



Physical Intervention Policy

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Aquinas Church of England Education Trust





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Physical Intervention

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Statement of Intent

AQUINAS Church of England Education Trust ('the Trust') believes that it is important to establish a safe, secure, and stable environment to enable pupils to grow, develop and learn. To achieve this, the Trust recognises that, in certain circumstances, physical intervention, including safe touch and the use of reasonable force, is necessary.

The Trust understands that behaviour is often a means of communication which may signal that a pupil needs support but does not know how to express this; therefore, each academy takes a proactive approach to anticipating, managing, and minimising potential triggers of distressed behaviour that may cause harm.

This policy acknowledges that situations may arise in which staff members will be required to use physical intervention, and in some cases reasonable force, to handle pupils' emotions or aggressive behaviour when other measures have failed to do so.

The aim of this policy is to ensure that physical intervention is used in a correct and safe manner, which is in accordance with the relevant legislation and national guidance.

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 2011
- Children Act 1989
- Equality Act 2010



This policy has due regard to the following guidance:

- DfE (2013) 'Use of reasonable force in schools'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2023) 'Keeping children safe in education 2023'
- HM Government (2019) 'Reducing the Need for Restraint and Restrictive Intervention'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Allegations of Abuse Against Staff Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Disciplinary Policy and Procedures
- Complaints Procedures Policy
- Staff Code of Conduct
- Low-level Safeguarding Concerns Policy
- Child Protection and Safeguarding Policy

2. Roles and responsibilities

The **Trust Board** is responsible for:

- Monitoring the overall implementation of this policy.
- Notifying the headteacher that the **Behaviour Policy** should include the power to use reasonable force.
- Reviewing this policy on an annual basis.

The **Headteacher** is responsible for:

- Evaluating on an annual basis instance of physical intervention to analyse how and when reasonable force is used and identify any trends.
- Responding to any complaints from pupils or parents regarding the use of reasonable force.
- Deciding whether members of staff require additional training to enable them to carry out their responsibilities, considering the needs of pupils.
- Ensuring all members of staff understand the correct conduct in terms of positive handling.
- Handling any allegations of abuse in line with the **Allegations of Abuse Against Individuals Policy**.
- Maintaining the records of the use of reasonable force and evaluating on a termly basis how reasonable force and physical intervention is used.
- Ensuring that any member of staff who uses reasonable force completes the relevant form.
- Ensuring that the **Behaviour Policy** sets out the circumstances in which force might be used.



- Responding to any complaints, in liaison with the governing board, from pupils or parents regarding the use of reasonable force.

The **SENCO** is responsible for:

- Providing training to members of staff on how to handle the needs of pupils with SEND.
- Ensuring staff understand how pupils with SEND may react differently to reasonable force.
- Ensuring that staff understand the additional vulnerability of pupils with SEND or medical conditions.
- Developing individual risk assessments for pupils with SEND or medical conditions that are agreed with the pupil's parents, and ensuring teaching staff are aware of these.
- Ensuring that staff understand how reasonable force principles may need to be adapted for pupils with medical conditions.
- Evaluating on a termly basis how reasonable force and physical intervention is used regarding pupils with SEND, in collaboration with the headteacher.

The **Designated Safeguarding Lead** is responsible for:

- Providing staff with annual reasonable force training where the headteacher deems it necessary.
- Ensuring all members of staff use reasonable force in accordance with this policy.
- Reviewing this policy in liaison with the headteacher.

3. Definitions

For the purposes of this policy, 'physical intervention' is used to refer to any situation in which physical contact with a pupil is necessary – this includes reasonable force, e.g., to defuse a situation in which a pupil is at risk of harming themselves or others, and safe touch, e.g., comforting a pupil in emotional distress.

For the purposes of this policy, 'positive handling' is defined as the overall, graduated approach of responding to pupils' behaviour and emotions with the intention of protecting pupils and staff and limiting damage to others and property. Positive handling adapts the least intrusive intervention techniques in response to situations, before using gentle physical intervention and reasonable force as a last resort.

