

Positive Handling and Physical Intervention Policy

(including Appropriate Touch, Physical Intervention and the use of Quiet/Regulation rooms)



Hampton Dene Primary School

Approved by:		Date:
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Aims

At Hampton Dene school, we work to promote and reinforce positive behaviour based on and underpinned by the development of self-esteem, meaningful relationships, independence and confidence for all children. We place great emphasis upon teaching children positive ways of managing difficult emotions they might be experiencing, encouraging children to be reflective and to take responsibility for their behaviour.

All strategies need to be in line with Hampton Dene School's **Behaviour and Relationships Policy**. Strategies need to be consistent and equitable, however, are likely to vary for individuals.

This policy and associated guidance are designed to safeguard both students and staff. It applies to every member of staff and any other person having contact with pupils at Hampton Dene school. Hampton Dene has high expectations relating to behaviour as part of the schools ethos, culture and values. We are committed to maintaining consistent and safe practices in the use of handling, reasonable force and restrictive physical intervention.

This policy aims to:

- Outline different types of touch and intervention;
- Outline the school's expectations regarding necessary physical interventions and to safeguard the well-being of pupils and staff when a situation or incident requires physical intervention.;
- Seeks to protect all pupils against any form of physical intervention which is either unnecessary, inappropriate (either to the individual or circumstance), excessive or unlawful;
- Provide guidance to class teams, parents and carers, governors and other stakeholders on how to support our learners to self-regulate, communicate safely, manage their behaviour and feel safe so that they are ready to learn;
- Create a positive culture that promotes safe and responsible behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment;
- Establish a consistent whole-school approach to maintaining high standards of behaviour that reflect the ethos and values of the school.

Legislation, Statutory Requirements and Statutory Guidance

The law allows all adults authorised by the Headteacher at Hampton Dene responsible for pupils to use force as is reasonable to prevent a student:

- Committing a criminal offence (or for younger children that which would be an offence);
- Causing personal injury, injury to others or damage to property;
- Engaging in any behaviour prejudicial to maintaining good order and discipline;

Staff should not hesitate to act in these situations provided they follow this policy and the attached guidance; however, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience of their professional colleagues.

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)

- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that maintained schools must publish their behaviour regulation policy online

Cultivating safe, respectful and responsible behaviour – Our Philosophy

At Hampton Dene our approach and Behaviour and Relationship policy supports children to stay regulated and be able to manage their feelings and emotions. This supports and enables pupils to be successful and make a positive contribution to the school community. Our inclusive approach means that all pupils, regardless of which class they attend in school, will be supported to be the best they possibly can. Adults are expected to support children whose behaviour is of concern in a positive, calm and controlled manner.

Relationships are a key part of our behaviour support for all pupils, but particularly those with Social, Emotional and Mental Health difficulties. Previous or current Adverse Childhood Experiences/Trauma can have a significant impact on a pupil's development, wellbeing and ability to regulate. Within attuned relationships with staff, pupils can have positive experiences of connection, protection, being understood and being cared for. This is vital for development of regulated behaviour responses and requires the implementation of the Relational Practice Pathway. 'Connection before correction' is an essential part of a relational approach to support pupils and ensure that pupils feel safe and regulated while working to understand their emotions and responses

At Hampton Dene, we value the strength in a relational approach which places emphasis on fostering positive, mutually respectful relationships with all pupils and an overarching need of an awareness in regulations strategies for each child.

Pupils are expected to:

- Behave in an orderly and self-controlled way;
- Show respect to members of staff and each other;
- In class, make it possible for all pupils to learn;
- Move quietly and safely around the school;
- Treat the school buildings and school property with respect;
- Wear the correct uniform at all times – with some allowances for those with SEND in agreement with school and family;
- Accept and acknowledge the consequences of their actions with the support of their trusted adult and as part of their learning around emotional literacy;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online;

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations across the curriculum. **This is particularly necessary for some of our children with EHCPs and many of those within the LCC.**

Non-restrictive Physical Intervention and Positive Touch

Physical contact should always be about meeting the needs of the child. It is important to remember that some children like physical contact and some do not. Developing relationships and getting to know each individual child is paramount to being able to successfully meet their needs.

