

Morecambe Road School

CARE AND CONTROL POLICY

(incorporating Restrictive Physical Interventions) 'the use of Positive handling to manage challenging behaviour'

Introduction

This revised policy has been prepared as a result of the annual review of the existing Care and Control policy and in light of changes introduced by the Education and Inspections Act 2006. The responsible person for the implementation of the policy is the Headteacher.

The policy has been developed in response to The Education and Inspections Act 2006 section 93 which reinforces, supersedes and replaces previous guidance. It also takes cognisance of joint guidance issued by the DfES and DOH, and follows the guidance for 'The Use of Reasonable Force to Control or Restrain Pupils'.

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils.

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils. A statement about the School's Behaviour Policy is made to parents in the school prospectus. This statement includes information on the use of reasonable force to control or restrain pupils.

This policy acknowledges Lancashire County Council's Restrictive Physical Intervention Protocol (2013). It also acknowledges previous joint guidance provided by the DfES and DOH on the use of restrictive physical intervention and guidance on the use of reasonable force provided by the DfE

Objectives

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. Morecambe Road School acknowledges that physical techniques are only a small part of a whole setting approach to behaviour management.

Every effort will be made to ensure that all staff in this school:

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and
- (ii) Are provided with appropriate training to deal with these difficult situations.

Minimising the need to use force

At Morecambe Road School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, all pupils who present with challenging behaviour have an individual Behaviour Plan.

Students who have issues relating to sensory dysfunction or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may have individualised support or learning programmes to help them to manage this.

The school uses a number of approaches to help pupils to learn about feelings and managing conflict, where this is appropriate to their level of development. The school curriculum and ethos promote independence, choice and inclusion and pupils are given maximum opportunity for personal growth and emotional wellbeing.

All Teachers and Teaching Assistants are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise.

Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not using force.

- At all times actions involving Restrictive Physical Interventions (RPI) should
- Be in the best interest of the service user
- Be reasonable and proportionate
- Be the last resort
- Necessary

Implications of the policy.

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- self – injuring
- causing injury to others
- committing a criminal offence
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).

As teaching and non-teaching staff work 'in loco parentis' and have a 'Duty of Care' towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy. The use of Team Teach techniques is one of our control methods for reducing risks presented by children's challenging behaviour. Pupils' Behaviour Plans are Safe Systems of Work under Health

and Safety Regulations. As such it is imperative that these plans are followed and implemented by all members of staff.

The application of any form of restrictive physical intervention(RPI) inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for Restrictive physical intervention. Staff need to be aware that they are responsible for:

- assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties and
- making judgements about when the **use of force** is **necessary** and the degree of force which may be regarded as necessary to manage a situation.

Staff need to be aware that they are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

The Violent Crime Reduction Act 2006 effective from September 2007, gives schools powers to screen or search pupils for weapons. At Morecambe Road School it is extremely unlikely that pupils would conceal weapons and therefore staff have not received training in weapons disarmament. Staff will not be requested to undertake searches. As the power to search should only be used where it is judged to be safe. If the School decides that a search may be necessary then The Headteacher, Deputy Headteacher and or Assistant Headteacher will carry out these searches the police would also be called and the appropriate action will be taken.

Definitions of Positive Handling.

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation techniques. Positive Handling Plans, at Morecambe Road School are referred to as Behaviour Plans, are a plan for the positive management of pupils' challenging behaviour. They are based on a risk assessment and identify positive prevention strategies and how a pupil may need to be supported in a crisis.

1. Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g., in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact such as cuddles/hugs and as long as this is within public view, sensitively carried out and age/person-appropriate the Governors would fully support this approach.

2. Physical Intervention (PI)

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm (long bone) where the pupil is compliant. At all times actions involving Restrictive Physical Interventions (RPI) should

- Be in the best interest of the service user

- Be reasonable and proportionate
- Be the last resort
- Necessary

This technique cannot be emphasised enough and in the hands of a skilful practitioner many pupils can be deflected from a potentially volatile situation into a less confrontational situation, i.e. it may be possible to “defuse” a situation by a timely intervention.

3. Physical Control/Restraint/Restrictive Physical Intervention (RPI)

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. **All such incidents must be recorded by The Senior Management Team** in the Serious Incident Book (both books available from the Headteacher). If anyone is injured a HS1 accident/incident report (in the School Business Managers Office) must also be completed. Records of incidents must be completed by SMT and those involved by, the end of the school day at the latest.