For the purposes of this policy, 'reasonable force' is considered to refer to a broad range of actions that may be used to control or restrain a pupil to prevent that pupil from hurting themselves or others, from damaging property, or from causing disorder. Reasonable force covers force that is necessary and proportionate to the circumstances.

There are two key types of reasonable force:



- **‘Control’** – actions used to direct a pupil’s movements; this includes passive physical contact, e.g., standing between pupils or blocking a pupil’s path, or active physical contact, e.g., leading a pupil out of a classroom by their arm.
- **‘Restraint’** – actions used to physically bring a pupil under control. This type of force is typically used in more extreme circumstances, e.g., where two pupils are fighting and refuse to separate, causing staff to intervene to hold them back from one another physically.

For the purposes of this policy, ‘safe touch’ is defined as physical contact which, if avoided, would be inhumane, unkind or cause distress to a pupil, e.g., where a pupil is significantly distressed and in need of physical comfort.

4. Positive handling

The principle of positive handling means that the academy expects staff to assess whether the incident requiring a response can be resolved without physical intervention.

Where possible, the academy implements an approach of prevention, where staff will be trained in recognising warning signs of severe pain or distress and/or aggressive behaviour, communicating empathetically with pupils displaying such signs to aid them in regulating their emotions, and altering their environment to minimise distressing stimuli.

Teaching staff will be aware of the behavioural patterns, medical conditions, and levels of need of pupils in their class and will ensure that incidents of disruptive or aggressive behaviour in the classroom are handled in line with individual pupils’ needs.

Staff will not generally resort to physical contact or reasonable force immediately without first questioning whether there is a need to use physical intervention. Staff will question whether:

- Verbal de-escalation can be attempted.
- There are actions that can be taken to remove triggers from pupils, e.g., dimming the lights and encouraging quiet where a pupil is having a meltdown in response to sensory overstimulation.
- The pupil can be removed from the situation without physical intervention, e.g., if they will follow a member of teaching staff out of the classroom.
- The pupil has a condition or support needs that mean physical intervention would be inherently more dangerous, e.g., asthma which may be made worse by restrictive holds or sensory issues where physical touch would contribute to sensory overload and may provoke aggressive behaviour.
- They have the ability, training, and adequate support to physically intervene safely without causing unnecessary harm to the pupil or themselves.

Where there is no immediate risk of harm to themselves or others, destruction of property or serious disruption, reasonable force will not be used on the pupil. Any reasonable force used in situations that are non-urgent will only be used once all alternative options have



been exhausted and where the staff member in charge deems that the situation is escalating.

The academy understands that, in some cases, action may be required very quickly, e.g., if a pupil attempts to run out into a busy road, or where pupils begin a violent fight with one another, and staff are forced to pull the pupils apart. Staff will not be penalised for resorting to the use of physical intervention or reasonable force in such situations where it is justified and perceived necessary to prevent harm to others or property in the circumstances.

Positive handling will be applied with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. Reasonable force is not used as a method of behaviour management or discipline – only as a last resort in situations that require de-escalation to prevent harm.

5. Reasonable force

Staff members will use actions that are appropriate and in proportion to the circumstances. Physical restraint will never be used routinely. Where reasonable force is required, the degree and type of force that is used will depend on the pupil's circumstances, e.g., their age or SEND. The following list is not exhaustive, but provides examples of situations where the academy may decide to use reasonable force where other methods of defusing a situation have been exhausted or are not appropriate:

- Members of staff need to control pupils risking the safety of themselves or others outside of academy premises where the same range of support options are not available, e.g., on school trips.
- Members of staff must prevent a pupil from leaving an area, e.g., the classroom or academy grounds, where doing so would risk their safety or the safety of others.
- A pupil is attacking a member of staff or another pupil.
- A pupil is at serious risk of harming themselves and a member of staff must intervene to prevent this.
- Disruptive children must be removed from the classroom and are refusing instructions to leave.
- The headteacher or authorised staff are conducting a search for items prohibited under the Education Act 1996, e.g., knives and weapons, alcohol, and illegal drugs.

