



# **Springmoor Grange School**

## **Positive Handling Policy**

<b>Approved</b>	<b>November 2025</b>
<b>Review Date</b>	<b>November 2026</b>

This document should be read in conjunction with the Behaviour Policy

## **School Expectations**

The Leadership and Governors of Springmoor Grange School takes seriously its duty of care towards pupils, employees and visitors to the school. This policy has a clear focus on protection for all. Staff protection is an important part of child protection; which both depend on confident and competent staff being well supported by the senior leadership team.

- The first and most paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

Pupils with behavioural difficulties sometimes present a risk to themselves and others. At Ox Close Federation, we hope to manage the majority of incidents proactively, de-escalating situations in line with Team Teach approaches. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Headteacher may use reasonable force to control or restrain pupils. Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline. If a member of staff ever needs to intervene physically, they will follow the school's positive handling policy as detailed in the staff practice guide. Any parents wishing to view this may do so on request.

## **Positive Behaviour Management**

The term "Positive Handling" includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil. The term "physical restraint" is used when force is used to overcome active resistance. All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward effort and application, and encourage pupils to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence behaviour and taking steps to divert behaviours leading towards foreseeable risk. The school acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

However, if problems arise staff have an additional responsibility to support all pupils when they are under pressure and safely manage crises if, and when, they occur.

## **Training**

Teachers and anyone authorised by the Headteacher who are expected to use planned physical techniques should be trained. This school has adopted the Team Teach model of training. All training courses have been fully accredited by the British Institute of Learning Disabilities (BILD) in accordance with DfE and Department of Health Guidance. Positive handling training is always provided by qualified instructors within rigorous guidelines.

All members of staff have a legal power to use reasonable force (authorised by the Headteacher). It can also apply to people the Headteacher has temporarily put in charge of pupils e.g. unpaid volunteers.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In school, force is used to control pupils or to restrain them. This decision is down to the professional judgement of the staff member concerned and will depend on the specific circumstances.

## **Recording**

All staff involved in an incident should contribute to the record which should be completed within 24hrs. Please see relevant section below.

## **Monitoring and Evaluation**

The Headteacher will ensure that each incident is reviewed and instigate further action as required. The school incident log is open to external monitoring and evaluation.

## **Follow Up**

Following an incident consideration may be given to conducting a further risk assessment, reviewing the Positive Handling Plan, behaviour management policy or this positive handling policy. Any further action in relation to a member of staff, or an individual pupil, will follow the appropriate procedures- see below

## Positive Handling Guidelines

### Introduction

The term "Positive Handling" includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a pupil. The term "physical restraint" is used when force is used to overcome active resistance. These are referred to as "Restrictive Physical Interventions" in national Guidance (DfES/DoH 2002). A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Section 550A of the Education Act 1996 describes the circumstances in which teachers and others authorised by the Headteacher may use reasonable force to control or restrain pupils. Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

This policy details how we implement the guidance at this school. It should be considered alongside the most recent LA policy statements and recent local and national guidance. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary.

#### Associated Resources

Link to government guidance includes DfES/DoH

[http://www.teamteach-tutors.co.uk/guidance/guidance\\_gov.html](http://www.teamteach-tutors.co.uk/guidance/guidance_gov.html)

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions to the pupils to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort pupils to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.
- Circle of danger i.e. not enter a young person's space.

#### Modifications to the Environment

Ideally staff will not be waiting until a crisis is underway before conducting a risk assessment of the environment. We know that some pupils at this school may exhibit extreme and possibly dangerous behaviour. In general it is a good rule to keep the environment clutter free. This may mean giving consideration to secure storage for a range of everyday objects when they are not being used. For example:

- How is the availability of pointed implements (including pens, pencils, compasses and darts) controlled?
- What small items are available to an angry pupil who may be tempted to use them as missiles?
- What objects are available to be used as blunt instruments?
- Do they all need to be left out all the time?
- Are there sharp edges or corners which present a risk?
- Is the design and arrangements of furniture safe and appropriate for pupils who exhibit extreme behaviour?
- Is there a comfortable place to sit with an agitated pupil?
- Are protocols in place to encourage angry pupils to take themselves to a safer place?