'Restraint' means to hold physically or to bring a pupil under control.

'Restrictive Physical Intervention involves the use of force to control a person's behaviour and can be employed using bodily contact, or changes to a child's environment' DfES 2002

Restrictive Physical Interventions are always a last resort and will only be used when there is an immediate risk to pupils, staff or property. All such incidents must be recorded in the Serious Incident Book. If anyone is injured a HS1 accident/ incident report must also be completed (Can be obtained from Fiona Gill).

The scale or nature of the physical intervention or restraint must be **reasonable and proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they cause. Where force is required to overpower the will of the pupil then this should be defined as restrictive physical intervention.

Seclusion, time out and withdrawal

Seclusion: where an adult or child is forced to spend time alone against their will in a room which they are not permitted to leave until they no longer present a significant danger to other people. The door to the room may be closed or prevented from being opened by the pupil. The door to the room would not be locked. Seclusion is a form of restrictive physical intervention.

At Morecambe Road School seclusion would be very rarely used and only if the situation cannot be managed more safely or appropriately by any other means.

Time out: this involves pupils moving away from a situation that causes anxiety or distress to a safe area where he/she can be continuously observed and supported until he /she is ready to resume usual activities. This may involve a pupils choosing to spend time away from the situation or staff removing him/her from the situation to provide time to calm down or to prevent the situation from escalating.

Withdrawal: the withdrawal of attention and/or other things that a pupil finds rewarding. This can also mean removing a child from the class/group to allow them time to calm down or prevent the situation from escalating. They may need time on their own or with another group to break the cycle/ pattern of

their behaviour or to reduce their level of anxiety / distress. This 'quiet time' could be in the playground, a quiet room or a designated space supervised by a member of staff. In this case the pupil should be able to freely leave the room or area.

Planned and emergency physical interventions

A **planned intervention** is one that is described/outlined in the pupil's Behaviour Plan. This should cover most interventions, as possible scenarios will be identified and planned for when the Behaviour Plan is drawn up. These interventions will include the use of Team Teach techniques.

An **emergency physical intervention** may be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be **reasonable and proportionate** to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Following any such incident, a Behaviour Plan will be devised (or the existing plan updated) to support effective responses to any such situations which may arise in the future.

Wherever possible assistance **will** be sought from another member of staff.

Positive Handling at Morecambe Road School (defined as the full range of strategies used to manage behaviour including where necessary physical intervention) is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the range of behaviour management strategies used.

Underpinning values

Everyone attending or working in this school has a right to:

- recognition of their unique identity;
- be treated with respect and dignity;
- be protected from harm, violence, assault and acts of verbal abuse.

Pupils attending this school and their parents have a right to:

- individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- expect Behaviour Plans to be designed to achieve outcomes that reflect the best interests of the child whose behaviour is of immediate concern and others affected by the behaviour requiring intervention;
- be informed about the school's complaints procedure.

The school will ensure that pupils understand the need for and respond to clearly defined limits, which govern behaviour in the school.

Prevention

Primary Prevention

This is achieved by:-

- The deployment of appropriate staffing numbers;
- The deployment of appropriately trained and competent staff;
- Avoiding situations and triggers known to provoke challenging behaviour;
- Creating opportunities for choice and achievement;
- Developing staff expertise through a programme of Continuous Professional Development;
- Exploring pupils' preferences relating to the way/s in which they are managed.

Secondary Prevention

This involves the recognition of the early stages of a behavioural sequence that is likely to develop into violence or aggression and employing 'diffusion' techniques to avert any further escalation.

Where there is clear documented evidence that particular sequences of behaviour escalate rapidly into violence, the use of a restrictive physical intervention (RPI) at an early stage in the sequence may, potentially, be justified if it is clear that:

- Primary prevention has not been effective, and
- The risks associated with **NOT** using a RPI are greater than the risks of using a RPI, and
- Other appropriate methods, which do not involve RPI, have been tried without success.

Judgements

It may be necessary to make a judgement about the relative risks and potential benefits arising from activities which might provoke challenging behaviours compared with the impact on the pupil's overall quality of life if such activities are not allowed.

A decision to use therapeutic devices to prevent problem behaviour **MUST** be agreed by a multi-disciplinary team in consultation with service-users, their families, those with parental responsibility and advocates, and recorded within an individual's Behaviour Management Plan.