All members of staff will be permitted to use reasonable force where they believe it to be appropriate in line with their training if all necessary precautions are taken. The decision to physically intervene during a situation is down to the professional judgement of the member of staff and always depends on the circumstances and the pupil's individual needs.

The power to use reasonable force also applies to any individual whom the headteacher has identified as temporarily in charge, such as volunteers.

In many cases where physical intervention or reasonable force is required, minimal and non-restrictive force will be appropriate, e.g., holding a pupil's arm to escort them from a classroom.



Reasonable force techniques that involve restraint will only be used where the staff member in charge feels it is necessary to prevent serious harm. In general, restraint will only be used briefly, and prolonged restraint will not be used, i.e., restraint beyond that which is necessary to remove the immediate threat a pupil is posing to themselves or others.

Where staff determine physical intervention is necessary, they will calmly communicate the reasons for their actions to the pupil and explain why it is necessary in a non-threatening manner. In most cases, staff will communicate this to pupils before making physical contact to minimise distress and/or further aggressive behaviour from the pupil; however, the academy recognises that this is not possible in some emergency situations.

Staff will never give the impression that they are acting out of anger or are punishing the pupil. Staff members will always avoid acting in a way that could cause injury; however, the academy understands that accidental injury may occur in emergency situations where there is not sufficient time for a considered response, e.g., bruising on a child's wrist where a staff member has grabbed them to prevent them running onto a busy road.

Where a member of staff believes that they are at risk, e.g., where an injury is likely to occur, they will not intervene in an incident without the help and assistance of another staff member.

Reasonable force techniques which present an unacceptable risk and will not be used under any circumstances include:

- The 'seated double embrace' where two staff members force a pupil into a sitting position and lean them forward whilst a third staff member monitors their breathing.
- The 'double basket-hold' in which a pupil's arms are held across their chest.
- The 'nose distraction technique' which involves a sharp upward jab under the pupil's nose.

Staff will also be aware that, in some instances, it will cause more distress to a pupil, and may increase the risk of harm to their peers, if they are prevented from leaving an area, e.g., their classroom, using physical intervention. Where it is not dangerous to allow them to leave, the staff member in charge of the situation should use their judgement in allowing a pupil to remove themselves from the area, as environmental factors in the area specifically may be provoking their behaviour.

Following the incidents where reasonable force is used, the pupil involved may be subject to separate disciplinary procedures, in which strategies should be formed to help avoid reoccurrence of such incidents.

6. Pupils with SEND

The academy will have due consideration to the risks posed by the additional vulnerability of pupils with SEND in terms of physical intervention and reasonable force.



The SENCO will ensure that the stipulations of the Equality Act 2010 are adhered to in relation to reasonable adjustments, non-discrimination, and the Public Sector Equality Duty, and will ensure that staff that come into regular contact with pupils with SEND are aware of the ways in which their needs can be met without reasonable force.

The academy is aware that pupils with SEND may sometimes experience meltdowns, which can sometimes manifest in behaviour which may be aggressive or seem uncontrollable. Where it is known that a pupil is prone to meltdowns, the SENCO and headteacher will draft a risk assessment to determine planned strategies for managing the pupil's meltdowns that are tailored to the pupil's specific needs, to avoid the use of reasonable force. These risk assessments will be conducted in collaboration with the pupil and their parents, where appropriate.

Some pupils with SEND may require physical intervention when they feel overwhelmed or stressed, e.g., a tight hug; however, this will be discussed as part of relevant risk assessments.

Staff members will not assume that a technique employed for one pupil with SEND will be applicable to other pupils with SEND.

