

**THE GILLFORD CENTRE**

**POSITIVE HANDLING, SUPPORT &  
PHYSICAL INTERVENTION POLICY**

## REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
Version 1	Original	September 2013
Version 2	Reformatted only	February 2014
Version 3	Updated to include minor changes the Statutory Framework for EYFS due to come into force in September 2014 and the newly published DfE 'Keeping Children Safe in Education' April 2014 and the supporting guidance Keeping Children Safe in Education – Information for all School and College Staff, April 2014.	April 2014
Version 4	Update to reference DfE Behaviour and Discipline in Schools - A Guide for Head teachers and School staff - Reviewed Sept 2014	Oct 2014
Version 5	Overall review	January 2015

## Contents

Introduction .....	4
1. Objectives .....	5
2. Background: What the Law Says .....	5
3. What is meant by 'Reasonable Force' .....	6
4. When the use of Reasonable Force might be appropriate .....	7
5. The different approaches which may be used prior to force being used .....	8
6. What is not an acceptable use of force .....	9
7. Placing Physical Intervention in Context .....	9
8. Recording and Reporting Significant Incidents .....	10
9. Recording a Significant Incident .....	11
10. Children with Identifiable Behaviour Difficulties .....	11
11. Assessing and Managing Risks for Children who present Challenging Behaviours .....	11
11.1 How to complete a Risk Assessment/Behaviour Management Plan (BMP) .....	12
12. Power to Search Pupils .....	13
12.1 Without Consent .....	13
12.1 With Consent .....	14
13. Staff Training .....	14
14. Medication .....	15
15. Information to Parents .....	15
16. After the Incident .....	17
17. Police Involvement .....	17
18. Complaints and Allegations .....	17
19. Useful Links .....	18

Appendix A	-	Record of Positive Physical Handling or Intervention
Appendix B	-	Behaviour Management Plan ( <i>Completed Example</i> )
Appendix C	-	Behaviour Management Plan incorporating Positive Handling Plan
Appendix D	-	Sample Letter to Parent following Use of Force
Appendix E	-	Sample Complaint Form

# POSITIVE HANDLING, SUPPORT AND PHYSICAL INTERVENTION PROCEDURES

## Introduction

In their advice on 'Ensuring Good Behaviour in Schools', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour in schools which includes the use of reasonable force. In their guide 'Behaviour and Discipline in Schools' the DfE clarifies the legal provisions on school discipline which provides staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law.

The Governing Body have taken account of advice provided by the 'DfE - Use of reasonable force - advice for head teachers, staff and governing bodies' and the school's public sector equality duty set out in section 149 of the Equality Act 2010.

The Gillford Centre has adopted the Team Teach training approach, which is BILD accredited. A significant part of the training centres on minimising the requirements for use of force and also it includes a range of personal safety strategies and methods for holding children safely.

The Gillford centre (GC) has drawn these procedures from the guidance issued by the DfE:

- Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies, July 2013
- Ensuring Good Behaviour in Schools, 2012
- Behaviour and Discipline in Schools – Guidance for Governing Bodies, July 2013
- Behaviour and Discipline in Schools – Advice for Headteachers and School Staff, September 2014
- Screening, Searching and Confiscation – Advice for Headteachers, School Staff and Governing Bodies, July 2013
- Screening, Searching And Confiscation - Advice for Principals and Staff of Further Education Colleges, Sixth Form Colleges and 16-19 Academies, October 2012
- Dealing with Allegations of Abuse against Teachers and other Staff, 2012
- Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, 2012
- DfE 2012 Statutory Framework for Early Years Foundation Stage (published March 2014, effective September 2014)
- DfE Keeping Children Safe in Education, April 2014 and the supporting guidance Keeping Children Safe in Education – Information for all School and College Staff, April 2014

Copies of the above documents are available to download either from Gov.uk or the KAHSC website.

These procedures should be read in conjunction with the following school policies:

- **Overarching Safeguarding Statement**
- Child Protection Policy
- School Behaviour Policy
- Health and Safety Policy
- **Single Equality Information/Objectives**
- **Special Educational Needs Policy**
- Drug Policy
- **Supporting Pupils in School with Medical Conditions Policy and Procedures**
- Educational Visits Procedures

## 1. Objectives

The key objective of this document is to outline the school's procedures on positive handling, support and physical intervention including the use of force to control or restrain pupils.

The school recognises that school staff have a legal power to use force and that the lawful use of this power will provide a defence of any related criminal prosecution or other legal action provided that it can be demonstrated that the use of force was reasonable in the circumstances.

Reasonable force will only be used as a last resort after de-escalation techniques have failed. School staff are made aware that they will have to justify their actions if they ever use reasonable force in the course of their duties.

The school has a duty to maintain the safety of pupils and staff, to prevent serious breaches of school discipline and to prevent serious damage to property. In order to achieve this, reasonable force will only be used when the risks involved in so doing, are outweighed by the risks involved in not using force. In such circumstances, only the minimum amount of force necessary to the circumstances will be used; not only should any force be proportionate, but it should be for the minimum amount of time necessary to the circumstances.

It is clear in our Whole School Behaviour Policy and in communications to parents and pupils when force might be used – this will reduce the likelihood of complaints being made when force has been properly used.

## 2. Background: What the Law Says

Section 96 of the Education and Inspections Act, 2006, enables school staff to use reasonable force to prevent a pupil from:

1. committing a criminal offence (or for a young person under the age of criminal responsibility, what would be an offence in an older pupil);
2. causing personal injury or damage to property;
3. prejudicing the maintenance of good order and discipline at the school or among the pupils receiving education at the school, whether during a teaching session or otherwise.

The staff to which this power applies are:

1. Any member of GC staff with Team Teach training;
2. Any other person whom the Headteacher has authorised control or charge of pupils (*authorisation does not necessarily need to be given in writing*). This can include people to whom the Head teacher has given temporary authorisation to have control or charge of pupils such as unpaid volunteers (for example parents accompanying pupils on school-organised visits).

This power does NOT under any circumstances include pupils or those under the age of 18 on placement or work experience.

The power may be used where the pupil (including a pupil or student from another school) is on the school premises or elsewhere in the lawful control or charge of the staff member; for example on a school visit).

It is, however, strongly recommended that before using force, staff or other authorised persons attempt to use diversion or defusion to manage the situation. If staff or other authorised persons have to use force, they must use techniques and methods with which they are familiar, confident and are permitted

by the school. Any force employed, should be reasonable and proportionate and, where possible, it should reflect the person's previous training in the appropriate use of restrictive physical interventions (see Section 12).

As required under Section 246 of the Apprenticeships, Skills, Children and Learning Act, 2009, each significant incident in which a member of staff uses force on a pupil, must be reported as soon as practical, to the Headteacher or to the Deputy Head teacher with responsibility for Safeguarding so that the parent of the pupil can be informed. However, senior staff must not report the incident to a parent if it appears to the staff member that so doing would be likely to result in significant harm to the pupil. If this is the case and there is no parent of the pupil to whom the incident must be reported, this incident must be reported to the Local Authority where the pupil normally lives.

### 3. What is meant by 'Reasonable Force'

There is no statutory definition of 'reasonable force'. Whether the force used is reasonable will depend on the circumstances of individual cases. The test is whether the force used is proportionate to the circumstances. The degree of force would be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour. Further guidance on the circumstances where reasonable force might be used is included below.

