest** of the pupil and is **reasonable** and **proportionate** to prevent a pupil from doing, or continuing to do one of the following: -

- **Self harming**
- **Injury to other children, service users, staff or teachers.**
- **Damage to property.**
- **An offence being committed;** and
- **In School settings, any behaviour prejudicial to the maintenance of good order and discipline within the School or among any of its pupils.**

There is no legal definition of what is ‘**reasonable force**’ it depends on the circumstances of the case. **The use of any physical force if the situation does not warrant it is unlawful.** The degree of force used must be in proportion to the circumstances of the incident and the seriousness of the behaviour, or the consequences it is intended to prevent. Any force used must be the **minimum** needed to achieve the desired result, and the **last resort**.

Where possible staff should ensure that when encountering a situation where Restrictive Physical Intervention is required, they summon assistance from a colleague or colleagues using **Team Teach help protocol** and **help script**. If there are other pupils present, and possibly being put at risk, then it is good practice to remove the other pupils from the area until assistance arrives. Again due to the nature of the pupils attending Holly House School this may not always be possible or indeed safe to do so.

Wherever possible if a Restrictive Physical Intervention is required in a situation involving a female pupil it is envisaged that a female member of staff should be present. However it is acknowledged that this is not always possible. In such circumstances care should be taken to preserve the dignity of all parties.

**Positive handling** is the full range of **Team Teach** strategies used to **de-escalate, defuse** and **divert** in order to prevent violence and reduce the risk of injury to staff and pupils.

- **Escorts** – The use of Contingent Touch to encourage a pupil to walk to a new location
- **Guides** – The positive application of force to overcome minimal resistance prompting and encouraging a person’s free movement.
- **Controls** – The positive application of force to overcome moderate resistance, guiding and directing a person’s free movement.

- **Restraint-** The positive application of force by staff, in order to overcome rigorous resistance; completely directing, deciding and controlling a person's free movement.

All Physical interventions have the purpose of safeguarding the person, other people or prevent significant damage to property.

**(Section 93 of the Education and Inspections Act 2006)** allows for the use of such controlling force in circumstances that are prejudicing the maintenance of good order and discipline at the School or among any pupils receiving education at School, whether during a teaching session or otherwise.

**It is unlawful to use force as a punishment.**

### Positive Behaviour Management

Before using force individuals should try to deal with situations using other strategies. All staff need to develop strategies and techniques for dealing with challenging pupils. **Team Teach** remains committed to the term "**Positive Handling**" to describe 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. Restraint is only a small part of the framework.

### Risk Assessment and Planning for use of restrictive physical intervention

In order to function as a school it has already been stated that Restrictive Physical Intervention may be needed within Holly House School. The staff is trained on a regular basis in order that these interventions take place in a controlled and planned fashion. However in some circumstances further planning and risk assessment may be required.

This further planning will take the form of a **MY PLAN** [formerly Positive Handling Plan]. The MY PLAN will be drawn up in conjunction with the pupil, the school and parent/carers. The MY PLAN document highlights agreed strategies, non-verbal, verbal and physical, which support the pupil. The aim is to provide security, safety and acceptance, allowing for recovery and repair. Positive Handling helps people to learn and grow.

### Use of Physical Interventions in unforeseen and emergency situations

Despite the most detailed planning it may sometimes be necessary for Restrictive Physical Intervention to take place despite the above MY PLAN. If the consequences of not using RPI outweigh the consequences of using RPI then it would be negligent not to intervene.

Holly House School prides itself on offering educational experiences in out of school activities. As a result it may well be necessary to use Restrictive Physical Intervention in a public place. It is important therefore that supervising members of staff have some way of identifying themselves i.e. ID cards.

## Positive Listening and Learning

If a physical intervention does become absolutely necessary that should never be the end of the matter.

The purpose of the Positive listening and learning is to help the pupil and staff member to recover, rebuild and restore positive relationships. With this structure in place, the ultimate outcome of an incident can be positive.

The process is aimed towards making things better in the future

The **TELL** acronym stands for Timing, Environment, listening, and learning.

- **Time-** There can be no hard fast rule about choosing the right time. Positive listening and learning debriefing can only begin when the pupil is ready. It cannot be forced. Staff should ensure there is sufficient time for the process so that it will not feel rushed.
- **Environment-** The choice of environment should be a comfortable and neutral area where people will not be disturbed.
- **Listen-** Part of active listening involves looking at body language and trying to establish rapport- listening should be non- judgemental to obtain the fullest appreciation of the pupils account of what happened. This is not a forensic investigation. It is about understanding another person's perspective.
- **Learn-** learning can take place without blame. After listening carefully, the member of staff can share other perspectives with a focus on how feelings drive behaviours in all of us. This stage can involve an exploration of how staff and client can work together in the future to reduce the chance of a repetition.

## Reporting and Recording use of Restrictive Physical Interventions

All incidents of Restraint are reported, recorded and reviewed at Holly House School. The system for logging of incidents is as follows;-

- Immediately after the incident a senior member of staff should be notified.
- A person, wherever possible other than the individuals involved, should offer the child a physical check, with any findings recorded.
- Parents/carers are not given a copy of the incident record as a matter of course, but they are told when and where the incident took place, why it was decided that force had to be used, whether there were any injuries and what follow up action (support and/or disciplinary) was being taken in relation to their child. This will be done in a telephone call from a member of staff involved in the incident. Social Workers also need to be informed for pupils in LA Care.
- If it is likely that reporting an incident to an parent will result in significant harm to the pupil, then the incident should be reported to the local authority- for instance the social services department or the family or children department. The Head teacher/

deputy Head teacher is responsible for deciding whether an incident is significant or not.