Staff will also be aware that pupils with SEND may engage in frequent, repetitive self-stimulatory behaviour, known as 'stimming', and that some pupils may engage in self-injurious stimming, e.g., repeatedly hitting or scratching themselves. While this can be alarming, staff will be aware that stimming is often carried out as a means of emotional regulation or self-soothing in response to stressful or overwhelming stimuli. Staff members will aim to remove distressing stimuli from the environment, where possible, or will support pupils to engage in less harmful stimming methods, e.g., by providing them with something to play with or demonstrating a less harmful stim, such as hand flapping.

Staff will be aware that restraining a pupil in a way that prevents them from stimming entirely can cause extreme distress and lead to further aggressive behaviour. Self-injurious stimming and tactics to support a pupil to engage in safer stims will be included as part of the pupil's risk assessment.

The academy will always adhere to its **Special Educational Needs and Disabilities (SEND) Policy**.

7. Post-incident support

Following an incident of reasonable force, all pupils and staff members involved will be given any necessary first aid to treat injuries as soon as possible, and emotional support.

Wherever reasonable force is used, staff members and pupils involved in incidents will be given separate opportunities to reflect on what happened.

It will be explained to the pupil involved the reason that such intervention was used and reassured that the use of the intervention was not a punishment for their behaviour, but



rather a method of defusing the situation and preventing them from harming themselves or others. The pupil will be asked about the reasons for their behaviour, including:

- Why their environment was causing such distress for them, e.g., in an instance of sensory overstimulation leading to a meltdown.
- Whether they feel there was anything that could have been done to meet their needs before the situation escalated.
- Whether, and how, staff actions were helpful or unhelpful.

Staff will be encouraged to reflect on their actions and how they handled the situation, and will be reassured, where appropriate, that they have done nothing wrong and acted in what they perceived to be the best interests of pupils.

8. Reporting incidents

A detailed written report will be kept of all incidents where reasonable force is used, distinguishing between planned interventions, i.e., those in line with approved strategies for the behaviour of specific pupils, and unplanned or emergency interventions.

Immediately following an incident, the member(s) of staff involved will verbally report the incident to the headteacher and provide a comprehensive written record of the situation as soon as possible, using the Physical Intervention Report Form. The written report of the incident must be thorough, including as much detail as possible as to what had happened before, during and after the incident, the reasons why specific interventions were employed, and any injuries incurred due to the incident.

Records should be retained and analysed by the headteacher, and SENCO where physical intervention was used on a pupil with SEND, on a termly basis to ensure that such interventions are being used appropriately, and to identify patterns of behaviour and responses to that behaviour that may require changes to academy practice, e.g., increased staff training or further behavioural or emotional support. Records should also be sent to the governing board annually for evaluation.

Staff members who do not record an instance of reasonable force where it has occurred may be disciplined in line with the **Disciplinary Policy**.

9. Complaints

All members of staff will be made fully aware of the consequences and legal retributions that can occur following the incorrect use of physical intervention and force.

All complaints regarding the use of physical intervention or force will be investigated in a thorough and speedy manner. The person making the complaint is responsible for providing evidence for their allegations, e.g., testimony of events or evidence of injury – it is not for the member of staff to prove that their actions were made reasonably.

In extreme circumstances, parents may take civil action or pursue a criminal prosecution. In the case where a member of staff has acted within the law, this will provide a defence to any civil or criminal prosecution.



Members of staff accused of using excessive force will not be automatically suspended as a response to the allegations. The following procedure will be adhered to, in line with the **Allegations of Abuse Against Individuals Policy**:

- Careful consideration will be given to whether the case warrants a person being suspended until the allegation is resolved.
- The governing board will always consider whether a staff member has acted within the law when considering whether to take disciplinary action against a staff member involved in an incident.
- Where a member of staff is suspended, the academy will ensure that the staff member has access to a named contact that can provide support and guidance.
- The academy will provide pastoral care to any member of staff who is subject to a formal allegation.

Where a safeguarding allegation is made against a member of staff that involves physical contact, e.g., restraint, the strategy discussion or initial evaluation with the LADO will consider that teachers and other academy staff are entitled to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour.