Staff should be clear about why their actions are in the best interest of the child concerned. Physical contact will be happening throughout our school in order to support our pupils with their regulation, relationship building and in order for the pupils to be and feel safe. **This is particularly relevant to pupils in the LCC.**

Physical Touch will be used throughout our school in order to:

- Create a safe environment;
- Build relationships and connections;
- Support and teach emotional regulation;

Different types of touch at Hampton Dene might include:

- Casual / informal / incidental touch

Staff use touch with pupils as part of a normal relationship, for example comforting a child, giving reassurance and congratulating. This might include taking a child by the hand (if age appropriate), patting on the back or putting an arm around the shoulders. The benefit of this action is often proactive and can prevent a situation from escalating.

- General reparative touch

This is used by staff working with children who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of calming, soothing and containing distress for a frightened, angry or sad child. Reparative touch may include stroking a back, squeezing an arm, rocking gently, cuddling, hand or foot massage, tickling or sitting on an adults' lap. As always, staff need to be mindful of age appropriate physical interactions. Because of the complex needs of our children reparative touch is used by many of the children.

- Contact/interactive Play Contact

This is used by staff adopting a role similar to a parent in a healthy child-parent relationship.

This will only take place when the child has developed a trusting relationship with the adult and when they feel completely comfortable and at ease with this type of contact. Contact play may include, being held or rocked in physical play or being helped to access playground equipment, being supported to explore in messy play, as well as rough and tumble games.

- Using Touch to Communicate and Teach

For some pupils, especially those with SEND, it is often appropriate and very important to use touch to communicate with them e.g. Through on body signing or to alert a child that they are about to be asked to be moved or to guide children in completing a task as part of a learning program or to find out about something by exploring materials and objects. At Hampton Dene we also use massage, especially when working with children in the LCC. Massage is now commonly used with pupils who have SEND or medical needs in order to develop sensory awareness, tolerance to touch and as a means of relaxation. It is recommended that massage undertaken by school staff should be confined to parts of the body such as the hands, feet and face in order to safeguard the interest of both adults and pupils.

We aim to increase pupil's awareness and knowledge of appropriate and safe touch alongside our curriculum and PSHE provision. Where appropriate to the individual child and their level of understanding, staff should seek to gain permission to touch children and encourage children to do the same when touching their peers.

- Intimate/Personal care

Please see our Intimate Care policy for further information.

Restrictive Physical Intervention

In order to maintain a safe environment for all pupils, there may be occasions when, despite the best efforts of staff, there is no alternative than to physically intervene with pupils to ensure their safety and the safety of others. It is not appropriate to use Restrictive Physical Intervention as a punishment.

It is the policy of Hampton Dene that physical intervention can be used only as a last resort and in very limited circumstances. These are:

- To prevent immediate harm to pupils;
- To prevent immediate harm to staff;
- To prevent immediate harm to self;
- Where behaviour poses a significant and persistent risk of impact on the learning environment which in turn, impacts on pupil wellbeing and progress;
- Where behaviour poses a significant risk of serious impact on physical and emotional safety of pupils who witness others being harmed, which in turn impacts on pupil wellbeing and progress;
- To prevent damage to property.

Physical Intervention could include:

- An adult physically interposing between pupils;
- Blocking a pupil's path;
- Touching, holding or leading by the arm;
- Physical restraint that adheres to 'Team Teach' guidelines.