The statutory power conferred by section 93 of the Education and Inspections Act is in addition to the common law power of any citizen in an emergency to use reasonable force in self-defence or to prevent another person being injured or committing a criminal offence. On preventing injury or damage to property, the statutory power is similar in scope to the common law power, except it is only available to people authorised to have control or charge of pupils. Section 93 makes it clear that authorised staff may use force to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence.

In its non-statutory guidance 'Use of Reasonable Force in Schools' April 2012, the DfE states:

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

#### **It is always unlawful to use force as a punishment**

This is because this would fall within the definition of corporal punishment, abolished by section 548 of the Education Act 1996.

#### **Other physical contact with pupils**

It is not illegal for staff to touch pupils. Whilst the school does not encourage staff to touch pupils unless it is necessary, there are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper and necessary:

- Touching a pupil on the arm, hand or shoulder to indicate when to stand still, move forward or backwards e.g. in a crowd, queue, assembly;
- When comforting a distressed pupil;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or skills in PE or sports coaching;
- To support pupils with disabilities;
- To give first aid.

The above is not exclusive.

#### 4. When the use of Reasonable Force might be appropriate

The use of force is a relatively rare occurrence in the school. It will be used only as a protective measure and never as a disciplinary penalty. The judgement on whether to use force and what force to be used should depend on the circumstance of the case or information about the individual concerned.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member or authorised adult concerned.

Decisions on whether the precise circumstances of an incident justify the use of force must be reasonable. Typically, such decisions have to be made quickly, with little time for reflection.

Staff should be clear in their judgement:

- The chances of achieving the desired result by other means;
- The seriousness of the incident, the effect of injury, damage or disorder if force is not used;
- The relative risks associated with physical intervention, compared with other strategies.

Examples of situations that particularly call for judgement of this kind include action to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil from behaving in such a way that seriously disrupts a lesson;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.
- prevent a pupil committing deliberate damage to property;
- prevent a pupil from causing injury or damage, e.g. by accident, or rough play; pushing and shoving in a crowded situation or by misuse of dangerous materials or objects;

With regard to a pupil who is absconding from class, detention or school other than the authorised time: It would only be justifiable to prevent this if allowing a pupil to leave:

- entails serious risks to a pupil's safety (taking into account age and understanding) to the safety of other pupils or staff or of damage to property;
- leads to behaviour that prejudices good order and discipline, such as disrupting other classes.

In the above examples the use of force is likely to be construed as reasonable (and therefore lawful) if it was clear that the behaviour was **sufficiently dangerous and disruptive** to warrant physical intervention of the degree applied and could not realistically be dealt with by any other means.

Reducing the likelihood of situations arising when the use of force may be required:

- a) There are many ways in which the school has minimised the likelihood of situations where the use of force may be required. The school's ethos is designed to create a calm, orderly and supportive school climate as well as fostering positive relationships in the school community. Explicit boundaries for pupils are detailed in the Whole School Behaviour Policy which is supported by parents through the Home-School Agreement.
- b) Staff are trained in positive behaviour management embedded in Team Teach training programme which includes techniques to manage individual incidents including de-escalation of situations.
- c) Staff experiencing difficulties with pupils who are refusing to comply with instructions and disrupting lessons, have a variety of strategies to use including requesting a pupil to leave a room, sending the pupil to the quiet room. In order to de-escalate situations, staff are expected to summon assistance from senior management if they encounter particularly challenging situations or a pupil refuses to comply with an instruction to leave a classroom or other area.

## 5. The different approaches which may be used prior to force being used

Where possible, before using force and depending on the circumstances staff will:

- engage the pupil in a calm measured tone, setting out how the pupil could choose to modify their behaviour;
- distract the pupil: for example when pupils are fighting, by shouting or blowing a whistle;
- if any angry pupil has moved away: decide whether they are a risk to themselves and others before deciding to follow/detain;
- remove other pupils who might be at risk;
- summon assistance;
- telephone the police if appropriate;
- warn the pupil that force might be necessary;
- use the minimum amount of force necessary.

*Any force will be proportionate to the level of risk and will be reduced at the earliest possible time.*

Staff will not, as far as possible, use force unless or until another responsible adult is present to support, observe and call for assistance.

In school, force might be used:

- a) to control pupils with passive physical contact e.g.
  - standing between pupils;
  - blocking a pupil's path.
- b) to control pupils with active physical contact e.g.
  - leading a pupil by the hand or arm;
  - ushering a pupil away by placing a hand in the centre of the back.
- c) to control pupils with more forceful action e.g.
  - in stopping a fight when the protagonists refuse to separate and are pulling/pushing

## 6. What is not an acceptable use of force

Use of more restrictive holds that require specific expertise or training.

The following are not acceptable in any circumstance:

- Holding a pupil around the neck, or the collar/tie or in any other way that might restrict the pupil's ability to breathe.
- Pushing the pupil's head downwards, or sitting, kneeling or resting on the pupil.
- Pushing or holding the pupil on the floor either in a sitting or lying position.
- Slapping, punching or kicking a pupil.
- Twisting or forcing a limb; forcing a limb against the joint or behind a back.
- Tripping up a pupil.
- Pulling ears; and generally pulling hair.
- Touching or holding in any way that might be interpreted as sexually inappropriate conduct.

In addition, the following are considered to have **unacceptable risk** when used on children or young people and are not allowed:

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing.
- The 'double basket hold' which involves holding a person's arms across their chest.
- The 'nose distraction technique' which involves a sharp upward jab under the nose.

Staff will avoid acting in a way that might reasonably be expected to cause injury. If this has not been possible, and a pupil sustained an injury as a result of the use of force by a member of staff, that member of staff may be called upon to justify his/her actions.

Staff must always consider their own safety and that of others in deciding how to act in such situations. Staff should also consider calling for assistance before intervening if they have reason to believe that they would be at risk of injury if intervening alone. The school should consider a pre-determined alerting procedure. This procedure can be used for many issues not just the need for physical intervention. A simple book alerting system, where the school have previously identified a book in each classroom, which can be given to a pupil to pass on to another member of staff, is one method. This then serves to alert that member of staff to come to the class base as a matter of urgency. This method has worked well in many schools.

Any force should be limited and removed as soon as possible.

## 7. Placing Physical Intervention in Context

Physical Intervention is not to be seen in isolation. It is but one strategy available to staff and should always be seen as a last resort when all other strategies have failed. Physical interventions can be placed in two broad categories:

### **Emergency Interventions:**

Emergency interventions will involve ideally a minimum of two staff employing, where necessary, one or a combination of the strategies from Team Teach in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response (for example a child running on to the road).

### **Planned Interventions:**

Planned interventions involve a minimum of two staff employing, where necessary, one or a combination of the strategies from Team Teach as an agreed response to an identified behaviour. This will be documented in the Positive Handling Plan and will be reviewed along with 6 monthly IEPs. Permission of parents/guardians will be sought before initiating this as an accepted response. The Positive Handling Plan will list the accepted strategies to be used as well as strategies that may be used beforehand.

Strategies can be divided into those that are preventative and those that are reactive.

Preventative Strategies need to be:

- Clear and understood by all those who come into contact with the individual.
- Based on thoughts/discussion about possible reasons for challenging behaviour.
- Where possible the functional opposite of the behaviour (functionally incompatible) we are trying to stop, e.g. as simple as if a pupil is constantly hitting someone else then we need to aim for them to stop, e.g. as simple as if a pupil is constantly hitting someone else then we need to aim for them to be sat in their seat (if they are in their seat they can't be hitting someone).