- The incident is recorded as soon as practicable in the incident book on Residence and the Debrief Folder in Education.
- The person, or persons involved complete a Restrictive Physical Intervention form, as soon as practicable after the incident. (Pink Sheet)
- The forms are countersigned by a senior member of staff. The incident forms are kept in a central file in the Head's office.
- The details of the incident will be recorded in the 'Bound Book' as soon as is practicable by the Behaviour Management Coordinator.
- Once countersigned the incident is logged onto the Sleuth software system by a member of office staff.
- The pupil involved in a situation involving restraint should be given the chance to record his feelings with respect to the incident.
- Pupils should be seen before going home and medical checks completed.
- Head teachers must ask parents to sign a Home school agreement when their child joins Holly House School. By signing the HAS parents will be indicating their agreement with the school Behaviour policy.

### Monitoring use of restrictive physical interventions

On a regular basis the Head Teacher will ensure that the incident sheets and hardback books are filled in up to date. This will also ensure that incidents are recorded properly and the use of RPI is reasonable.

The Sleuth software will allow monitoring of the number of RPI incidents.

### Reasonable force Powers to search

Reasonable force may also be used in exercising the statutory power, introduced under **section 45 of the violent Act 2006 (and re-enacted under section 242 of the ASCL Act 2009)** to search pupils without their consent for **weapons**. This search power may be exercised by Head Teachers and staff authorised by them, where they have reasonable grounds for suspecting that a pupil has a weapon. Reasonable force may be used by the searcher. Where resistance is expected school staff may judge it more appropriate to call the police. **From September 2010, the power to search pupils without their consent** will be extended to include **alcohol, illegal drugs and stolen property (prohibited items)** More recently the DfE has issued advice 'Searching, Screening and Confiscation' in Feb 2014 sets out the current legal powers of teachers and Head Teachers in this respect.

## Responding to Complaints

Holly House School is aware that the use Restrictive Physical Intervention is a very emotive subject and is happy to discuss any concerns that interested parties may express.

If a complaint is made the communication is logged and an investigation into the circumstances of the complaint will be carried according to LA Guidelines and the schools' complaints procedure.

## Staff Training

Holly House School has Three qualified **Team Teach** instructors to facilitate the training at the school. The instructors ensure that regular refresher sessions are available for all staff.

The Holly House School training takes place once a year during the academic year and additional training sessions are organised when the Senior Management Team deems it necessary.

All members of school staff are authorised by law to use force. Head teachers Can also decide whether to authorise for a limited time volunteers at the school, although this should be in exceptional cases only. Such individuals should be given clear instruction on when power can be used and on the school's policy and practice.

The Head teacher or delegated senior member of staff is advised to do the following,

- As part of a staff induction process, set out staff members responsibilities in relation to the school policy on use of force and;
- Ensure that all authorised staff know that they have the power to use force.

It is important that the training involves not only the use of the Restrictive Physical Intervention techniques but also the whole range of Positive Handling Strategies which include gradual and graded supports and interventions. Over 95% of these relate to diversion, defusion and de-escalation through modifications to the environment, routines and improved communication. In a small minority of instances physical interventions may be used to keep people safe while other positive handling strategies continue. In the **Team Teach** approach physical interventions are not an alternative to de-escalation, **they are an integral part of a holistic approach.**

## Physical contact with pupils in other circumstances

There are occasions when physical contact with a pupil may be proper or necessary other than those covered by **section 93 of the Education and Inspection Act 2006**. Guidance on this is included in the July 2013 Advice, 'Use of Reasonable force'. Some physical contact may be necessary to demonstrate exercises or techniques during P.E lessons, sports coaching, or DT, or if a member of staff has to give first aid. Young children and those with SEN may need staff to provide physical prompts or help. Touching may also be appropriate where a pupil is being congratulated or praised, or where the people are in distress and need comforting. School staff will use their own professional judgement when they feel a pupil needs this kind of support.

**(EXTRACTS FROM THE EDUCATION AND INSPECTIONS ACT 2006)  
(ADVANCED/ INTERMEDIATE AND TEAM TEACH WORKBOOK)**

## PRO-ACTIVE INTERVENTION

### Aim:

1. To ensure the safety of both staff and pupils in the learning environment.
2. To ensure that any disruption in the class caused by inappropriate behaviour is kept to a minimum.
3. To provide an environment where teachers can teach and learners can learn.

### Impact:

1. Fewer incidents within the classroom.
2. Pupil's engaging more with the learning process

### Guidance:

- Staff should be made aware of any conflict between pupils by the TA accompanying them.
- The seating arrangements in class are paramount to having a settled lesson, you decide.
- Limit the amount of equipment on desks that can be thrown e.g. rubbers and pencil sharpeners, (these can be carried by Teaching Assistants)
- 'Eyes in the back of your head', is what you have to have as a TEAM.
- Pupils should not leave their seats, this is when the comments/gestures are made and bullying can take place.
- Try not to enter into the 'comfortable zone', even when the lesson is going well. The 'behaviour volcano' can erupt at any time.
- Plan for the unexpected, even if it doesn't happen.
- Be prepared to stop the lesson, sort things out, then start again
- Remember, pupils cannot 'lose' points. They have to earn them. They are not earned until the end of the lesson.

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