Deciding whether to use Restrictive Physical Interventions and Risk Assessment

Both challenging behaviour and restrictive physical interventions will involve a risk – to both staff and pupils. A risk assessment aims to balance these risks. The aim of the individual pupil's Behaviour Plan and of this policy is to reduce the risks associated with pupils' challenging behaviour as far as is

reasonably practicable – the risks that are associated with the behaviour itself and the risk of managing that behaviour. The risks of employing an intervention should be lower than the risks of not doing so.

Pupils whose challenging behaviour may pose a risk to staff or pupils will be the subject of a Risk Assessment and will have a Behaviour Plan drawn up as a result of this. These will be shared with all staff and stored in each classroom and the staffroom in a specific file.

All staff authorised to use physical intervention with pupils receive training in Team Teach techniques and receive information about the risk to pupils of positional asphyxia. There are very clear protocols delivered during training to minimise the possibility of this and to ensure that appropriate safeguards are implemented.

Due to the extremely challenging nature of the behaviour of a very few pupils in the school, there may be the need for a decision from The Senior Management Team and staff involved to use an alternative de-escalation technique to deescalate the situation.

Health and Safety of Staff

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety.

Staff that have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' Behaviour Plans have a duty to report these to the Headteacher immediately as there may be an impact on their own safety and that of colleagues and/or pupils.

It should be discussed with SMT and staff that have been absent from work for a period of time due to illness or injury, that a risk assessment be put in place as to whether they are fit to undertake the more challenging role of behaviour management especially those involving Team Teach techniques

Using Force

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in Morecambe Road School:

- Positive Handling uses the **minimum** force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be **reasonable and proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
- Staff would be expected to follow the pupil's Behaviour Plan in the first instance to manage an incident/challenging behaviour
- If this was unsuccessful and the situation continues to escalate staff would then be expected to employ other Team Teach techniques that they have been trained in.
- Only if all of the above have been tried and are unsuccessful should staff even consider any other form of restraint. The overriding consideration should still be the reasonableness and proportionality of the force used.

All the techniques used take account of a young person's;

- age
- gender
- level of physical, emotional and intellectual development
- special needs
- social context

They also provide a gradual, graded system of response.

Where behavioural records and/or risk assessment identifies a need for a planned approach, Behaviour Plans are written for individual children and where possible, these will be designed through multi agency collaboration and, with parental consent, shared with other agencies/services supporting the child to facilitate consistency of approach so far as is possible.

Staff Training

Training at some level will be available for **all** staff at Morecambe Road School. For all teachers and teaching assistants this is enhanced by Team Teach training. It is the responsibility of the Headteacher to ensure this training is kept up to date. No member of staff will be allowed to use Team Teach techniques without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Lancashire County Council (LCC) and Morecambe Road School are committed to using Team Teach. Team Teach Ltd is a training provider that is accredited through The Institute of Conflict management (ICM) and BILD and adheres to their Code of Practices on physical intervention. Morecambe Road School acknowledges that physical techniques are only a part of a whole setting approach to behaviour management.

School staff working directly with pupils receive the **Positive Behaviour Management -12 hour course** in Team Teach as the school is considered to be a medium risk setting. This is in line with County guidance and Team Teach policy. This level of training is required for most staff as they are expected to be able to actively support each other, and pupils, if an incident occurs and a child needs physical intervention to keep themselves and/or others safe.

However, there are some staff who have physical difficulties that mean they would be less likely to be as physically involved in an incident and would play a supporting role rather than being physically involved. These staff include the External Therapy Team who may work individually with children and may need “personal safety techniques” should a child become agitated whilst they are working with them. If the child was already agitated they would not be working with them without school staff also being present.

During a serious incident one member of staff will be expected to take on the role of observer and will be expected to complete the relevant Team Teach Observation Record Sheet

Support Following Incidents

Physical techniques are not used in isolation and the school is committed to ensuring that as a result of incidents learning opportunities are created for children that allow them to ‘own’ and take responsibility for their behaviour at a level appropriate to their stage of development.