Reactive Strategies need to be:

- Clear and understood by all those who come into contact with the individual.
- Manageable.
- Focussed on the behaviour not the child.
- Flexible.
- Aimed at De-escalation.

## **8. Recording and Reporting Significant Incidents**

The school does not require parental consent to use force on a pupil. The school has a duty to record and report to parents all *significant* incidents where a member of staff has used force on a pupil.

The member of staff involved must report the matter to the Head teacher or Designated Safeguarding Lead, and make a written record of the incident using a 'Record of Positive Physical Handling or Intervention' pad as soon as practicable (example given at Appendix A).

The Head teacher, in consultation with Designated Safeguarding Lead, will decide whether an incident is significant or not.

The following would be considered significant:

- Incidents where unreasonable force has been used.
- Incident where substantial force has been used.
- Use of any restraint.
- If the child was very distressed.

In determining whether incidents are significant the following will be considered:

- The pupil's behaviour and level of risk presented at the time.
- The degree of force used and whether it was proportionate in relation to the behaviour.
- The effect on the pupil or member of staff.

School staff should also consider the age of the pupil, any SEN or disability and any other social factor. Sometimes an incident may not be significant in itself, but may form part of a pattern of repeated behaviour and records should therefore be kept.

## 9. Recording a Significant Incident

Any incident that involves the use of force should be investigated in the same way as other incidents in the school. All accounts of the same incident should be recorded including those of the pupil(s) involved.

The member of staff involved in using force should complete the 'Record of Positive Physical Handling or Intervention' pad as soon as practicable after the incident. He/she may also be required to write a detailed report on the matter as a part of a wider incident. The member of staff may consult their union for advice should they wish. The Designated Safeguarding Lead should check this report and provide the member of staff concerned with a final version for their records. A copy will be placed on the staff member's file.

Reports by other staff and pupils should then be attached to the report. This information will be part of a pupil's records.

## 10. Children with Identifiable Behaviour Difficulties

Children who may have identifiable behaviour difficulties such as those associated with Special Educational Needs; Autistic Spectrum Disorder (ASD) or any undiagnosed but identified behaviour difficulties will be treated in ways advised by specialists in this field. It is often possible to identify reasons for behaviour and put strategies in place to deal with it.

All staff should adopt a positive approach to improving behaviour in order to reward effort and build self-esteem. Staff should work in partnership with those who know the child to:

- find out why the child behaves as he/she does;
- understand the factors that influence a child's behaviour;
- identify early warning signs that indicate foreseeable behaviours are developing.

This approach will help to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviour and make sure that the use of physical intervention is rare.

If a child's behaviour deteriorates so that he/she is a danger to himself or others it may be necessary to use restrictive physical interventions to prevent him/her hurting him/herself or others. These interventions would be emergency measures or interventions if all other routes have been exhausted.

## 11. Assessing and Managing Risks for Children who present Challenging Behaviours

The term 'risk' refers to any circumstances which could lead to adverse outcomes for the child or others.

Risk assessment and management is a process that helps staff to consider risk issues, to act reasonably and to learn from everyday practice.

Whenever it is foreseeable that a pupil might require a restrictive physical intervention, a risk assessment will be carried out which identifies the benefits and risks associated with the application of different intervention techniques with the pupil. Assessing and managing risk is central to the process of deciding whether to use physical force and ensuring that it is both **reasonable** and **proportionate** to the circumstances. Where it is known that a pupil is likely to present severe behaviour difficulties, a formal assessment of the risks involved will assist staff in judging the benefits and risks of any proposed intervention for staff, the pupil concerned and others. This risk assessment must be undertaken by a competent person i.e. one who knows the process of risk assessment and who has sufficient knowledge about the pupil and his/her behaviour to enable them to make objective decisions on the appropriate control measures to utilise. In the event that risks are thought to be serious for the child or others, a

written assessment of the risks and the considered control measures, which may be required in order to reduce the risk to the child and others, should be made. Risk reduction options will be considered such as situations that may provoke difficult behaviour, preventative strategies and de-escalation strategies that are most likely to work, what is likely to trigger a violent reaction and specific strategies and techniques agreed by staff and parents which will be used if necessary and an agreed 'Behaviour Management Plan' (BMP) and where necessary, a 'Positive Handling Plan' (PHP) produced.

Once agreed the BMP and PHP will be shared with all those responsible for implementing or monitoring the impact of the plan including:

- the child (where he/she has the appropriate level of understanding);
- his/her parents/carers;
- school staff and other adults working in the school on a need to know basis;
- other professionals involved with the child.

The BMP and, where required, the PHP will be agreed by parents/carers and evaluated termly. A completed (example) risk assessment or Behaviour Management Plan template can be found at Appendix B with a Blank BMP held at Appendix C. This Behaviour Management Plan incorporates, where required, the individual's Positive Handling Plan. The BMP must be signed and dated by the assessor. Alternatively, blank copies of all three parts of the BMP can be downloaded from the KAHSC website [www.kymallanhsc.co.uk](http://www.kymallanhsc.co.uk).

## 1.1.1 How to complete a Risk Assessment/Behaviour Management Plan (BMP)

### **Part A**

Part A of the BMP is a list of the benefits and drawbacks relating to all the possible options which could be considered as control measures for dealing with the behaviour of an individual pupil. This Part of the Plan is not generally seen by parents or others but is merely a brainstorming tool devised by school staff in order that the most appropriate options can be chosen for a particular pupil. It also provides evidence of the options which have been properly considered as control measures even though some of them may not be appropriate or used for a particular pupil.

Some school staff have used this form as a template for the BMP for all pupils and have extensive options on Form A which they then use to choose the most appropriate option for inclusion in Part B.

### **Part B**

Part B of the BMP is the Management Plan or Risk Assessment for an individual pupil. The sections correspond with those on Form A but schools will complete the sections with the options and control measures taken from those considered in Part A. Some or all of the options will be used to complete Part B. Once this form has been completed, schools should ensure that it is agreed by the parents (and, where appropriate, the pupil him/herself) and other parties involved in the education of the individual pupil.

It is important that any additional control measures identified are discussed with the school designated SENCO, Special Needs Service, Learning Support Service and/or other organisations, so that assistance can be given to ensuring that all reasonable control measures are in place for the individual pupil. The additional control measures required may also be in the form of issues relating to the school environment i.e. alterations to the building.

Part B of the BMP will then form part of the overall IEP for the pupil concerned and will be subject to the general annual review process, although earlier review may be necessary.

## **Part C**

Part C of the BMP is completed **only** when staff have received training in positive handling techniques (currently Team Teach) and will include the preferred handling techniques to be used in the event of a serious escalation of challenging behaviour and when all other methods of control e.g. de-escalation have failed.

## **12. Power to Search Pupils**

### **12.1 Without Consent**

The school follows Government advice when using the powers to confiscate items from pupils which is outlined in their document "Screening, Searching and Confiscation – Advice for Head teachers, Staff and Governing Bodies – April 2012.

