

# Testwood School

## Restrictive Physical Intervention Policy

|                          |              |
|--------------------------|--------------|
| Key Responsibility area: | TW           |
| Last Review:             | January 2024 |
| Next Review:             | January 2025 |



### Revision History

| Version | Date       | Amendments   | Initials |
|---------|------------|--|----------|
| 2.0     | 07/10/20   | Governors changed to Trustees<br>Parents changed to parents/carers<br>Pupils changed to students   | JB       |
| 2.1     | 12/01/2022 |  | JP       |
| 2.2     | 10/11/2023 | <b>Additions to consider staff needs</b><br>Reference to planning and recording physical intervention in schools April 2022<br><b>Risk Assessment guidance</b> | JP       |
| 2.3     | 04/01/24   | Revision dates updated   | TW       |

\*Appendices follow on from policy

This policy concerns the use of force to control and restrain students.

### Introduction

This policy is based largely on the guidance given in: Hampshire County Council Planning and Recording Physical Intervention in Schools (April 2022). This gives teachers and other staff the power to use “reasonable force” to control or restrain students in certain circumstances. Restrictive Physical Intervention refers to when a “member of staff uses force intentionally to restrict a child’s movement against his or her will”.

Testwood School and Hampshire’s Children’s Services department acknowledges that there may be times when restrictive physical intervention is an appropriate response to the risks presented in a given situation. “Any citizen has the common law power to intervene in an emergency to use reasonable force in self-defence, to prevent another person from being injured or committing a criminal offence” (HCC 2022). “All school staff who have control or charge of students also have statutory power, in addition to common law power”.

All staff at Testwood School have the Headteacher’s authorisation by virtue of their contract to use reasonable restraint and force when necessary as a final resort to ensure the health and safety of themselves or others and to prevent a student from committing an offence. The use of restrictive physical intervention may also be given to people to whom the Headteacher has given authorisation to have control or charge of students such as paid members of staff whose job does not normally involve supervising students (for example catering or premises related staff) and unpaid volunteers (for example parents/carers accompanying students on school organised visits) but not prefects.

### **Rationale**

We do all that we can within our school to manage behaviour positively and avoid using restrictive physical intervention. We exercise appropriate care when using touch. However, there are times when we may need to use force to keep a child or children safe, or to maintain good order within the school. In such cases, we would always act within the principle of

reasonable force.

The use of restrictive physical intervention will be consistent with the HCC planning and recording physical intervention in schools (April 22) guidance.

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.

We would only use restrictive physical intervention where we judge that there is no reasonably practicable less intrusive alternative.

### **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. 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.

The use of restrictive physical intervention may be justified where a student is:

1. Committing an offence (or, for a student under the age of criminal responsibility, what would be an offence for an older child)
2. Causing personal injury to, or damage to the property of, any person (including the student themselves); or
3. Prejudicing the maintenance of good order and discipline at the school or among any students receiving education at the school; whether during a teaching session or otherwise.

### **AIMS**

1. To ensure consistency and appropriateness of response on the very rare occasions when restraining becomes necessary. The intervention must be reasonable and proportionate in relation to the situation.
2. To achieve protection for students and for any colleagues who may have to use restraint and to prevent damage to property.

### **GUIDELINES/PRACTICE**

1. The policy applies to teaching and non-teaching staff.
2. Physical force should only ever be used as a very last resort and then only in the circumstances described in this policy.
3. 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 a short a period as possible.
4. Reasonable force might be appropriate in the following circumstances:
  - (a) Where action is necessary in self-defence.

(b) Where there is an imminent or developing risk of injury. (c)

Where there is a risk of significant damage to property.

Examples of situations that fall into these categories are:

- a) a student attacks a member of staff, or another student;
- b) students are fighting;
- c) a student is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- d) a student is causing, or at risk of causing, injury or damage by rough play, or by misuse of dangerous materials or objects.
- e) a student is running in a corridor or on a stairway in a way in which he or she might cause accident or injury.
- f) a student should not be restrained or prevented from leaving a classroom or area unless they are a physical threat to themselves or others.
- g) Our duty of care means that we might use a restrictive physical intervention if a child is trying to leave our site and we judged that they would be at unacceptable risk to the safety of themselves or others. This duty of care also extends beyond our site boundaries: there may also be situations where we need to use restrictive physical intervention when we have control or charge of children offsite (e.g. on trips).
- h) We never use restrictive physical intervention out of anger or as a punishment.