10. Safe touch

The academy understands that the following examples are instances of safe touch which may occur between staff and pupils:

- Comforting an upset or distressed pupil.
- Congratulating or praising a pupil.
- Holding the hand of a pupil to guide them, such as when crossing a road or walking to assembly.
- Giving first aid to a pupil.
- Demonstrating exercises or techniques during PE lessons.
- Administering medicine.
- Using musical instruments.

The academy understands that certain types of physical contact between staff and pupils are inappropriate, e.g., cuddling, lap-sitting and some instances of holding hands, and that safe touch should never be invasive, humiliating, or flirtatious.

The academy designates that the only appropriate places on a pupil's body to touch them are their shoulders, arms, and upper back.

Staff employing touch for reward or comfort will use the 'school hug', rather than an embrace. The school hug is a sideways hug whereby the member of staff places their hands on the pupil's shoulders. This type of hug prevents the pupil from turning themselves towards the member of staff and thus engaging in a 'front' embrace, which the academy deems inappropriate.



The academy recognises that staff will sometimes need to hold a pupil's hand, e.g., to guide them or prevent them from physical harm. Staff needing to hold a pupil's hand will use the 'school hand hold' to prevent any inappropriate exchange between staff and pupils. The school hand hold involves the member of staff holding their arm out and the pupil wrapping their hand around the staff's lower arm. If required, the member of staff can then place their free hand on top of the pupil's hand for extra security.

The academy understands that pupils are not always aware of the boundaries between staff and pupils and thus may try to engage in physical contact, such as lap-sitting or inappropriate handholding and hugging. Should a pupil try to engage in any inappropriate physical contact, the member of staff will explain to the pupil why it is unacceptable and encourage them to engage in the school-hug or school-hand-hold instead.

If a member of staff attempts to use one of the safe methods of touch and a pupil is unhappy or uncomfortable with this, the member of staff will retract immediately to respect the pupil's wishes.

Appropriate touch involving pupils with SEND will be in line with their EHC plan or IHP.

Where it is reported that a staff member has engaged, or is suspected to have engaged, in touch that is not appropriate in line with this policy and the Staff Code of Conduct, this will be handled in line with the **Reporting Low-level Safeguarding Concerns Policy**, or, where there have been multiple reports of inappropriate touch or an instance of touch which is severely inappropriate, the **Allegations of Abuse Against Individuals Policy**.

11. Monitoring and review

This policy is reviewed on an **annual** basis by the **Human Resources Director**. Monitoring is conducted through the Trust's programme of quality assurance and that undertaken by the individual Academy. Changes to this policy are communicated to relevant stakeholders.

The next scheduled review date for this policy is **September 2024**.



Appendix A

Procedures for an academy in the use of physical restraint

1. Types of incident

There is a wide variety of situations in which reasonable force might be appropriate or necessary to control or restrain a pupil. They fall into three broad categories.

a. Where action is necessary in self-defence or because there is an imminent risk of injury.

Examples:

- A pupil assaults a member of staff, another pupil, or is self-harming.
- Pupils are fighting.
- A pupil is engaged in or is about to commit deliberate damage to property.
- A pupil is causing, or is at risk of causing, injury or damage by accident, rough play, out of control behaviour or the misuse of dangerous materials or objects.
- A pupil is running in a corridor or on a stairway in a way in which he or she might have, or cause, an accident likely to injure him or herself or others.
- A pupil tries to leave the academy without permission and such an action is judged to put them at risk within the community if not kept within the academy.

The examples given above are not exhaustive.

b. Where there is a developing risk of injury, or of significant damage to property.

c. Where a pupil is behaving in a way that is compromising good order and discipline within the academy.

Examples:

- A pupil persistently refuses to obey an instruction to leave the classroom.
- A pupil behaves in a way that is seriously disrupting a lesson i.e., that learning becomes impossible for other members of the class.

This does not cover all the situations in which it might be reasonable for a teacher to use a degree of force. The examples given above are not exhaustive.