Head teachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a 'prohibited item'. The following items are what are termed 'Prohibited Items' and their presence on school premises or if found on an individual pupil will lead to the highest sanctions and consequences:

- Knives
- Firearms/weapons
- Illegal drugs
- Alcohol
- Fireworks
- Pornographic images (including those found on mobile devices)
- Stolen items
- Tobacco and cigarette papers (if brought onto the school grounds they must be handed into staff)
- **Any article** that the member of staff (or other authorised person) reasonably suspects has been, or is likely to be, used:
  - i) to commit an offence,
  - ii) to cause personal injury to, or damage to the property of, any person (including the pupil)

Pupils found with tobacco and/or cigarette papers will have these confiscated and destroyed whether they are found to be smoking or not (unless handed in during registration). They will also be issued with a sanction for bringing tobacco on to school premises. Pupils will also receive sanctions for smoking near the school.

Where items are 'prohibited' as outlined above, these will not be returned to pupils and will be disposed of by the school according to the DfE advice and statutory guidance 'Screening, Searching and Confiscation – Advice for Head teachers, staff and Governing Bodies'. Pupils must not bring any of the items listed above on to school premises. The school will automatically confiscate any of the 'prohibited' items and staff have the power to search pupils **without** their consent for such items. There will be severe penalties for pupils found to have 'prohibited' items in school. In certain circumstances this may lead to permanent exclusion. Further information on this issue can be found in our Whole School Behaviour Policy.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items which are banned under the school rules.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

## 12.1 With Consent

Staff have the power to search pupils **with their consent** for prohibited items and any item banned under the school rules. This includes searching lockers and bags. A condition of having a locker in this school is that it may be searched where there is a suspicion that prohibited or banned items are being held within it and reasonable grounds for the search have been established.

- We are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil’s bag or locker and for the pupil to agree.
- It is clear in our Behaviour Policy and in communications to parents and pupils what items are banned.
- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the Behaviour Policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, we can apply an appropriate disciplinary penalty in line with our Behaviour Policy.

The following are items which should be handed in to staff during registration:

- *Mobile phones*
- *MP3 players or similar*
- *Jewellery not in accordance with the school uniform policy*
- *Lighter’s, cigarettes or matches*

The school will confiscate any electronic items being used inappropriately on the premises such as mobile phones, MP3 players etc. Pupils are allowed to bring these to school on the understanding that they remain switched off and in bags during lessons and other directed time.

Staff in this school have the right to confiscate, search and ultimately delete any media which they “reasonably suspect” is being used to bully or otherwise cause an individual harm.

Pupils wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated items will be logged and made available for collection at the end of the school day. Where a pupil repeatedly flouts the rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. For repeated offences of this nature, parents will be asked to collect confiscated items. Where items are not collected, the school will dispose of them at the end of each term.

## 13. Staff Training

All members of staff will receive training about the use of reasonable force appropriate to their role to enable them to carry out their responsibilities. This will include training on any restraint techniques which must not be used because they are known to present an unacceptable risk when used on children and young people. Some staff will receive additional training on the appropriate techniques which may be used to physically restrain pupils. The training will be to an approved nationally acceptable level and will be regularly refreshed.

All staff and volunteers receive induction training in positive behaviour management and the range of intervention techniques before being required to work with any children who present challenging behaviours. They are introduced to individual BMP's.

On-going training in Positive Handling techniques is provided for relevant staff when required i.e. Team Teach. Team Teach provides training in positive handling strategies (with an emphasis on de-escalation, but including physical restraint) to better support those who display challenging behaviour. It takes a whole setting holistic approach to behaviour management.

In GC, Team Teach training is available from George Elliot

Members of staff have undertaken Team Teach training :

- **See on site Team Teach trainer**

Once the Behaviour Management Plan and control measures have been agreed and communicated to those who work with and support the pupil, consideration should be given to the ability of staff to implement the measures. Successful implementation will be dependent upon staff competence and expertise. It is important to determine what level of training may be required and by whom.

Where it is apparent that there are staff with significant training needs, implementation of the control measures required will be modified until the relevant training has been provided. In some circumstances, staff training may well be required as a matter of urgency so that implementation can take place without delay. We will also ensure that there are more individuals trained in positive handling techniques in the school than are generally required in order that absences can be covered.

Early discussions with receiving schools will take place as a pupil moves through the educational system so that accommodation needs, resources and training in particular control measures and strategies can be anticipated and undertaken prior to transfer.

## 14. Medication

In certain situations, the use of medication e.g. Ritalin, may be indicated as a method of managing extreme behaviour. Medication must only be administered upon medical advice and must only be used as a routine method of managing difficult behaviour where it is prescribed by a qualified medical practitioner and where it is included within an Individual Healthcare Plan. The school Medication Policy and procedures give further information on supporting pupils with medical conditions including the administration of medication and the use of individual health care plans and must be adhered to.

If medication is used in order to reduce or control risks, the details should be recorded in the Behaviour Management Plan. Discussions with parents or those with parental control will ensure that any medication is administered at the correct time (both during and out of school hours) and will reduce the risk of medication 'wearing off' before the subsequent prescribed administration time.

## 15. Information to Parents

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents. In the case of a 'Child Looked After', the Local Authority will also be informed.

**Exception:** if it is likely that reporting an incident to a parent will result in significant harm to the pupil then the school will follow its Child Protection Procedures and contact Children's Social Care for advice. This may be because a child is chastised inappropriately and/or excessively. There may be other safeguarding reasons.

In making a decision about informing parents, the following will be taken into account:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff concerned; and
- the child's age.

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Head teacher (or deputy in the absence of the Head teacher) who will follow up the incident where necessary. The following must be recorded:

- all incidents where unreasonable use of force is used;
- any incident where substantial force has been used e.g. physically pushing a pupil out of a room;
- use of restraint;
- an incident where a pupil is clearly distressed though clearly not overreacting.

The following criteria will be used when considering the need for recording:

- Did the incident cause injury or distress to a member of staff or pupil?
- Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category.
- Did the incident justify force? This is particularly relevant where the judgement is finely balanced.
- Does recording it help to identify and analyse patterns of pupil behaviour?

If the answer to any of the questions is 'yes', a written record should be made using the bound Record of Physical Intervention book (blue) and all other notes taken at the time are to be kept.

In all instances of the use of physical restraint, parents/carers will be informed the same day, by phone and in writing, and invited into the school to discuss the incident unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to the Social Care Team at the Local Authority.

A report to the parents/carers will be made by a member of the Senior Management Team. Parents will generally be contacted by telephone in the first instance. Information will include the following information:

- When and where the incident took place.
- Why it was decided that force had to be used.
- The strategies used to try to avoid having to use force.
- What force was used.
- Whether there were any injuries.
- What follow up action (support and/or disciplinary) is being undertaken in respect of their child.

Ordinarily, the names of those involved in the incident will not be disclosed to the parent/carer. A standard follow-up letter will be sent with a copy of this policy. A sample Letter to Parents/carers can be found at Appendix D.

All injuries will be reported and recorded in accordance with school procedures.

## 16. After the Incident

- The school will follow its standard procedure of investigating/evaluation of the incident, including seeking first aid or ambulance support as appropriate for all parties and reporting relevant injuries as appropriate.
- The staff member involved will have the opportunity to discuss, reflect on and learn from this incident with the support of a senior member of staff and will be offered further support to deal with any emotional stress or loss of confidence should they wish.
- Students involved in the incident as witnesses will be offered reassurance.
- All parties, including witnesses (where appropriate), will be asked to write a report on the incident.
- Members of staff involved may wish to report the matter to the police and may wish to seek the advice and support of their trade union representative.