## Help Protocols

The expectation at this school is that all staff should support each other, following team teach protocols. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication (this is achieved by following the Team Teach 'Help Script') is necessary so that colleagues avoid confusion when help is offered and accepted. Colleagues agree scripts so that all parties understand what sort of assistance is required and what is available. Our 'Help Script' must include the word **'more'**. In Team Teach, the use of the word 'more' is a code which means it is time for a change. With 'more' help it becomes the responsibility of the person offering help to make the decision, not the colleague already involved in the incident. So the question "can I give you more help?" is not really a question at all. It is a notification that the decision has been taken to change personnel.

## Well-Chosen Words

A well-chosen word can sometimes avert an escalating crisis. When pupils are becoming angry there is no point in getting into an argument. Telling people to calm down can actually wind them up. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

### The Last Resort Principle

At this school we only use physical restraint when there is no other realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.

"If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen sometime in the predicted future."

*Para 10 Page 4 Department of Health – 1997 – "The Control Of Children In The Public Care: Interpretation Of The Children Act 1989" - London: H M S O*

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical intervention which may be effective.

## Proactive Physical Interventions

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the Positive Handling Plan. Examples of this are where a pupil has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

## Reasonable and Proportionate

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate they will be supported. When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interests of the pupil?

- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

### **Unreasonable Use of Force**

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted or should pupils be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs). Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a pupil secluded.

### **Health and Safety**

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the person responsible for Health and Safety (A Longhorne) in the school on the authority's violence and aggression at work pro-forma. We all have a shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with unpalatable choices. In these circumstances we have to try to think through the outcomes of the options available, balance the risks and choose whatever course of action seems to involve the least risk.

As a minimum requirement, in order to comply with Health and Safety legislation, each employee has a responsibility to ensure that they are conversant with school policy and guidance, and to co-operate to make the school safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all the physical activities. The non-physical aspects of positive handling training are crucially important too.

When considering a pupil's behaviour staff should think about the following questions:

- Can we anticipate a Health and Safety risk related to this pupil's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we produced a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

### **Supportive Structures for Staff**

- Young person's risk assessment.
- Family Conferencing.
- Discussions between staff to update on current issues- use CPOMs
- Use of help protocols and language to remind all staff of availability of colleagues to offer help including change-overs of staff during a crisis situation with a pupil.
- Debrief sessions after a crisis with the pupil(s) involved, reflecting on how crisis was managed by all involved and identifying any points for review or learning.

### **Risk Assessment**

Informal risk assessments should be a routine part of life for staff working with pupils who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the pupils concerned. Confidence and competence are often related to the level of staff training. Other than in an emergency, staff should only attempt physical controls when confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved the member of staff will increase the chance of somebody getting hurt. In this case the correct decision is to hold back from physical controls.

### **Positive Handling Plans**

Risk management is regarded as an integral part of behaviour management planning. All pupils who have been identified as presenting a risk should have a Positive Handling Plan within individual pupils risk assessment forms. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have not proved ineffective or which caused problems in the past.

### **Responding to Unforeseen Emergencies**

Even the best planning systems cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principles are that any physical intervention should be:

- in the best interest of the child
- reasonable and proportionate
- intended to reduce risk
- the least intrusive and restrictive of those options available which are likely to be effective

Whenever a physical intervention has to be made there should be a verbal warning. Where possible staff should always attempt to use diversion or diffusion in preference to physical interventions. They should only use the techniques and methods approved for use in this school. In general if staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

### **The Post Incident Recording and Support Structure for Pupils and Staff**

Following a serious incident it is the policy of this school to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries should be reported and recorded using the school systems. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that children have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are put into a post incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships.

Post incident all information should be recorded on an incident recording checklist. This should be an accurate account of the event. Information should be recorded on the individual child's CPOM's records and the incident checklist uploaded as an attachment.