Wherever possible, staff should seek support from a colleague and consider alternative strategies other than using force such as:

- Providing the disruptive pupil with a choice of locations to exit to, in a manner that conveys an expectation of compliance, and with some degree of 'take-up-time' to allow him/her to "save face".
- Moving the other pupils out of the classroom and/or away from the disruptive pupil.

Everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so.

The judgment about the degree of force will always be made in the context of the perceived physical threat i.e., how badly injured would the person be if they had not taken steps to defend themselves.

Positive handling by staff can take several different forms. It might involve staff in any of the following:



- Breaking up a fight
- Blocking a pupil's path
- Holding
- Guiding the pupil by the hand or arm
- Restraining a pupil

Every physical intervention should be planned and conducted within the context of recognised strategies for the use of reasonable force. Only in exceptional circumstances, where there is an immediate risk of injury should a member of staff act/take any necessary action that is consistent with the concept of reasonable force.

Staff should not act in a way that might reasonably be expected to cause injury, for example by:

- Holding a pupil around the neck, by the collar, or in any other way that might restrict airways and circulation.
- Slapping, punching, or kicking.
- Twisting or forcing limbs against a joint.
- Tripping a child or young person.
- Holding a child or young person by the hair or ear.
- Holding a pupil face down on the ground (except in exceptional circumstances).
- Touching or holding a pupil in a way that might be considered indecent.

During any physical intervention the use of the voice is likely to be the most effective tool available to staff in seeking to de-escalate the situation. Holds and restraints should be chosen with this in mind, and staff should attempt to always communicate with the child or young person.

The use of supine and prone restraint should only be used in extreme circumstances and when all other techniques have either been tried and failed or the judgement of staff is that it is the only way to safely control extreme aggressive and challenging behaviour. Should either of these techniques be used then the following will apply:

- The technique will only be used by staff specifically trained for the purpose.
- The incident will be recorded in detail as prescribed in this policy and that information will be used to plan in which the emphasis will be on how to avoid the situation arising again. The content of the plan will be shared with the pupil, parents, and carers as well as colleagues from other agencies where appropriate.
- The use of the technique will be carefully monitored by someone not involved in the restraint. Careful attention should be paid to the amount of time that the restraint is applied. It may be necessary to call other agencies to the scene if the pupil is failing to calm and there is concern about the safety of extending the use of the technique beyond 4 to 5 minutes.
- Regular checks to ensure breathing and airways are clear are imperative during the use of the technique.

2. Practical considerations during incidents

Do, where practicable:

- Tell the pupil to stop, and what will happen if s/he does not.



- Try to defuse the situation orally and prevent it from escalating.
- Try to move the pupil away from any peer audience.
- Attempt to communicate with the pupil throughout the incident.
- Try to make sure that another adult is present.
- Ensure that additional support can be summoned if appropriate.
- Make it clear that the physical contact or control will stop as soon as it ceases to be necessary.
- If it's not possible to control the extreme pupil without risk of injury to yourself or others, remove the other pupils who may be at risk and summon assistance.
- Use a calm and measured approach.

Try not to:

- Give the impression that you are nervous or out of control.
- Give the impression that you have lost your temper or are acting out of anger or frustration.
- Give the impression that you are trying to punish the pupil.
- Intervene in an incident without help unless it's an emergency or you're confident of being able to help without risk of injury or making the situation worse - call for help.

3. Planning for incidents

Where the academy is aware that a child or young person is likely to behave in a way that may require physical control or restraint, it will be essential to plan how to respond if the need arises. Such plans need to address:

- Managing the pupil (strategies to de-escalate the conflict, what holds to be used, what form of words are most likely to lead to calm).
- The involvement of the child or young person and their parents/carers in developing the plan thus ensuring all parties are clear about what action will be taken and why.
- Staff awareness of the plan and their part in it (this may include specific training for staff most likely to be involved with the behaviour).
- Planning where appropriate how additional support can be summoned in the event of the plan being used.
- Ensuring that the individual needs of the child or young person are considered. In some instances, it will be necessary to consider the physical/health needs of the young person to ensure that holds are safe.