If the reason for the incident was the pupil's behaviour, then sanctions, including exclusion, will be considered in line with the Whole School Behaviour Policy. Pupils will also be encouraged to repair any relationships that have been damaged.

## 17. Police Involvement

There may be rare occasions when school staff feel that they require the support of the Police. This will depend on the seriousness of the circumstances and will be determined by the Head teacher or nominated person.

Generally the arrest of pupils on school premises should be avoided unless the circumstances dictate otherwise. If it proves necessary to arrest a pupil on school premises, the police should where possible seek the cooperation of the school to enable the arrest to be made discreetly. For example, authorised school staff may be able to isolate the pupil from others before police make the arrest.

Exclusion is a matter for Head teachers and each case should be judged on its respective merits. Where immediate arrest is necessary the local Police Station should be contacted for Officers to attend the school.

## 18. Complaints and Allegations

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension will not be an automatic response when a member of staff has been accused of using excessive force (refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance - see 'Useful Links' section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- We will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, we will ensure that the teacher has access to a named contact who can provide support.
- Our Governing Body will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- We have a duty of care towards our employees. We will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

- If a specific allegation is made against a member of staff as a result of an incident in which force has been used, we will follow our Managing Allegations against Staff procedures found in the school Child Protection Policy and advice on the Cumbria LSCB website [Click here to access](#)).

Any other complaint will be dealt with in accordance with the School's Complaints Procedures. A sample Complaint Form can be found at Appendix E.

## 19. Useful Links

- DfES and DH Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)
- DfE Use of Reasonable Force in Schools - Guidance for Head teachers, Staff and Governing Bodies 2013
- DfE Ensuring Good Behaviour in Schools – A Summary for Head teachers, Governing Bodies, Teachers, Parents and Pupils, 2012
- DfE Behaviour and Discipline in Schools – Advice for Head teachers and School Staff, September 2014
- DfE Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools, 2012
- DfE Screening, Searching and Confiscation, 2013
- DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, 2012
- DfE 2012 Statutory Framework for Early Years Foundation Stage (published March 2014, effective September 2014)
- DfE Keeping Children Safe in Education, April 2014 and the supporting guidance Keeping Children Safe in Education – Information for all School and College Staff, April 2014
- Cumbria LSCB Guidance for Dealing with Allegations against Staff
- Working Together to Safeguard Children 2013
- Ofsted's Safeguarding in Schools: Best Practice (2011)
- Link to Information Commissioner for advice on the Data Protection Act
- Ministry of Justice advice on self-defence (when published – due end 2012) and Home Office PACE codes
- The Education Act 1996
- Education and Inspections Act 2006
- The Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Apprenticeships, Skills, Children and Learning Act, 2009
- Health and Safety at Work etc. Act 1974

## RECORD OF POSITIVE PHYSICAL HANDLING OR INTERVENTION

### PART A – To be completed for all incidents involving unruly or unacceptable behaviour by pupils

To be completed as soon as possible and within 24 hours of the incident by person(s) involved in the incident.

Name of Pupil: \_\_\_\_\_ Class: \_\_\_\_\_

Incident Date:     /     / Incident Time: \_\_\_\_\_ Incident Location: \_\_\_\_\_

Is there a Behaviour Management Plan in place for the above named pupil?     **YES / NO**

Nature of Incident: <i>(Tick Boxes as appropriate)</i>	Vandalism	<input type="checkbox"/>	Physical Control	<input type="checkbox"/>
	Bullying	<input type="checkbox"/>	Absconding	<input type="checkbox"/>
	Assault	<input type="checkbox"/>	Substance Abuse	<input type="checkbox"/>
	Diversion	<input type="checkbox"/>	Non-compliance	<input type="checkbox"/>
	Isolation	<input type="checkbox"/>	Serious Disruption	<input type="checkbox"/>
	Time Out	<input type="checkbox"/>	<b>Other</b> (please state)	<input type="text"/>

**ANTECEDENTS:** (events leading up to incident)

**BEHAVIOUR:** (how did the pupil respond, describe what actually happened)

**CONSEQUENCES:** (how did the staff intervene, how did the young person respond and how was the situation resolved)

**NAMES OF THOSE INVOLVED:** (staff and pupils)

**NAMES OF WITNESSES:** (staff and pupils)

**SIGNATURE OF REPORT COMPILER:**

**PART B – To be completed if the use of ‘restrictive physical controls has occurred**

**WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS?**

*(Tick the appropriate box/as below)*

Verbal advice and support	<input type="checkbox"/>	Negotiation	<input type="checkbox"/>
Reassurance	<input type="checkbox"/>	Humour	<input type="checkbox"/>
Calm talking/stance	<input type="checkbox"/>	Contingent touch	<input type="checkbox"/>
Time out directed	<input type="checkbox"/>	Time out offered	<input type="checkbox"/>
Choices/limits/consequences	<input type="checkbox"/>	Transfer adult	<input type="checkbox"/>
Distraction (likes etc.)	<input type="checkbox"/>	Success reminder	<input type="checkbox"/>
Planned ignoring	<input type="checkbox"/>	Others (please specify)	<input type="text"/>
Take up time	<input type="checkbox"/>		

**JUSTIFICATION FOR USE OF PHYSICAL CONTROLS:**

*(Tick the appropriate box below)*

To prevent/interrupt:	<input type="checkbox"/>	A criminal offence
	<input type="checkbox"/>	Injury to pupil/staff/others
	<input type="checkbox"/>	Serious damage to property
	<input type="checkbox"/>	Disruptive behaviour
	<input type="checkbox"/>	Pupil absconding
	<input type="checkbox"/>	Others <i>(please specify)</i>
		<input type="text"/>

**NATURE OF PHYSICAL CONTROLS USED: (include estimate of duration of use of physical controls)**

*(Please tick appropriate box)*

Standing    
 Sitting    
 Kneeling    
 Prone    
 Duration

**RESPONSE AND VIEW OF THE PUPIL:** *(this field must be completed)*

---

**DETAILS OF ANY RESULTING INJURY:** *(Injury to whom and action taken as a result, e.g. first aid, medical treatment)*

---

**Accident reported to school Health and Safety Service Provider via Accident Form or web-based reporting system *(whenever injury occurs)***
**YES/NO**

**ANY OTHER RELEVANT INFORMATION:**

---

<b>NAME OF SENIOR PERSON NOTIFIED:</b>	<b>TIME:</b>	
	<b>DATE:</b>	/ /

**HEAD TEACHER’S COMMENTS:**

---

<b>SIGNATURE OF HEAD TEACHER:</b>	<b>TIME:</b>	
	<b>DATE:</b>	/ /

## BEHAVIOUR MANAGEMENT PLAN – PART A INCORPORATING POSITIVE HANDLING PLAN

*(Completed Example)*

### How to complete a Behaviour Management Plan (BMP)

#### Part A

Part A of the BMP is a list of the benefits and drawbacks relating to all the possible options which could be considered as control measures for dealing with the behaviour of an individual pupil. This Part of the Plan is not generally seen by parents or others but is merely a brainstorming session by school staff in order that the most appropriate options can be chosen for a particular pupil.

Some school staff have used this form as a template for the BMP for all pupils and have extensive options on Form A which they then use to choose the most appropriate option for inclusion in Part B.