5. The degree of force used should always be the minimum needed to achieve the desired result.

6. Before intervening physically a member of staff should, wherever possible, tell the student who is misbehaving to stop, and what will happen if he or she does not. The member of staff should continue attempting to communicate with the student throughout the incident.

7. Physical intervention can take several forms. It might involve staff:

- a) physically interposing between students;
- b) blocking a student's path;
- c) holding;
- d) pushing;
- e) pulling;
- f) leading a student by the hand or arm;
- g) shepherding a student away by placing a hand in the centre of the back; or,
- h) (in extreme circumstances) using more restrictive holds.

8. Staff should avoid the following forms of physical restraint:

- a) holding a student around the neck, or by the collar, or in any other way that might restrict the student's ability to breathe;
- b) slapping, punching or kicking a student;
- c) twisting or forcing limbs against a joint;
- d) tripping a student;
- e) holding or pulling a student by the hair or ear;
- f) holding a student face down on the ground.

The above actions under section 8 are considered inappropriate.

9. Physical intervention should never be used as a substitute for good behaviour management.

10. Risk Assessments for student who are at risk of requiring this support are kept in Google docs, Risk Assessments. These are updated and reviewed as necessary and all staff are required to sign to confirm they have read the latest version. Risk Assessments are devised by Safeguarding staff, Year Leaders and SLT in the first instance. The Headteacher has responsibility to review Risk Assessments prior to sharing with staff.

11. Where a student has a known health issue e.g. Epilepsy or Tourette's, the up-to-date Risk Assessment should be adhered to.

## **REPORTING AND RECORDING AN INCIDENT**

1. Any incident involving the use of force by a member of staff should be immediately reported to the Headteacher or another member of SLT if they are not available by the member of staff concerned and must be recorded on a Physical Intervention Record (PIR) form (in Headteacher's PA's office within 24 hours of the incident).

2. All such incidents must be formally recorded by staff as soon as possible after the event. Information would normally include: date/time, nature of episode, witness details, action taken, name(s) of staff involved and any other details considered relevant.

3. Students who have been restrained are entitled to record their views when they have calmed down.

4. The school will provide support and advice on sources of counseling for staff who wish to receive support.

5. It will normally be our policy to inform parents/carers of any incident of this kind on the same day as the incident, preferably by telephone immediately and certainly before the student arrives home. This must be done by a member of SLT unless a colleague has been authorised by SLT at the time to do this. Parents/carers will be encouraged to discuss on-going concerns with the Headteacher and if necessary to use the school's complaint procedure.

6. The Police will be informed at the Headteachers' discretion as a result of consultation.

## **FUTURE ACTION**

- a. Where an individual child has demonstrated challenging aggressive behaviour, an individual behaviour plan/contract will be written and a challenging behaviour risk assessment completed and circulated to all their class teachers. If an individual child's behaviour presents the regular need for restraint, key staff will be trained in Team-teach restraint techniques through Hampshire County Council.
- b. The Headteacher and DSL are responsible for reviewing the records on a half-termly basis, and more often if the need arises, so that appropriate action can be taken. We use the guidance in the Hampshire document Planning and Recording Physical Intervention in Schools (2022)

## **MONITORING**

We monitor the use of physical intervention in our school. The information is also used by the Board of Trustees when this policy and related policies are reviewed.

This policy will be reinforced to staff annually, preferably on the first day of the autumn term and to all new staff as part of their induction. This policy is also in the staff handbook.

## Concerns and Complaints

The use of restrictive physical intervention is distressing to all involved and can lead to concerns, allegations or complaints of inappropriate or excessive use. In particular, a child might complain about the use of restrictive physical intervention in the heat of the moment but on further reflection might better understand why it happened. In other situations, further reflection might lead the child to feel strongly that the use of restrictive physical intervention was inappropriate. This is why we are careful to ensure all children have a chance to review the incident after they have calmed down.

If a child or parent/carer has a concern about the way restrictive physical intervention has been used, our school's complaint policy explains how to take the matter further and how long we will take to respond to these concerns.

Where there is an allegation of assault or abusive behaviour, we ensure that the Headteacher is immediately informed. We would also follow our child protection procedures. In the absence of the Headteacher, in relation to restrictive physical intervention, we ensure that the Deputy Headteacher is informed. If the concern, complaint or allegation concerns the Headteacher, we ensure that the Board of Trustees are informed.