Incidents of Restrictive Physical Intervention must:

- Always be used as a last resort;
- Be applied using the minimum amount of force for the minimum amount of time possible;
- Be used in a way that maintains the dignity and safety of all concerned;
- Never be used as a form of punishment;
- Where possible, physical intervention must involve a minimum of two staff to ensure the safety of the pupil and staff member involved;
- Always be recorded using a Serious Incident Record (Appendix 2) at the earliest opportunity, ideally by the end of the school day and passed to the Headteacher.

Training for Restrictive Physical Intervention

Staff are provided with regular training on managing behaviour, including Relational Practice accredited training on Positive Behaviour Support through Team Teach. Staff receive training on de-escalation, risk reduction and restrictive physical interventions by Team Teach trainers. They attend refresher training in line with their period of certification. Courses are robustly monitored.

The physical techniques taught on Team Teach course can only be carried out by trained staff. It must only be used when a pupil is:

- At risk of causing harm or injury to themselves, other pupils or staff;
- Causing significant damage to property, including that belonging to the pupil;
- Committing a criminal offence (even if the pupil is below the age of criminal responsibility).

Team Teach Training covers:

- The proper use of physical intervention, restraint and restricted access;
- The needs of the pupils at the school;
- How SEND and mental health needs impact behaviour.

Reasonable Force

Staff are authorised to use Reasonable Force under Section 93 of the Education and Inspection Act (2006) and subsequent guidance published by the DfE in September 2022 entitled 'Behaviour and Discipline in Schools – Advice for Head Teachers and School Staff'.

There is also a Common Law right to defend oneself using no more force than is reasonable. The amended Education Act 1996 states that everyone has a right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency, for example if a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff would be entitled to intervene. Help from a designated, Team Teach trained member of staff should also be sought at once.

Recording of Restrictive Physical Intervention

All incidents of Physical Intervention must be recorded on a Serious Incident Record (Appendix 2) at the earliest opportunity, ideally by the end of the school day and passed to the Headteacher. Once signed by the Headteacher, the returned Significant Incident Record must be placed in the pupil's folder and stored in a secure manner.

A Significant Behaviour Incident report should be completed when:

- A physical intervention is used/has been necessary;
- A pupil has demonstrated behaviour that is out of the ordinary and poses a concern;
- Someone has been hurt or is in immediate danger of being hurt;
- Property has been seriously damaged;

From February 2024, the Headteacher will keep a record of all Physical Interventions in a bound and numbered book held separately.

Please see our Recording Incident Processes (Appendix 1) for further information.

Reporting to Parents/ Carers

It is important to communicate with parents/ carer regarding any pupil or incident where there has been a need for Restrictive Physical Intervention.

Parents/ carers will always be informed the day of the incident, via methods agreed between school and home e.g. Seesaw, telephone contact or face to face when collected at home time.

Any injuries sustained during a physical intervention will also be communicated with parents/ carers.

Timeout/Use of Quiet/Regulation Rooms

At Hampton Dene, some LCC classrooms have Quiet/Regulation rooms within or adjacent to the classroom. Quiet rooms are a valuable resource that offer a quiet, distraction free learning environment. They are also useful for facilitating interventions, sensory regulation and offer pupils a quiet, calm space and where appropriate, should always be used as such.

In exceptional circumstances and as a last resort, a responsible adult can request that a child is removed from the group and Quiet/Regulation rooms may be used to ensure the safety of the pupil, their peers and staff. Physical intervention should only be used as a last resort.

Enforced timeout can only take place in a room with visual access. The child must be carefully supervised at all times. The door should never be locked but can be held shut if necessary to maintain safety. Enforced timeout must be timed, should be for the minimum time and ended as soon as it is safe to do so.

- If an incident requires Physical Intervention to enforce timeout in the Quiet/Regulation rooms, this must be recorded on a Significant Behaviour Incident report and parents/carers informed via email/Seesaw/telephone call or face to face at the end of the school day;
- Enforced timeout without the need for Physical Intervention should be noted on SIMS or My Concern.

