



BENGEWORTH CE ACADEMY

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# POSITIVE HANDLING POLICY

*(Touch and Physical Restraint)*

2024 - 2025

September 2024



**Bengeworth**  
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures

# CONTEXT

The Policy is best placed within the context of the school's Behaviour and Relationship Policy; it will be part of a graduated response.

## INTRODUCTION

At Bengeworth CE Academy we believe that pupils need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of pupils the use of restrictive physical intervention may be needed, and, on such occasions, acceptable forms of intervention will be used.

The vast majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative and restorative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils. Pupils with known complex behaviour difficulties will also have a more personalised, bespoke approach to supporting their behavioural needs, for example, a behaviour plan.

All the school staff need to feel able to manage inappropriate risk and behaviour, and to have an understanding of what and how challenging behaviours might be communicated. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

The school takes seriously its duty of care to pupils, employees and visitors to the school.

- The first and 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.

## RESTRICTIVE PHYSICAL INTERVENTION

### Definition of Restrictive Physical Intervention

Section 93 of the Education and Inspections Act 2006 enables a school's staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.

The Law allows for teachers and other persons authorised by the Head teacher to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following: -

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school

"Restrictive Physical Intervention" is the term used to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Head teacher has to, in specific circumstances, use "reasonable force" to control or restrain pupils. There is no legal definition of "reasonable force". However, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident make it necessary to intervene
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

The definition of physical force also includes the use of mechanical devices (e.g., splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

## **Who may use restrictive physical intervention in Bengeworth CE Academy**

Staff who have received restraint training are authorised by the Headteacher to have physical control of pupils. All staff must be aware of this Policy and its implications.

We take the view that staff should not be expected to put themselves in danger, and that removing pupils and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

***Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.***

## **Before using physical controls**

We take effective action to reduce risk by:

- Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiating, reasoning and trauma informed practice.
- Giving clear directions for pupils to stop
- Reminding them about rules and likely outcomes
- Removing an audience or taking vulnerable pupils to a safe place
- Making the environment safer by moving furniture and removing objects which could be used as weapons
- Using positive guidance to escort pupils to somewhere less pressured
- Ensuring that colleagues know what is happening and call for help

## **Restraint**

At our school we only use physical restraint as a last resort and all other strategies have failed. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. 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 alternatives to physical intervention which may be effective. The paramount consideration is that the action is taken in the interest of the child and that it reduces rather than increases risk. Any response to extreme behaviour should be reasonable and proportionate.

Physical restraint must only be in accordance with the following:

- The child should be in immediate danger of harming himself or another person or in danger of seriously damaging property
- The member of staff should have good grounds for believing this
- Staff will use force which is reasonable in the circumstances that is believed to be necessary to restore safety and appropriate behaviour
- Only the minimum force necessary to prevent injury or damage should be applied
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses
- Once safe, restraint should be relaxed to allow the child to regain self-control.
- Restraint should be an act of care and control, not punishment
- Staff will take steps in advance to avoid the need for restraint through dialogue and diversion and at the level of understanding of the child or young person and using the strategies identified in their plan (if they have one)
- The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity
- In addition, whilst or before intervention, staff should speak calmly as a way of reassurance e.g. I am doing this to keep you safe

A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy or an Individual Provision/Behaviour Plan/Risk Reduction Plan. Escalation will be avoided, especially if it would make the overall situation more destructive and unmanageable. Procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times. Even the best planning system cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet.

An unforeseen event may require an emergency response. After that event, staff have a duty to plan ahead and prepare a risk assessment.

## ACCEPTABLE FORMS OF INTERVENTION IN BENGWORTH CE ACADEMY

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age) - to gently direct a pupil
- to administer personal care e.g., toileting, feeding or changing
- for curricular reasons (for example in PE, Drama etc.)
- in an emergency to avert danger to the pupil or pupils

### **Risk Assessment**

Risk assessments are required for pupils who exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong.

When considering a pupil's behaviour, staff will 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 provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

## **Risk Reduction 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. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. Any particular physical techniques which have been found to be effective should be named, along with any alerts to any which have proved to be ineffective or which caused problems in the past. Risk Reduction Plans should be considered along with the child's needs and any other planning document relevant to the pupil.