### **Support for Staff after Incident**

Headteacher and senior staff will give support to staff involved in the incident. Support will vary depending on the incident. Police, parents, carers and social worker may be called for further discussion.

## Complaints

It is not uncommon for pupils to make allegations of inappropriate or excessive use of force following an incident. We are an open school and promote transparent policy and practice in order to protect the interests of pupils and staff alike. Any staff concerns regarding the welfare of children should be taken to the designated person for child protection (HT, DHT). Any safety concerns should be reported to the designated person for Health and Safety (T Jackson). If this is not felt to be appropriate the Headteacher should be involved.

## Monitoring and Evaluation

The Headteacher will ensure that each incident is reviewed and instigate further action as required. The school incident log is open to external monitoring and evaluation if required.

## Follow Up

Following an incident consideration may be given to conducting a further risk assessment, reviewing the Positive Handling Plan, behaviour management policy or this positive handling policy. Any further action in relation to a member of staff, or an individual pupil, will follow the appropriate procedures.).

## Other Relevant Policies

This policy should be read in conjunction with:

Behaviour Policy  
Health and Safety Policy  
Safeguarding Policy

## The Use of Reasonable Force

### What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.



### **When can reasonable force be used?**

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

### **Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

### **Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

### **Power to search pupils without consent**

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”<sup>3</sup>:  
3 Section 550ZB(5) of the Education Act 1996

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules.

Separate guidance is available on the power to search without consent – see the ‘Further sources of information’ section for a link to this document.

### **Communicating the school’s approach to the use of force**

- Every school is required to have a behaviour policy and to make this policy known to staff, parents and pupils. The governing body should notify the headteacher that it expects the school behaviour policy to include the power to use reasonable force. Please see Behaviour Policy for more details.
- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. For example, it could say that teachers will physically separate pupils found fighting or that if a pupil refuses to leave a room when instructed to do so, they will be physically removed.

- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- We do not require parental consent to use force on a student.
- We do not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, school will reduce the likelihood of complaints being made when force has been used properly.

### **Using force**

- A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:
- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

Physical Control in Care Medical Panel - 2008

### **These restraints are not used in school**

### **Staff training**

- The headteacher will consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

### **Telling parents when force has been used on their child**

It is our practice to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents

School use a significant incident record checklist to record details of incidents. These can be found on the internal365 platform. An overview of the incident must be logged onto CPOMS and the checklist attached with full details.

Paper copies of the checklist are kept on schools' internal platform 365.

- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age.

References to parent or parents are to fathers as well as mothers, unless otherwise stated.

### **What happens if a pupil complains when force is used on them?**

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. We will refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance (see the ‘Further sources of information’ section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- We will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, we will ensure that the teacher has access to a named contact who can provide support.
- The Governing body will consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **What about other physical contact with pupils?**

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
  - Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
  - When comforting a distressed pupil;
  - When a pupil is being congratulated or praised;
  - To demonstrate how to use a musical instrument;
  - To demonstrate exercises or techniques during PE lessons or sports coaching; and
  - To give first aid.

## Appendix 1 – Teachers’ Powers

### Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils’ property.

## Appendix 2 – Power to use Reasonable Force

The legal provisions on school discipline also provide members of staff with 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. Separate advice is available in ‘Use Of Reasonable Force – advice for school leaders, staff and governing bodies’.

### Associated Resources

Link to Use of Reasonable Force – advice for school leaders, staff and governing bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>

## Appendix 3

### Possible Proactive Interventions

- Pupil withdrawn from certain lesson(s)
- Pupil has reduced timetable (comes in late/goes home early/does not attend on certain day)
- Pupil withdrawn from some activities (e.g. off-site)
- Pupil does not travel in minibus
- Parent / carer escorts to / from school
- Art therapy/ Relax kids/ therapeutic story writing/listening matters
- Other therapeutic intervention
- Increased 1:1 times
- Increased supervision
- Restricted access to certain rooms/areas
- Pupil group changed for part/all of timetable

NB - It will be important to put in notes column the arrangements to be made to effect intervention e.g. who is responsible, where pupil will go, etc.