It is also important to note the use of Quiet/Regulation rooms should form part of a series of specific regulation strategies that are unique to each child and noted on their behaviour plan.

Please see our Recording Incident Processes (Appendix 1) for further information.

Post Incident Support and Debriefing

Children:

Following the use of physical intervention pupils and staff will need to be supported. The immediate physical needs of all parties will be met and staff will ensure that positive relationships are maintained. How pupils are supported will vary according to the individual. This might be a symbol based approach, a restorative conversation, or participation in an activity together, however, post incident reflection should always be carried out when children are calm and in a regulated state.

Pupils who have witnessed a difficult situation may also need support.

Staff:

The needs of staff post-incident may vary person to person, and from incident to incident. Staff should support each other by covering for those who need time away and work together as a whole-school team. Other pupils and visitors who may have witnessed a pupil in crisis may be distressed and need support to understand what has happened and reassurance that everybody is now OK, especially if they have seen people get hurt.

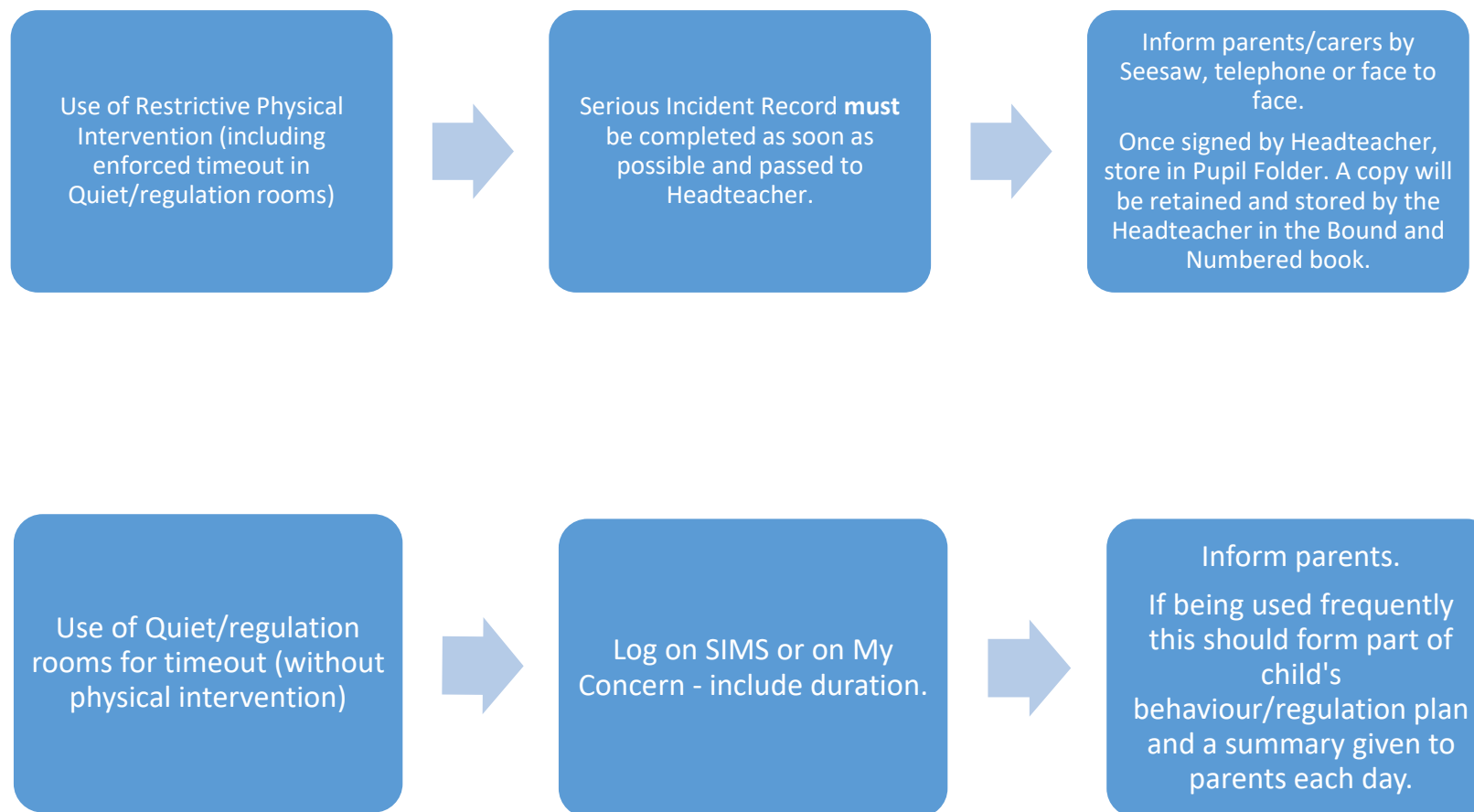
Monitoring and Review

In order to ensure effectiveness, the Physical Intervention Policy will be monitored and reviewed annually. The policy will be reviewed and revised by the Headteacher and approved by the Full Governing Body.

Links with other policies

- Behaviour and Relationships Policy
- Intimate Care Policy
- Safeguarding Policy
- SEN Policy

Appendix 1 – Process for Recording of Incidents at Hampton Dene



Appendix 2



SERIOUS INCIDENT RECORD

(This form **must** be completed if physical restraint is used or, at the discretion of the staff member involved, where no physical restraint was needed.
This form is then to be given to the Head Teacher to sign and a copy stored in the pupil's folder)

Child's Name:		Name of person filling out this form:	
Date of observation:		Time:	
Location:		Reason for observation	
Antecedent (What happened before the incident)			