They should take account of age, sex, level of physical, emotional and intellectual development, special needs and social context.

## **Post Incident Debrief**

Following a serious incident, it is the policy of the school to offer support to all involved. This is an opportunity for learning and time needs to be given for following up incidents so that pupils have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other peoples' perspective.

It is difficult to devise a framework of support that meets the needs of all staff. As individuals we all vary in how much support we need after an unpleasant incident. Generally, a member of senior staff would expect to talk to staff and children involved (if appropriate) in any incidents involving violence. If members of staff need time to rest or compose themselves, then the Headteacher or member of the SLT will make arrangements for the class group to be supported.

## **Recording**

- All incidents of unacceptable behaviour should be recorded.
- All serious incidents or incidents involving restraint will be recorded on the appropriate forms
- Pupil incidents are recorded on Cpoms

Within these recording strategies, all details must be recorded by witnesses within twenty-four hours and signed by at least two members of staff. The Headteacher needs to be informed.

## **Monitoring and Evaluation**

The Headteacher will ensure that each incident is reviewed and instigate further action as required. The person responsible for authorising staff to use restrictive physical intervention as part of a structured and planned intervention within this school is Mrs Rachel Seneque or another member of trained staff. Copies

of all risk assessments are held in the physical intervention file by the school Office and are reviewed after every use of force.

The staff who are authorised to use reasonable force in planned restrictive physical interventions are listed in the approved list, located at the front of the physical restraint folder stored within the school office.

Every use of restrictive physical intervention is to be reported the same day to the Head of School or to a member of the SLT if the Head teacher is off- site. The Headteacher will ensure that a parent of the child who has had force used against them is notified that day and they are invited to review the record of the intervention.

In addition, the details of each use of physical intervention must be recorded on the Pupil Incident Report Form that is held in the physical intervention file. The person leading the planned or unplanned intervention must complete this form. The Head teacher/Head of School will review every use of physical intervention.

## GUIDANCE AND TRAINING FOR STAFF

Guidance and training are essential in this area. We need to adopt the best possible practice. At Bengeworth CE Academy this is arranged at a number of levels including:

- Behaviour policy based on relationships and restorative practices.
- awareness for governors, staff and parents
- behaviour management for all staff
- managing conflict in challenging situations - all staff
- specific training on Positive Handling techniques - relevant staff

### **Parents/Carers**

When there is concern about a child, parents will be invited to contribute to a risk assessment and Risk Reduction plan. Written parental agreement will form part of this. Parents will be informed of the school's policies. Parents will be informed following serious incidents.

## COMPLAINTS AND ALLEGATIONS

It is intended that by adopting this policy and keeping parents and governors informed we could avoid the need for complaints. All disputes that arise about the use of force by a member of staff will be dealt with according to Child Protection and Safeguarding policies and the school's complaints procedures.

# APPENDICES

**Appendix 1** - List of those qualified to use Positive Handling techniques.

**Appendix 2** - Blank positive Risk Assessment

**Appendix 3** - Risk Reduction Plan



## Appendix 2

### PART A

#### Individual child or young person risk assessment

A plan for assessing and managing foreseeable risks for children or young people who are likely to need Physical Intervention

School: .....

Name of Child: .....

Class group: .....

Name of teacher: .....

Name of parents/Carers: .....

Name of Support Service Member/s: .....

.....

#### Identification of Risk

Describe the foreseeable risk (i.e., what specific behaviours have occurred) .....

.....

.....

Is the risk potential or actual? (i.e., has this happened before) .....

.....

.....

List who is affected by the risk .....

.....

.....

#### Assessment of Risk

In which situations does the risk occur? .....

.....

.....

How likely it is that the risk will arise? (i.e., how often has it happened before) .....

.....

.....

If the risk arises, who is likely to be injured or hurt? .....

.....

.....

What kinds of injuries or harm are likely to occur? .....

.....

.....

How serious are the adverse outcomes? .....

.....

.....

Assessment completed by: .....

Signature: ..... Date: .....

**PART B**

Agreed Risk Management Plan and School Risk Management Strategy

Focus of Measures: .....

.....

.....

Measures to be employed: .....

.....

.....

Level of risk: .....

.....

.....