### Possible Developing Interventions (e.g. if situation occurs how it will be handled)

- Verbal advice and support
- Reassurance
- Negotiation
- State boundaries
- State consequences
- Planned ignoring
- Distraction
- Contingent touch
- Removal of peers
- Removal of staff
- Allow to leave

- Send out of room
- Send for named member of staff to remove from room

#### **Possible Reactive Interventions (e.g. managing crisis)**

- Allow pupil to leave classroom/building
- Remove other pupils from room
- Remove staff from room
- Remove objects
- Remove weapon (if safe to do so)
- Guide away
- Shepherd away
- Hold/restrain using Team Teach techniques
- 999 – Call to appropriate emergency service

NB - It will be vital to ensure parent / carer & other relevant agency is informed if a reactive intervention is required. The plan will then require reviewing.

#### **Appendix 4 – Responsibilities**

**Pupils** are responsible, insofar as they are able, for:

- Behaving in a manner which does not instigate the use of RPI;
- Resolving conflicts amicably and responding to adults' efforts to de-escalate different situations; and
- Ensuring that they contribute to the creation of a safe working environment for all, and individual's rights to such.

**Parents and Carers** are responsible for:

- Ensuring that they support the creation of a safe, non-oppressive working environment in schools;
- Supporting the school and LA policies
- Working with school in a supportive role to resolve difficult incidents;
- Acting as good positive role model; and
- Encouraging attitudes in their children which avoid the use of RPI

**Schools and their staff** (teaching and non-teaching) are responsible for:

- Developing their policies and guidance on behaviour management which reflect the principles and contents of the LA policy;
- Ensuring that staff are aware of the policy contents and that they have the appropriate skills;
- Implementing, communicating, publishing, monitoring, evaluating and reviewing the school policy;
- Monitoring incidents of RPI including:
  - The frequency of their use;
  - The justification for their use;
  - Their nature;
  - Their users; and
  - The views of students concerning them.
- Ensuring they need to use RPI is minimised and only used in appropriate circumstances;
- Ensuring that every opportunity is made to resolve situations, avoiding the use of RPI;
- Reporting physical control incidents to the LA;
- Reporting, where appropriate, incidents through the child protection procedures;
- Acting as good role models for other partners; and
- Ensuring that they contribute to the creation of a safe working environment for all.

**Governors** are responsible for:

- Ensuring that they support the creation of a safe working environment for all;
- Ensuring that the school has a policy which reflects the principles and practices of the LA policy, and that the policy is implemented, communicated, published, monitored, evaluated and reviewed;
- Ensuring that the climate of the school encourages a peaceful, calm and non-physically threatening atmosphere/ethos;

- Making appropriate resources available for the policy to be fully implemented.

The **LA** is responsible for

- Contributing to the creation of a safe working environment for all;
- Providing support, guidance, advice and information to schools;
- Developing, communicating, publishing, monitoring, evaluating and reviewing of policy;
- Facilitating opportunities for training;
- Monitoring information received from schools;
- Liaising with Social Services to address related Child Protection Issues; and
- Listening to the views of pupils, parent or carers, schools, governors and others.

## **Appendix 5 – Entitlements**

**Pupils** are entitled to:

- A safe, secure and non-oppressive working environment;
- Be aware of the policy and how it relates to them according to their ability to understand;
- Be treated with respect and dignity, regardless of race, religion, gender, age, special educational needs, etc;
- Know that the LA and school policy will be properly be implemented and supported by the staff, governors and LA; and
- Have their feelings, views and needs considered by schools, Governors and the LA

**Parents and Carers** are entitled to:

- Know the school's policy and arrangements on RPI;
- Be informed about incidents which have involved their child and be involved (where appropriate) in resolution of related problems; and
- Know that their child will experience a safe and secure non-oppressive working environment

**Schools and their staff** (teaching and non-teaching) are entitled to:

- Support from pupils, governors, parents or carer and the LA in implementing their policies;
- Safe and secure working environments;
- Be treated with respect and dignity
- Have their awareness of RPI issues raised;
- Be aware of school policies on RPI issues and of the schools' arrangements and to be involved in their development;
- Be trained (where school policies permit) in RPI;
- Be informed about pupils for whom RPI may need to be totally avoided except in exceptional circumstances;
- Be supported by senior staff where incidents occur; and
- Policy and guidance from the LA to advise them.