#### Part B

Part B of the BMP is the Management Plan for an individual pupil. The sections correspond with those on Form A but schools will complete the sections with the options and control measures taken from those considered in Part A. Some or all of the options will be used to complete Part B. Once this form has been completed, schools should ensure that it is agreed by the parents (and, where appropriate, the pupil him/herself) and other parties involved in the education of the individual pupil.

It is important that any additional control measures identified are discussed with the school designated SENCO, Special Needs Service, Learning Support Service and/or other organisations, so that assistance can be given to ensuring that all reasonable control measures are in place for the individual pupil.

Part B of the BMP will then form part of the overall IEP for the pupil concerned and will be subject to the general annual review process, although earlier review may be necessary.

#### Part C

Part C of the BMP is completed **only** when staff have received training in positive handling techniques and will include the preferred handling techniques to be used in the event of a serious escalation of challenging behaviour and when all other methods of control e.g. de-escalation have failed.

*Blank copies of all three parts of the BMP can be downloaded from the KAHSC Website or via e-mail from [kym@kymallanhsc.co.uk](mailto:kym@kymallanhsc.co.uk)*

## BEHAVIOUR MANAGEMENT PLAN – PART A INCORPORATING POSITIVE HANDLING PLAN

School:

Assessor:

### RISK REDUCTION OPTIONS

Risk reduction involves an examination of risk management options and consideration of the benefits and drawbacks of each option for the pupil, staff and others concerned. After weighing up the options available, some may be discarded as unsuitable. This will usually be because they have insufficient impact on the risk or have too many drawbacks (e.g. the use of a time out room may be considered to be the best option but the room designated may be some distance from the pupil’s class base and therefore impractical to use). It is however important that **all** options are considered. This gives a history into those strategies that have been both tried and have failed or have succeeded. Such information should be recorded below:

Measures	Possible Options	Benefits	Drawbacks
<p>Proactive interventions to prevent risk of challenging behaviour or self-injury</p> <p><b>Examples only. This is <u>not</u> a prescriptive list.</b></p>	<p><i>Medication (Ritalin)</i></p>	<p><i>Reduces unpredictability of pupil. Allows pupil to be more receptive to instruction</i></p>	<p><i>Medication has to be given in school Volunteers required from staff to fulfil this role Security of medication required to be ensured</i></p>
	<p><i>Pupil not placed in this school</i></p>	<p><i>Reduction in adverse health effects on staff and peers Reduction in costs – time and funding required to ensure risks are kept to a minimum</i></p>	<p><i>Pupil is taught in establishment away from his locality and out-of-school peers Parents have a right to the mainstream education of their choice Change of school without parental agreement requires Statutory procedures to be followed Transport issues and additional costs associated</i></p>
	<p><i>One-to-one supervision</i></p>	<p><i>Pupil is continuously monitored and conflict is dealt with promptly before risk increases to unacceptable level. Pupil can gain trust in one person and additional control measures are consistent</i></p>	<p><i>Increased stress and risk to injury of supervisor Individual support asst. would require high level of specific training for pupil Cost implication of employing full-time support One support asst. should not undertake full-time support. Post should be split</i></p>
	<p><i>Short tasks given</i></p>	<p><i>Pupil Concentration maintained Less likely to be distracted</i></p>	<p><i>One-to-one support needed to ensure continuity Reduction in ‘real-time’ teacher support for other pupils.</i></p>
	<p><i>Input from other agencies e.g. Social Services, Psychological Service, Specialist Teaching Services</i></p>	<p><i>Range of strategies offered increases Support for staff dealing on individual basis with pupil Continuous assessment of any changing need or deterioration in behaviour</i></p>	<p><i>Access to support can be infrequent and inconsistent</i></p>
	<p><b>Other specific educational related options listed here</b></p>		

Measures	Possible Options	Benefits	Drawbacks
<p>Early interventions to manage risk of challenging behaviour or self-injury</p> <p><b>Examples only. This is <u>not</u> a prescriptive list.</b></p>	<p><i>Directed time-out from situation e.g. take book to Head teacher</i></p> <p><i>Calm talking by support assistant/teacher</i></p> <p><i>Diversion of tasks</i></p> <p><b>Include other de-escalation/diffusion strategies <a href="#">here</a></b></p>	<p><i>Removes pupil from crisis or deteriorating situation</i></p> <p><i>Reduces friction and diffuses situation</i></p> <p><i>Reduces friction and diffuses situation</i></p> <p><i>Removes pupil from deteriorating situation</i></p>	<p><i>Head may not be available</i> <i>Allows pupil free access to other parts of the school</i> <i>Risk of leaving the building unaccompanied</i></p> <p><i>Needs to be done as soon as indications suggest deterioration in behaviour</i> <i>Teaching time diverted</i> <i>Teachers/support assistants will require training in appropriate strategies</i></p> <p><i>Other pupils may be involved in diverted task</i> <i>Pupil is seen to be favoured by allowing access to particular 'favourite' tasks</i> <i>Requires significant teacher input to remove from situation and settle to new task</i></p>
<p>Reactive interventions to respond to adverse outcomes</p> <p><b>Examples only. This is <u>not</u> a prescriptive list.</b></p>	<p><i>Remove pupil from room</i></p> <p><i>Remove pupil to 'safe' room</i></p> <p><i>Physical intervention in accordance with Part C of document</i></p>	<p><i>Removes pupil from situation. Allows pupil to calm down. Takes away 'audience'</i></p> <p><i>Removes pupil from situation. Allows pupil to calm down. Takes away 'audience'</i></p> <p><i>Physical intervention will reduce risk of injury to others in the vicinity and individual</i></p> <p><i>All staff trained in physical intervention</i></p>	<p><i>Staff required to remove pupil safely.</i> <i>Increased risk to staff and pupil during removal process, particularly if pupil is resisting</i> <i>Staff would require training in safe methods of removal</i></p> <p><i>'Safe' room not available within school – no suitable area found</i></p> <p><i>Room available but is not considered 'safe' in terms of furnishings and fixings which would need to be appropriate e.g. soft furnishings, no 'ammunition' available, furniture minimal etc.</i></p> <p><i>Only trained staff should use recognised physical intervention strategies</i></p> <p><i>Continuous inherent risk to those using physical intervention techniques</i></p> <p><i>Staff training in physical intervention unavailable</i></p>

## **BEHAVIOUR MANAGEMENT PLAN – PART B INCORPORATING POSITIVE HANDLING PLAN**

Risk Rating (H/M/L)	Residual Risk Rating (H/M/L)
---------------------	------------------------------

Pupil/Student's name:

Class/Year Group:

Assessor:

Date of Assessment:

Review Date:

**Trigger Behaviours:** (Describe common behaviours/situations which are known to have led to intervention/control measures being required. When is such behaviour likely to occur?)