If parents/carers are not satisfied with the way the complaint has been handled, they have the right to take the matter further as set out in the complaints policy.

**If staff do not wish to restrain a student under the circumstances listed in this policy then they have a duty to alert another adult and evacuate other students from the area urgently. Staff may have personal reasons preventing them from putting themselves in the proximity of the child e.g. pregnancy, mobility or health issues.**

The results and procedures used in dealing with complaints are monitored by the Board of Trustees.

## CONCLUSION

If staff are aware of the restraint policy, that in itself should help to make such occurrences even more rare.

### Link Policies:

Behaviour for Learning Policy  
Safeguarding/Child Protection Policy  
Complaints Policy

This policy was approved by the Board of Trustees and will be reviewed annually.

## **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 (available on Pool – Policies – HCC Planning and recording physical intervention in schools April 2022)

This summary guidance refers to the use of restrictive physical intervention (restraint) which we define as “when a member of staff uses force intentionally to restrict a child's movement against his or her will”. 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 and Keeping Children Safe in Education (September 2022)

### **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 technique is likely to make the situation worse.

Teachers and other authorised staff (see full HCC 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. (Statutory law power).

Statutory power – Section 93 of the Education and Inspections Act 2006 enables staff under statutory power to use such force as is reasonable and proportionate to prevent a student from doing or continuing to do any of the following –

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

Restraint should never be used as a substitute for good behaviour management, or in an angry, frustrated, threatening or punishing manner.

**Students should only be restrained from leaving a room where there is a serious risk of harming and themselves or others. They should not be physically prevented from leaving a room in other circumstances.**

Although all staff have a duty to 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 a specific student'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 physical force 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:

- (a) 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.
- (b) 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.
- (c) 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 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).
- (d) 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:

- (e) Aim for side-by-side contact with 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 the child's body. This minimises the risk of impact and damage.
- (f) 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.
- (g) Beware in particular of head positioning, to avoid clashes of heads with the child.
- (h) 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 to the forearm or upper arm rather than the hand, elbow or shoulder.

- (i) 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.
- (j) Do all that they can to avoid lifting children.
- (k) 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
- (l) Don't expect the child to apologise or show remorse in the heat of the moment.
- (m) 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.

Staff should inform the Headteacher as soon as possible after an incident of restrictive physical intervention; parents/cares should also be informed by a member of the Senior Leadership Team unless they authorize someone else to do this. The physical intervention record/sheet 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.



## **Risk assessment of challenging behaviour**

Pupil name:.....

Year group: .....

School: .....

Completed by: .....

Completed on: .....

Proposed review date: .....

## **Introduction to risk assessment**

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:

### **Inappropriate behaviours that may be displayed**

This section allows a clear description of risks – what types of behaviour does the child engage in which represent 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 child.

### **Additional requirements**

Staff will need to consider what additional resources and considerations will need to be in place to work effectively and safely with that child. This will be informed by the risk assessment and the child's Individual Positive Support Plan.

### **Preventative measures**

Schools can take a range of preventative measures to reduce the risk of challenging behaviour being shown, or to reduce its intensity and duration if it has started. Some preventative 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 include 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 who know the young person from school, at home and 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 during 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 preventative 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?

The risk assessment that follows includes the following information:

**Inappropriate behaviours that may be displayed**

The first part of the risk assessment involves exploring the inappropriate behaviours that may be displayed. This is recorded using the 'Target', 'Probability' and 'Seriousness' sections on page 1:

**Target**

The target column should be used to indicate the person to whom the challenging behaviour is usually directed. This uses the following key, which is also summarised within the table.

|   |  |
|---|--|
| T | Themselves   |
| S | Staff  |
| V | Visitors to the school or members of the public in the community |
| C | Children, in or out of school, vulnerable or otherwise           |
| P | Property and 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 been 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 disruptions to the normal school routines.
- C No physical injury or damage to property; minor distress or disruption.

### **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.

Near the bottom of Page 1, some possible influencing factors are numbered. Some influencing factors will be closely related to particular behaviours. This can be shown by recording the number relating to each influencing factor in the 'Influencing Factors' column. This will enable you to plan your preventative measures more specifically.

### **What needs to be in place when working with this pupil?**

In this section, staff should list any additional requirements that are not included elsewhere in the risk assessment. For example, any training staff will need; particular clothing that should be worn/avoided; number of staff required, etc.