**Governors** are entitled to:

- Policy and guidance from the LA to advise them;
- Be informed about the use of RPI strategies in schools whilst protecting the confidentiality of individuals, pupils and staff; and
- Support from the LA, parents or carers and staff in implementing their policies

The **LA** is entitled to:

- Know that all schools will have clear RPI policies which reflect the LA policy and guidance;
- Information from schools about RPI incidents; and
- Support from staff, governors, and parents or carers in implementing its RPI policy.

## **Appendix 6**

### **Copy of the Incident Record Checklist**

**In addition to completing this checklist, staff should also complete a CPOMS record and upload the checklist as an attachment.**

## **Team Teach Pro forma – Staff Drive**

### **Appendix 7 – Requirements**

The LA expects all its schools, in consultation with the Governing Bodies or management groups, staff, pupils and parents or carers, to produce a policy statement for the use of Restrictive Physical Interventions which reflects this LA's policy statement.

The LA will issue further advice and guidance to schools on the use of RPI to enable them to meet this requirement. (See Model School Policy and Guidance on the Use of Restrictive Physical Interventions).

### **Appendix 8 – References**

- (DfE 00060-2011)- Use of Reasonable Force (DfE announced: To be reviewed spring 2013 still to be reviewed June 2013)
  - DfES Circular 01/98 – LEA Behaviour Support Plans.
  - <http://www.education.gov.uk/aboutdfe/advice/f0077153/use-of-reasonable-force> (education act 2006)
  - DfES/DOH Guidance – The Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display extreme behaviour in association with Learning disability and/or Autistic Spectrum Disorder.
  - Human Rights Act 1998.
  - United Nations Convention of the Rights of the Child (ratified 1991) (<http://www.unicef.org/crc>)
  - Positive Handling Strategies for Pupils with Severe Behavioural Difficulties- Letter from Chris Wells to all Chief Education Officers, 24<sup>th</sup> April 2001.
  - DfEE Circular 10/95 – Protecting Children from Abuse: The Role of the Education Service
  - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995.
1. Department of Health – 1997 – “The Control Of Children In The Public Care: Interpretation Of The Children Act 1989” - London: H M S O
  2. Department for Education & Employment – 1998 – “Guidance On Section 550A Of The Education Act 1996: The Use Of Reasonable Force To Control Or Restrain Pupils” - London: H M S O
  3. Department for Education & Employment – 2000 - “Positive Handling Strategies For Pupils With Severe Behavioural Difficulties” - London: DfEE (Draft Guidance which received favourable responses during consultation but which was never released)
  4. Department for Education & Employment – 2001 References - ‘Positive Handling Strategies for Pupils with Severe Behaviour Difficulties’ - Letter sent from Chris Wells Head of SEN Division to Chief Education Officers (Same title but nothing like the same document)
  5. Department for Education and Skills – July 2002 – “Guidance On The Use Of Restrictive Physical Interventions For Staff Working With Children And Adults Who Display Extreme Behaviour In Association With Learning Disability And/Or Autistic Spectrum Disorders” - London: Department for Education and Skills (DfES version of the “joint” guidance – different title but same document)

6. Department of Health – July 2002 – “Guidance For Restrictive Physical Interventions: How To Provide Safe Services For People With Learning Disabilities And Autistic Spectrum Disorder” London: Department of Health (DoH version of the “joint” guidance - different title but same document)
7. LEA/0264/2003 - September 2003 - “Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties”
8. Birmingham LEA – May 2003 – “The Use of Reasonable Force to Control or Restrain Pupils – Guidance for Birmingham Maintained Schools and the City Council Education Service – Model Policy