Whilst the physical techniques are intended to reduce risk, there is always risk when two or more people engage in the use of force to protect, release or restrain. Team Teach techniques seek to avoid injury to the service user and staff involved, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of the staff involved, but a regrettable and infrequent side effect of ensuring that the service user remains safe. Any such injury will be reported using the HS1 form (located in the SBM office)

In addition procedures are in place to ensure that appropriate support is provided for staff and pupils and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

The post incident support meeting should only take place when the member of staff and the pupils have regained their composure, they should acknowledge the emotional responses to the event from all involved.

Visits out of school

Our equal opportunities policy states that all pupils should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for each pupil prior to each visit into the community. Due consideration should be given to the following:

- Is the pupil able to cope with the demands of the proposed visit?
- Are there sufficient, suitably trained staff - particularly if there should be an incident?
- How will you contact school to get extra help if necessary and how will you get back?
- Have you remembered to take your ID badge to give to any onlookers to avoid having to explain what is happening during an incident

Authorised staff

All teachers and staff the Headteacher has authorised to have control or charge of pupils automatically have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006 and the subsequent guidance 'The Use of Reasonable Force to Control and Restrain Pupils'.

Supply staff must ensure that they are familiar with this school's policy. Appropriate guidance will be given as they are not trained to undertake Team Teach.

The school provides training for all authorised staff and the Team Teach Tutors retains a list of all those staff trained and authorised. The list is reviewed on a termly basis.

Authorisation is not given to agency staff, volunteers, students on placement, visitors or parents .

The Headteacher is responsible for making clear to whom such authorisation has been given, in what circumstances and settings they may use force and for what duration of time this authorisation will last. The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails.

Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed.

All members of staff are reminded that all pupils who have challenging behaviour will have a Behaviour Plan, which should be strictly adhered to. These plans are reviewed regularly at Department Meetings and all staff are encouraged to make a contribution to the plans. A pupil's Behaviour Plan constitutes a Safe System of Work under Health and Safety Regulations. If any member of staff believes that a Behaviour Plan is no longer effective/suitable for any reason they MUST discuss this with SMT BEFORE making any adjustments to it.

Staff authority working within the school

Support Services may have their own policies for Care and Control of pupils. When working within Morecambe Road School it is the Head teacher's responsibility to ensure that colleagues from Support Services are aware of school policy and practice, and comply with this.

Strategies for dealing with challenging behaviour

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident and in association with the Education and Inspections Act 2006 Section 93

- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern)
- Further verbal reprimand stating:
 - that this is the second request for compliance;
 - an explanation of why observed behaviour is unacceptable;
 - an explanation of what will happen if the unacceptable behaviour continues.
- Warning of intention to intervene physically and that this will cease when the pupil complies, if possible summon assistance from other staff – using THE HELP SCRIPT.
- Physical intervention. Reasonable force being used to prevent a child harming him or herself, others or property.

Types of Incident

The incidents described in The Education and Inspections Act 2006 The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories: -

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations which fall within one of the first two categories are:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil is running in a corridor in a way which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

Acceptable measures of physical intervention (PI)

Holding pupils

The emphasis is on making the child feel secure. Talk to them calmly through what is happening and try to de-escalate the situation as soon as possible. Holding should never cause the pupil discomfort- they should feel more secure. Ensure that they are never in a situation which could be considered abusive, although physical closeness is important for effective security of a hold.

The use of Team Teach PI techniques can only be deemed reasonable if:

- it is warranted by the particular circumstances of the incident;
- it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent;
- it is carried out as the minimum needed to achieve the desired result;
- the age, understanding and gender of the pupil are taken into account;
- it is likely to achieve the desired result.

Assistance should be sought from another member of staff before intervening.

Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property.

This form of physical intervention may involve staff:

- Physically interposing themselves between pupils
- Blocking a pupils path
- escorting a pupil;

- shepherding a pupil away;
- supportively holding a pupil to keep them or others safe until they have regained control of themselves or can be supported to an area to calm down.

In some circumstances, trained staff may need to use more restrictive holds - Team Teach RPI techniques. Acceptable methods are taught as part of the training procedures made available to appropriate staff.

Any such measures will be most effective in the context of the overall positive and caring ethos of the school, the way in which staff exercise their responsibilities and the behaviour management strategies used. Staff will need to rotate roles and have a break if the incident is prolonged – you should follow the pupil's Behaviour Plan; at all times acting in the best interests of the child.