### **Preventative measures**

A range of common preventative measures, both proactive and reactive, can be taken to reduce the risk associated with challenging behaviour. Record whether these are:

- P currently in place
- A currently being actioned
- I felt to be inappropriate to the particular risks presented

For the 'reactive strategies' section, please use the above P, A and I indicators as well as the following

- U This strategy has been tried in the past and has been inappropriate or unsuccessful for the particular child

| BEHAVIOUR RISK ASSESSMENT  |   |   |  |   |  |                    |
|--|---|---|--|---|--|--------------------|
| Pupil:   |   | Completed by:   |  | Date:   | Review date:                             |                    |
| Behaviours causing concern   |   |   |  |   |  |                    |
| The following codes are used to complete the attached risk assessment                                  | <b>Target</b>   | <b>Probability</b>  | <b>Seriousness</b>   |   |  |                    |
|  | <b>T</b> = Themselves   | <b>HL</b> = Highly likely. More likely than not to occur                                      | <b>A</b> = Medical attention beyond first aid. Extensive damage to property, significant distress to self and/or others or lengthy disruption to school routines |   |  |                    |
|  | <b>S</b> = Staff  | <b>L</b> = Likely. Probable that the behaviour will occur again                               | <b>B</b> = Requiring first aid on site. Minor damage to property. Some distress to self and others. Brief disruption to school routines                          |   |  |                    |
|  | <b>V</b> = Visitors to school or members of the public in the community | <b>U</b> = Unlikely<br>Strategies/changes mean that the behaviour is unlikely to reoccur soon | <b>C</b> = No physical injury or damage to property. Minor distress  |   |  |                    |
| <b>C</b> = Children, in or out of school, vulnerable or otherwise                                      |   |   |  |   |  |                    |
| <b>P</b> = Property  |   |   |  |   |  |                    |
| <b>Behaviour/Risk</b>  | <b>Target</b>   | <b>Probability</b>  | <b>Seriousness</b>   | <b>Influencing factors</b>                    |  |                    |
| Verbal abuse   |   |   |  |   |  |                    |
| Kicking  |   |   |  |   |  |                    |
| Punching   |   |   |  |   |  |                    |
| Biting/scratching/spitting   |   |   |  |   |  |                    |
| Hair pulling   |   |   |  |   |  |                    |
| Physical intimidation  |   |   |  |   |  |                    |
| Other (please specify)   |   |   |  |   |  |                    |
| Property destruction   |   |   |  |   |  |                    |
| Running away from situation  |   |   |  |   |  |                    |
| Running off site   |   |   |  |   |  |                    |
| Refusal to move  |   |   |  |   |  |                    |
| Using equipment as a weapon  |   |   |  |   |  |                    |
| Use of a weapon  |   |   |  |   |  |                    |
| Other ( please specify)  |   |   |  |   |  |                    |
| Possible influencing factors   |   |   |  |   |  |                    |
| 1. Periods of unstructured activity  | 2. Transition times   | 3. Availability of dangerous equipment  | 4. Changes to routine – home, school or other  | 5. Environment noise, crowds distraction, etc | 6. Particular pupils or adults (specify) | 7. Other (specify) |
| What needs to be in place when working with this pupil? e.g. number of staff, training, clothing, etc. |   |   |  |   |  |                    |

| Preventative Measures   |   |   |   |  |
|---|---|---|---|--|
| P - Currently in place      C - Currently being actioned      I - Inappropriate to particular risks presented   |   |   |   |  |
| Proactive measures  |   |   |   |  |
|   | P | A | I |  |
| Eliciting pupil view in planning and review   |   |   |   |  |
| Staff have seen Positive Support Plan and Risk Assessment   |   |   |   |  |
| Providing regular feedback and pastoral support to pupil  |   |   |   |  |
| Involving parent/carer in decision making and planning  |   |   |   |  |
| Involving outside agencies (e.g. EP, EWO, Social Care)  |   |   |   |  |
| Establishing an individual plan   |   |   |   |  |
| Providing regular supervision to staff working with the pupil   |   |   |   |  |
| Adapting curriculum arrangements to reflect challenge, choice and structure levels which are 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:  |   |   |   |  |
|   |   |   |   |  |