Proactive interventions to prevent risks: .....

.....

.....

Early interventions to manage risks: .....

.....

.....

Reactive interventions to respond to adverse outcomes: .....

.....

.....

Agreed by: .....  
(Parent/Carer) .....  
(Child - if appropriate) .....  
(Head Teacher) .....  
(Class Teacher).....  
(Support Service Member/s) .....  
Date: .....

**Communication of Plan and School Risk Management Strategy**

Plans and strategies shared with:  
Communication Method: .....  
Date Actioned: .....

**Staff Training Issues**

Identified training needs .....  
Training provided to meet needs .....  
Date training completed .....

**PART C**

Evaluation of Plan and School Risk Management Strategy

Measures set out .....  
Effectiveness in supporting the child .....  
Impact on risk .....  
Proactive interventions to prevent risks .....  
Early interventions to manage risks.....  
Reactive interventions to respond to adverse outcomes .....

**ACTIONS FOR THE FUTURE**

Plans and strategies evaluated by: .....  
Title: .....Date: .....

### Appendix 3

Risk Reduction Plan			
<b>Name of Pupil:</b>		<b>Plan No:</b>	<b>Date:</b>
<b>Positives:</b>	<b>Triggers:</b>	<b>Successful Approaches:</b>	
<ul style="list-style-type: none"> <li>What is the pupil good at and what do they like doing?</li> </ul>	<ul style="list-style-type: none"> <li>What situations have led to problems in the past?</li> </ul>	<ul style="list-style-type: none"> <li>What proactive interventions have been effective in preventing the pupil's anxiety rising?</li> </ul>	

Describe any modifications to the environment or pupil routines that <b>can be implemented</b> to prevent anxieties rising?

Expected Practice	
Strategy	What does the practice look like?
Firm clear directions	
C.A.L.M talking/stance	
Summoning assistance	
Verbal/symbolic guidance	
Limited choices	
Reminders of consequences	
Distraction	
Diversion	
Humour PACE.	
Trauma Informed practice	

Describe any additional strategies that have worked in the past or should be avoided			
Strategy	Try	Avoid	What does the practice look like?
Negotiation			
Reassurance			
Planned ignoring			
Contingent touch			
Take up time			
Withdrawal offered			
Withdrawal directed			
Change of face			
Success reminders			
Others			

From your risk assessment what is the likelihood of a pupil harming himself or herself, another pupil or adult in the event of an incident. Please identify risk in each case.				
	Self-Harm	Harm to another pupil	Harm from another pupil	Harm to staff
Low				
Medium				
High				

Description of behaviour	Self-Harm	Harm to another pupil	Harm from another pupil	Harm to staff

**Prior to intervention all staff must make a risk assessment in relation to the incident and their confidence and competence in using physical intervention techniques.**

Has the pupil any medical issues that require the reconsideration of any physical intervention/ holds?  
Yes/No

If **YES**, has there been any discussion with the relevant health professionals and please outline any concerns that they had?

Preferred physical intervention approach for dealing with above incidents		
Potential incidents (see risk assessment)		
Two trained members of staff	T	
Two members of staff		

Appropriate personal safety response	Two person holds and escorts
Arm responses	Single person holds and escorts
Neck/Head responses	Holds for smaller pupil
Clothing, hair and bites	Seated hold required
Steer away (prompt and guide)	Separating fights

Advanced dedicated modules	

Follow up – debrief and repair following the incident	
Are there any factors to consider when debriefing? E.g. communication aids, staff etc.	
<ul style="list-style-type: none"> <li>➤ Hear</li> <li>➤ Explain</li> <li>➤ Link</li> <li>➤ Plan</li> </ul>	Ensuring staff ratios for all pupils, whilst a debrief takes place.

Multi-agency involvement (where the risk assessment indicates a high risk)						
Agency	School	Parent/ Guardian	Social Worker	Child Protection Officer	Local Authority Officer	Other
Name						
Signature						
Date						

Date	Evaluated	By	Action

<b>Name of person completing this form:</b>	<b>Signature</b> :	<b>Date</b> :

# Bengeworth

## Multi Academy Trust

*Brilliant People • Better Schools • Bright Futures*

**Bengeworth Multi Academy Trust**

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