- *Being asked to undertake specific tasks*
- *Being asked to take part in group activities*
- *Confrontation*
- *Being asked to share toys, activities etc.*

**Who/what is likely to be harmed/damaged?** (Give details of individuals who might be harmed as a result of the behaviour. Include staff, other pupils, self, or if it is more likely to be damage to property). In addition, give details of any individuals who might be at increased risk, pupils or staff)

- *Self – can attempt to run away from school putting him/herself in danger; has no perception of danger or consequences*
- *Other pupils – will lash out for no apparent reason; is over exuberant, has no perception of consequences of his/her actions; throws items around the room and at individuals*
- *Staff – will lash out at staff, particularly Isa or main teacher;*
- *Head teacher is particularly at risk because he/she is authoritative figure; LSA particularly at risk because of one-to-one working*
- *Staff trained in physical intervention, as they have inherent and continued risk whilst attempting to restrain*
- *Female staff who may be pregnant are at increased risk; Female staff who are pregnant at higher risk*
- *Individual pupils – pupil has fixation on fellow pupil increasing their risk of injury*
- *Other pupils who themselves are vulnerable and could not, because of their own disability, understanding or age, react quickly to mood swings or attack*

**Behaviour details:** (Describe what the behaviour looks/sounds like)

- *Sitting under/on furniture – refusal to move*
- *Shouting and swearing*
- *Lashing out at individuals*
- *Self-harm*
- *Running around the school; leaving premises without permission*

**Proactive Control Measures (i.e. to prevent the risk occurring):** Describe control measures/strategies to be put in place for individual pupil to prevent difficulties emerging e.g. increased supervision, escorting to and from lessons, limits on lessons, varieties of tasks, giving concise instruction, seating pupils next to good role model, seating close to exits to assist in removal if required medication (Ritalin) etc.)

- *One-to-one supervision at all times; supervision during lunchtimes; increased supervision during high risk lessons e.g. design technology, science, p.e.*
- *Administration of Ritalin - lunchtime*
- *Short tasks*
- *Transfer between lessons escorted by staff*
- *Positioning of pupil close to door to make it easier/safer to remove should incident occur*

**Early Interventions to manage risk (i.e. diffusion techniques):** (Describe strategies that, where and when possible, should be attempted and which will help the pupil in difficult situations in order to avert problems)

- Verbal advice and support ✓
- Reassurance
- Calm talking/stance ✓
- Time out directed ✓
- Choices/limits/consequences
- Distraction (likes etc)
- Planned ignoring
- Take up time ✓
- Negotiation
- Humour ✓
- Contingent touch
- Time out offered ✓
- Transfer adult ✓
- Success reminder ✓
- Others

**If others, please give details:**

---

**Reactive Control Measures (other than those listed above):** Describe here current strategies or physical control measures to reduce the risk of injury: Include here any existing control measures e.g. increased supervision, bolts on doors, etc.

- *When pupil leaves school, staff follow at a distance, staff will never run after a pupil; phone parents/police/social services*
  - *When pupil 'kicks-off' staff will intervene and restrain within legal boundaries*
  - *Removal of other pupils from the vicinity to protect them*
  - *Removal of individual pupil from the vicinity/room and take to 'safe area'*
- 

**Preferred Handling Strategies:** (Describe the preferred staff responses/holds – See also Part C – Positive Handling Plan)

- *Complete in accordance with training and application to individual pupil*
  - 
  - 
  -
- 

**Additional/Proposed Control Measures required: (Include here any additional control measures which need to be considered in order to reduce or eliminate the risk of injury, e.g. staff training, additional staffing, support during certain high risk lessons/activities, gates/barriers to reduce risk of 'running', searching for weapons, etc.)**

- *Staff require training in physical intervention*
  - *Additional support required*
  - *Security measures required in order to delay individual leaving premises*
  - *Increased input from specialist teaching service*
  - *Training required for all staff in de-escalation techniques and anger management*
- 

**De-briefing Process following Incident:** (What is the level of care to be provided?) Debriefing of pupil, staff involved, other pupils, parents etc:

- *Inform parents/carers of incident;*
  - *Speak to individual pupil about his/her behaviour*
  - *Inform parents/carers of any pupils involved in incident even though they may not have been injured, incidents which involve restraint can be upsetting for other pupils*
  - *Speak to individual pupils and give ongoing support particularly if they have been injured or abused*
  - *Ensure staff involved are debriefed and that follow up discussions take place on a regular basis to ensure that effects of incident are minimised, some staff may be more affected than others. Continuous incidents involving individual members of staff on a regular basis will need to be carefully monitored to ensure the effects on the staff do not cause unnecessary stress and anxiety*
-

Head teacher or nominated representative comments:

---

Pupil comments:

---

Parental comments:

---

**Recording and Notifications Required:**

Parents/Carers Notified following incident(s) YES/NO

Incidents recorded in Incident Book YES/NO

Accident/Incident Report Form must be completed and submitted whenever injury occurs

---

**Behaviour Management Plan agreed by:**

Pupil (where appropriate):

Parents/Carers:

LA input (if appropriate):

Headteacher:

SENCO:

Date:

Review Date:

*Please note: Some or all of this information may be shared on a confidential, need to know basis, with adults other than school staff who may be working with young people in a voluntary capacity. Such adults are bound by the school's code of conduct on confidentiality.*

# POSITIVE HANDLING PLAN – PART C

Pupil/Student’s name:

Class/Year Group:

Assessor:

Date of Assessment:

Review Date:

## PLANNED USE OF RESTRICTIVE PHYSICAL INTERVENTIONS

Physical intervention will be used as an option of last resort when staff perceive that they have no alternative course of action. The following behaviours are those where the use of physical intervention could be considered, after a range of other de-escalation options (See Part B) have been tried, or have been considered and have been thought to be unsafe:

- 
- 
- 
- 

Physical intervention will not be used as a response to the following behaviours:

- 
- 
- 

The following physical interventions have been agreed for use in appropriate circumstances within the context of Team Teach practice. Minimal appropriate force applied for the shortest possible period of time will always be the first option:

- 
- 
- 
- 

## EMERGENCY USE OF RESTRICTIVE PHYSICAL INTERVENTIONS

Emergency use of physical intervention may be required when a student behaves in a way that has not been foreseen by risk assessment. Ideally the use of physical interventions in this situation will be agreed by two members of staff

Any contra indications to use of physical intervention

- 
- 
- 

Signed: \_\_\_\_\_ (Head teacher/nominated person)                      \_\_\_\_\_ Parent/Carer

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**THIS PAGE IS INTENTIONALLY BLANK FOR PRINTING PURPOSES**

## BEHAVIOUR MANAGEMENT PLAN INCORPORATING POSITIVE HANDLING PLAN

### How to complete a Behaviour Management Plan (BMP)

#### Part A

Part A of the BMP is a list of the benefits and drawbacks relating to all the possible options which could be considered as control measures for dealing with the behaviour of an individual pupil. This Part of the Plan is not generally seen by parents or others but is merely a brainstorming session by school staff in order that the most appropriate options can be chosen for a particular pupil.

Some school staff have used this form as a template for the BMP for all pupils and have extensive options on Form A which they then use to choose the most appropriate option for inclusion in Part B.

#### Part B

Part B of the BMP is the Management Plan for an individual pupil. The sections correspond with those on Form A but schools will complete the sections with the options and control measures taken from those considered in Part A. Some or all of the options will be used to complete Part B. Once this form has been completed, schools should ensure that it is agreed by the parents (and, where appropriate, the pupil him/herself) and other parties involved in the education of the individual pupil.

It is important that any additional control measures identified are discussed with the school designated SENCO, Special Needs Service, Learning Support Service and/or other organisations, so that assistance can be given to ensuring that all reasonable control measures are in place for the individual pupil.

Part B of the BMP will then form part of the overall IEP for the pupil concerned and will be subject to the general annual review process, although earlier review may be necessary.