- It is acknowledged that with some techniques pupils may encounter some minimal discomfort when appropriate release techniques are used. However, this is very brief, transient and poses less of a risk than the behaviour they are employed in response to, e.g. biting.
- Almost all staff are trained in First Aid. Any of these may be called upon to implement First Aid or seek further guidance in the event of an injury or physical distress arising as a result of a physical intervention

Recording incidents

Where physical control or restraint has been used a record of the incident will be kept. This record should be made in the school's Serious Incident Book, statutory for all special school provision. This is a hard-backed book, with numbered pages, retained by the Headteacher.

Appropriate documentation (Serious incident Form) will be completed as soon as possible after the incident, (within 24 hours) normally prior to staff going off duty and be signed by all staff involved and the Headteacher.

After the review of the incident, a copy of the details will be placed on the pupil's file as part of their educational record.

A Health and Safety Accident/Incident Form (HS1) will be completed and returned to the Authority in situations where injury has occurred to either members of staff or pupils. This form may also be completed after a violent incident even if no-one is injured.

Reporting incidents

All incidents recorded in the Serious Incident Book will be reported to parents. This will be by telephone, depending on the nature of the incident and the procedure agreed with parents when their child's Behaviour Plan is devised/reviewed.

SMT should inform Social Workers of any Looked After Children(CLA) with 24hours with a detailed report of the incident

Monitoring incidents

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are

following the correct procedures and will alert the Head Teacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis (at least termly) and the results used to inform the Full Governing Body as part of the Headteacher's Report. The Health and Safety Governing Committee be involved in the monitoring process.

The Headteacher will present an annual summary of incidents that have involved the use of force to the Governing Body Health and Safety Committee.

Action after an incident

At Morecambe Road School we have a debrief procedure which should be utilised if staff need to debrief after an incident. Where staff have been involved in an incident involving reasonable force they should have access to counselling and support. Within the school, this will be made available/supported through the Headteacher or Deputy.

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Behaviour Plan
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- School Behaviour Policy
- Exclusions Procedure; in the case of violence or assault against a member of staff this may be considered

The member of staff will be kept informed of any action taken.

- In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

In some circumstances it may be appropriate to provide additional training or professional support for particular staff in relation to the management of incidents where although the criteria for the application of the above procedures were not met, it is decided that the incident could have been managed more effectively.

Support Following Incidents

Any member of staff or pupil at the school involved in or witnessing a serious incident involving the use of RPI may require additional support following the incident.

Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.

Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible, especially for pupils with Autistic Spectrum Disorder
- Time with a member of staff to debrief the incident, using a symbol debrief sheet or other alternative or augmentative forms of communication (AAC)

Complaints

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

In such circumstances the investigation of the complaint/allegation and any resulting action in respect of child protection, disciplinary or other procedures will be carried out in accordance with the guidance received from the LA.


Whistle Blowing

Whilst the training in TEAM TEACH provided to all staff, encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare.

Any such concerns should be taken to the Headteacher who will maintain a record of concerns raised and the outcomes, and will report as necessary to the Full Governing Body.

Approved by the Governing Body of Morecambe Road School on 15th July 2020

Signed: .....Chair of Governors

Signed: .....Headteacher
(Mr. P. Edmondson)

Reference documents

DFE (2016) Behaviour and discipline in schools: Advice for headteachers and school staff.

DfE 2013 Use of reasonable force for Principals, staff and governing bodies. Reviewed July 2015

DfE Guidance on screening, search and confiscation April 2012.

The Violent Crime reduction Act 2006 (screening and searching of pupils for weapons guidance for school staff), Department for Education and Skills, 2007 – www.teachernet.gov.uk/wholeschool/healthandsafety/schoolsecurity/

The Education and Inspections Act 2006 - Section 93 replaces section 550A of the Education Act 1996 - <http://www.opsi.gov.uk/ACTS/en2006/06en40-f.htm>

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties, Joint Guidance DfES and DoH, 2003 – www.teachernet.gov.uk/wholeschool/sen/piquide

Risk Assessment Pro Forma - <http://www.teachernet.gov.uk/docbank/index.cfm?id=5334>

Guidance on the use of restrictive physical interventions for staff working with Children who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders, Joint Guidance DfES and DoH, 2002 – www.teachernet.gov.uk/wholeschool/sen/piquide

The Children's Act 1989 http://www.opsi.gov.uk/acts/acts1989/Ukpga_19890041_en_1.htm

LCC (2012) Protocol on the use of physical interventions in schools, residential homes and other care settings for children.