| <b>Reactive strategies to respond to early warning signs in an escalating situation</b>   |          |          |          |          |
|---|----------|----------|----------|----------|
| P - Currently in place    C - Currently being actioned    I - Inappropriate to particular risks presented<br>U – Tried previously and inappropriate/unsuccessful with particular young person |          |          |          |          |
|   | <b>P</b> | <b>A</b> | <b>I</b> | <b>U</b> |
| Active listening  |          |          |          |          |
| Humour  |          |          |          |          |
| Good choice/bad choice reminder   |          |          |          |          |
| <b>Distraction/diversion to preferred activity – state which activity:</b>  |          |          |          |          |
| Change of task  |          |          |          |          |
| Planned ignoring  |          |          |          |          |
| Reflection  |          |          |          |          |
| Environmental adaptation (removing triggers, changing peers)  |          |          |          |          |
| Options explained   |          |          |          |          |
| Negotiation   |          |          |          |          |
| Verbal advice   |          |          |          |          |
| <b>Comfort (e.g. arm around shoulder) – please specify:</b>   |          |          |          |          |
| Step away/ changing face  |          |          |          |          |
| Informed of new appropriate behaviour   |          |          |          |          |
| Remind of rights/responsibilities   |          |          |          |          |
| Remind of rules, boundaries and limits  |          |          |          |          |
| Remind of consequences  |          |          |          |          |
| <b>Non verbal communication – please specify:</b>   |          |          |          |          |
| Physical intervention – see positive handling plan  |          |          |          |          |
| Other:  |          |          |          |          |
|   |          |          |          |          |
|   |          |          |          |          |

# Physical Intervention Record Form



Hampshire  
County Council



School ..... DCSF No..... Year Group.....

Name of child/young person .....

Is this young person a looked after child/SEN/vulnerability? .....

When did the incident occur?

| Date | Day of week | Time | Where? |
|------|-------------|------|--------|
|------|-------------|------|--------|

Staff involved

| Name | Designation | Team Teach trained? | Involved: physically? (P) as observer? (O) | Staff signature |
|------|-------------|---------------------|--|-----------------|
|      |             |                     |  |                 |
|      |             |                     |  |                 |
|      |             |                     |  |                 |
|      |             |                     |  |                 |
|      |             |                     |  |                 |

Please describe the incident and include:

1. What was happening before? 2. What do you think triggered this behaviour? 3. What de-escalating techniques were used prior to physical intervention? 4. Why was a PI deemed necessary? 5. Any other information relevant to include.

Team Teach technique(s) used (tick as appropriate)

| Technique           | Standing/escort | Sitting/chairs | Kneeling | Ground |
|---------------------|-----------------|----------------|----------|--------|
| Breakaway/defensive |                 |                |          |        |
| One person          |                 |                |          |        |
| Two people          |                 |                |          |        |

Please give details below of hold, e.g. single elbow, double elbow, wrap, etc. ....

How long was the child/young person held? .....

If the child/young person was held on the ground: Did they go to ground independently?\* ☐  
(e.g. did the child lift their weight off the floor, or go deadweight)

Were they taken to ground by staff?\* ☐

*\*tick as appropriate*



***Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.***

|   |        |
|---|--------|
| Has the child/young person been held before?  | Yes/No |
| <i>A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.</i> |        |
| Does the individual support plan need to be reviewed as a result of this incident?  | Yes/No |
| Does the risk assessment need to be reviewed as a result of this incident?  | Yes/No |
| If yes, who will action and when? (less than four weeks)  |        |

|   |   |
|---|---|
| Who was the incident reported to, and when? .....                       |   |
| .....   |   |
| Was there any medical intervention needed?                              | Yes/No  |
| Include names of any injured person and brief details of injuries ..... |   |
| .....   |   |
| .....   |   |
| Please specify any related record forms                                 |   |
| Accident Book <input type="checkbox"/>                                  | Anti Bullying and Racist Incident Record Form <input type="checkbox"/>                        |
| Skin Map <input type="checkbox"/>                                       | Violent Incident Record <input type="checkbox"/> Complaints recorded <input type="checkbox"/> |
| Other (please specify) .....  |   |

|                               |        |
|-------------------------------|--------|
| Was the pupil debriefed?      | Yes/No |
| Were staff offered a debrief? | Yes/No |
| Was it taken up?              | Yes/No |

Parents/carers were informed

| Date | Time | By whom? | By direct contact, telephone, letter? |
|------|------|----------|---------------------------------------|
|      |      |          |                                       |

| Form completed by: | Name | Designation | Date and time |
|--------------------|------|-------------|---------------|
|                    |      |             |               |

**If further advice is required around any issues related to physical intervention or the completion of this form please contact Helen Carlow on 01962 876239**