Behaviour What the child did (exact description and quotes)			
(*Continue overleaf)			
Consequence (What happened afterwards)			
Name(s) of staff involved: Name(s) of witness(es):			
Incident book completed? Yes / No (circle)			

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Reason for intervention: - Risk of/Injury to a person - Damage to property - Criminal offence - Serious disruption - Absconding	External agencies informed: - Medical staff - Parent/carer - Social worker - Police - Other	PLEASE NOTE: If a copy of this document is to be shared with parents, names of pupils involved should be removed and the names of members of staff should only be included with their consent.
Behaviours that occurred:		
Verbal abuse	Slapping	Punching
Biting	Pinching	Spitting
Kicking	Hair grab	Neck grab
Clothing grab	Body holds	Arm grab
Weapons/missiles	Head butting	Self-mutilation
Pushing	Disruption	Damage to property
Who was at risk?		
Describe any changes made to routines, staff or environment in an attempt to reduce the risk:		
Diversions, Distractions & De-escalation strategies attempted:		
√		
Verbal advice	Limited choice	
Clear directions	Distraction	
Negotiations	Planned ignoring	
Time lost from Choosing Time	Consequences	
Time out	Humour	
Change of staff	Success reminders	

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Record of Physical Interventions Used		
Please tick appropriate box:		
Help hug	Sitting wrap	Other:
Cradle hug	One person escort	
Wrap	Two person escort	
	Caring c's	
Why was this action in the best interest of the student?		
Medical intervention		
Injury to child:	Action taken:	
Injury to staff:	Action taken:	
Injury to others:	Action taken:	
Action following the event: ✓ if required.		
Person responsible for safeguarding has checked this record:		
Parent/carers informed by phone:		
Parent/carers informed by (a) letter: (b) Home/School book: (c) Phone call:		
Risk assessment to be carried out or updated:		
Positive Handling Plan to be completed or updated:		
Procedural change:		
Student support:		
Staff support:		
Relationship repair:		
Disciplinary action:		
Has any complaint been lodged?: Yes / No (details not to be recorded here):		
Signed by staff member filling in form:	Role:	
Witness(es):	Head Teacher:	