4. Recording incidents

A written record should be made of any occasion when Positive Handling has been used. The record should include:

- The name(s) of the pupils involved.
- The name(s) of all staff involved including witnesses.
- When and where the incident occurred.
- The reason that force was used, and the nature of the force used, degree and type of hold.
- The detail of incident including what was said, duration.
- Pupil's response and outcome of incident.
- Details of any injuries including marks to the skin.



- Details of damage to property.

The report should be kept securely within the academy and individual staff should retain a copy for their own use. A copy must be included with the Staff Statement of the Behaviour Incident. A proforma is attached at Appendix B, which should be used to record incidents where reasonable force has been used.

The record should be used to assist all concerned with planning to avoid repetition of the incident that caused the use of force. Similarly, the record should be used to analyse what worked well and how it might be replicated as part of a planned response to out of control behaviour in the future. The outcome of all such planning should be captured in a written plan that is shared with the child/young person and their parents or carers.

Staff involved in an incident should be provided with support. They may need time to reflect upon their involvement in the incident and calm themselves before continuing with their duties. Similarly, pupils involved in an incident will need time to calm down and reflect upon their part in it. It is only when pupils are provided with the opportunity to consider alternatives to the behaviour that caused the incident that any learning will take place.

Incidents involving the use of force can cause the parents of the pupil involved great concern. It is always advisable to inform parents of an incident involving their child and give them an opportunity to discuss it.

The Headteacher or senior member of staff, to whom the incident is reported, will need to consider whether that should be done straight away or at the end of the school day, and whether parents should be told orally or in writing.



Appendix B

Positive handling incident record form - STAFF

Date: _____ Time: _____ Report author(s): _____

Place: _____ Activity: _____

pupil(s) involved:

pupil(s) present:

Adults involved:

Adults present:

Nature of the incident (please circle): if one aspect leads to another, please connect <--->

pupil-pupil	pupil-adult	Several pupils	Racism
Non-compliance	Teasing/taunting	Verbal abuse	Sexism
Physical taunt	Physical abuse	Physical attack	
Adult intervention	Restraint	Property damage	

What was the serious aspect of the incident and how serious do you judge it?

ABC of the incident:

Antecedents: How did the incident happen? What factors may have led or contributed to it?

Behaviour: What happened and who was involved?

The nature of the force used degree and type of hold:

Consequences: What happened afterwards? What did the pupil(s) get out of this behaviour?



What **action** do you recommend should be taken to help prevent a reoccurrence of the event?

Disciplinary action and by whom:

Action taken by Headteacher.

- a. In relation to the pupil(s)

- b. In discussion with relevant staff

Specific action taken (please tick):

- | | | |
|--------------|------------------------|-----------------|
| Contract | Social skills training | Counselling |
| Daily report | Special provision | Inclusion suite |
| Suspension | Exclusion | Detention |
| Other: | | |

Letter to parent/guardian, (others as needed)

Interview with parents: by Headteacher/Deputy/class teacher/social worker/EP

Please copy and file under a) pupil's file, b) incident file.

Attach copies of any letters for the pupil's file.



Positive handling incident record form: PUPIL

Date:

Time:

Report author(s):

Place:

Activity:

pupil(s) involved:

pupil(s) present:

Adults involved:

Adults present:

Nature of the incident (please circle): if one aspect leads to another, please connect <--->

Pupil-pupil	Pupil-adult	Several pupils	Racism
Non-compliance	Teasing/taunting	Verbal abuse	Sexism
Physical taunt	Physical abuse	Physical attack	
Adult intervention	Restraint	Property damage	

Pupil's views (this section may be completed with/by pupil following interview with the pupil):

A serious incident has been reported to me. Can you tell me what happened?

(Continue on reverse if necessary)

What may have caused you to do it? Did anything happen before?

(Continue on reverse if necessary)

How can we help you and others to make sure this does not happen again?

(Continue on reverse if necessary)