#### Part C

Part C of the BMP is completed **only** when staff have received training in positive handling techniques and will include the preferred handling techniques to be used in the event of a serious escalation of challenging behaviour and when all other methods of control e.g. de-escalation have failed.

**Blank copies of all three parts of the BMP can be downloaded from the KAHSC Website or via e-mail from [kym@kymallanhsc.co.uk](mailto:kym@kymallanhsc.co.uk)**

**BEHAVIOUR MANAGEMENT PLAN - PART A  
INCORPORATING POSITIVE HANDLING PLAN**

School:

Assessor:

Date of Assessment:

Review Date:

**RISK REDUCTION OPTIONS**

Risk reduction involves an examination of risk management options and consideration of the benefits and drawbacks of each option for the pupil, staff and others concerned. After weighing up the options available, some may be discarded as unsuitable. This will usually be because they have insufficient impact on the risk or have too many drawbacks (e.g. the use of a time out room may be considered to be the best option but the room designated may be some distance from the pupil’s class base and therefore impractical to use). It is however important that **all** options are considered. This gives a history into those strategies that have been both tried and have failed or have succeeded. Such information should be recorded below:

Measures	Possible Options	Benefits	Drawbacks
Proactive interventions to prevent risk of challenging behaviour or self-injury			
Early interventions to manage risk of challenging behaviour or self-injury			
Reactive interventions to respond to adverse outcomes			

## BEHAVIOUR MANAGEMENT PLAN – PART B INCORPORATING POSITIVE HANDLING PLAN

Risk Rating (H/M/L)	Residual Risk Rating (H/M/L)
---------------------	------------------------------

Pupil/Student's name:

Class/Year Group:

Assessor:

Date of Assessment:

Review Date:

**Trigger Behaviours:** (Describe common behaviours/situations which are known to have led to intervention/control measures being required. When is such behaviour likely to occur?)

- 
- 
- 
- 

**Who/what is likely to be harmed/damaged?** (Give details of individuals who might be harmed as a result of the behaviour, staff, other pupils, self, or if it is more likely to be damage to property). In addition, give details of any individuals who might be at increased risk, pupils or staff)

- 
- 
- 
- 
- 

**Behaviour details:** (Describe what the behaviour looks/sounds like)

- 
- 
- 
- 
- 

**Proactive Interventions (i.e. to prevent the risk occurring):** Describe control measures/strategies to be put in place for individual pupil to prevent difficulties emerging e.g. increased supervision, escorting to and from lessons, limits on lessons, varieties of tasks, giving concise instruction, seating pupils next to good role model, seating close to exits to assist in removal if required medication (Ritalin) etc.)

- 
- 
- 
- 
- 

**Early Interventions to manage risk (i.e. diffusion techniques):** (Describe strategies that, where and when possible, should be attempted and which will help the pupil in difficult situations in order to avert problems)

- |                               |                           |                    |
|-------------------------------|---------------------------|--------------------|
| • Verbal advice and support   | • Distraction (likes etc) | • Contingent touch |
| • Reassurance                 | • Planned ignoring        | • Time out offered |
| • Calm talking/stance         | • Take up time            | • Transfer adult   |
| • Time out directed           | • Negotiation             | • Success reminder |
| • Choices/limits/consequences | • Humour                  | • Others           |

If others, please give details:

---

**Reactive Interventions (other than those listed above):** Describe here current strategies or physical control measures to reduce the risk of injury: Include here any existing control measures e.g. increased supervision, bolts on doors, etc.

- - 
  - 
  -
- 

**Positive Physical Intervention strategies and preferred Handling Strategies:** (Describe the preferred staff responses/holds – if trained ) – See also Part C – Positive Handling Plan

- - 
  - 
  -
- 

**Additional/Proposed Control Measures required:** (Include here any additional control measures which need to be considered in order to reduce or eliminate the risk of injury, e.g. staff training, additional staffing, support during certain high risk lessons/activities, gates/barriers to reduce risk of ‘running’, searching for weapons, etc.)

- - 
  - 
  -
- 

**De-briefing Process following Incident:** (What is the level of care to be provided). Debriefing of pupil, staff involved, other pupils, parents etc:

- - 
  - 
  -
- 

**Recording and Notifications Required:**

Parents Notified following incident(s) YES/NO

Incidents recorded in Incident Book YES/NO

Incident/Accident Form/Entry on on-line system must be completed and submitted where injury has occurred

---

Head teacher or nominated representative comments:

---

Pupil comments:

---

Parental comments:

---

**Behaviour Management Plan agreed by:**

Pupil (Where appropriate):

Parents/Carers:

LA input (if appropriate):

Head teacher:

SENCO:

Date:

Review Date:

**Please note: Some or all of this information may be shared on a confidential, need to know basis, with adults other than school staff who may be working with young people in a voluntary capacity. Such adults are bound by the school's code of conduct on confidentiality.**

# POSITIVE HANDLING PLAN – PART C

Pupil/Student's name:

Class/Year Group:

Assessor:

Date of Assessment:

Review Date:

## PLANNED USE OF RESTRICTIVE PHYSICAL INTERVENTIONS

Physical intervention will be used as an option of last resort when staff perceive that they have no alternative course of action. The following behaviours are those where the use of physical intervention could be considered, after a range of other de-escalation options (See Part B) have been tried, or have been considered and have been thought to be unsafe:

- 
- 
- 
- 

Physical intervention will not be used as a response to the following behaviours:

- 
- 
- 
- 

The following physical interventions have been agreed for use in appropriate circumstances within the context of Team Teach practice. Minimal appropriate force applied for the shortest possible period of time will always be the first option:

- 
- 
- 
- 

## EMERGENCY USE OF RESTRICTIVE PHYSICAL INTERVENTIONS

Emergency use of physical intervention may be required when a student behaves in a way that has not been foreseen by risk assessment. Ideally the use of physical interventions in this situation will be agreed by two members of staff

Any contra indications to use of physical intervention

- 
- 
- 

Signed: \_\_\_\_\_ (Head teacher/nominated person)

\_\_\_\_\_ Parent/Carer

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**(SAMPLE) LETTER TO PARENTS/CARERS**

Dear

I would like to inform you that **NAME OF PUPIL** was involved in an incident today and we needed to use physical intervention to de-escalate the situation.

*Schools should insert the following information here:*

- *When and where the incident took place;*
- *Why it was decided that force had to be used;*
- *The strategies used to try to avoid having to use force;*
- *What force was used;*
- *Whether there were any injuries;*
- *What follow up action (support and/or disciplinary) being undertaken in respect of their child.*

I would like to invite you into school to discuss this incident. Our meeting may include your involvement in writing a Positive Handling Plan in case further intervention is needed in the future.

Please get in touch with me as soon as possible so that this may be arranged.

Yours sincerely,

(Headteacher)

**THIS PAGE IS INTENTIONALLY BLANK FOR PRINTING PURPOSES**

**(SAMPLE) COMPLAINT RECORD**

<b>Date:</b>		<b>House/Class:</b>	
<b>Complaint Received By:</b>			
<b>What was the nature of the complaint</b>			
<b>Actions taken by the person receiving the complaint (if any)</b>			
<b>Comments or action taken by the Head of Service/Teacher</b>			
<b>Signature:</b>		<b>Date:</b>	
<b>Comments or action taken by SMT</b>			
<b>Signature:</b>		<b>Date:</b>	