

# ***ETTINGTON C of E PRIMARY SCHOOL***

**Reviewed June 2024**



*Learning for Fullness of Life*  
*Trust-Respect - Love*

## **POSITIVE INTERVENTION POLICY**

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**Statement of Intent:**

At Ettington CE Primary School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices linked to our restorative approach and one that is clearly communicated and understood by pupils, parents and staff.

We aim, as a school, to produce a safe and secure environment where all can learn. On rare occasions, circumstances may result in a situation that requires some form of physical intervention by staff. This policy aims to produce a consistent school response to any incidents that may occur and make clear each person's responsibilities with regard to physical intervention and restraint.

The safety and well-being of children is paramount. Plans and interventions should be based on a clear assessment of the child's developmental progress and the difficulties the child may be experiencing. The purpose of all interventions should be to achieve the best possible outcomes for each child, recognising that each child is unique.

Children must be listened to and every effort made to understand their wishes and feelings. Professionals and volunteers should do everything possible to develop cooperative working relationships with children and their parents or caregivers.

**Our policy for physical intervention is based upon the following principles:**

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Head teacher as soon as possible.
- Parents will be informed of each incident.

**The legal framework:**

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline

### **Our approach**

At Ettington CE Primary School, we aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the school's policy on behaviour and discipline, particularly in dealing with disruptive behaviour. Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and wellbeing. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

### **Training**

All staff may apply positive physical intervention in an emergency situation to protect the pupils or themselves without having received formal Positive Intervention training according to LA and DfE documentation. However, the school will train specific key members of staff and to update that training formally using the local authorities accredited Positive Intervention trainers.

Current members of staff who have received Positive Intervention training (March 23) are:

- Michelle Crowe
- Tom Higgitt
- Anna Swift
- Sherrel Brown (March 24)

### **Roles of The Head Teacher**

- Lead the implementation of the contents of this policy and communicate its contents to all members of the school community.
- Ensure that the school is a safe place for all pupils and staff.
- Ensures incidents are recorded and stored appropriately.
- Ensure parent/carer(s) are informed of incidents in a timely manner.
- Ensure pupils are given appropriate strategies within their Positive Handling Plan (PHP).
- Ensures that staff members receive sufficient training to be equipped to deal with incidents that require physical intervention and restraint.
- Ensures that staff receive appropriate support following an incident.

## **Staff**

- Write/review PHP and share with parents and relevant staff.
- Follow the PHPs for those with recognised emotional/behavioural difficulties.
- Inform Head Teacher of any incidents involving Physical Intervention or Restraint (PIR).
- Communicate effectively and promptly with parents.
- Record incident on relevant PIR Record forms and hand to Head Teacher to store in the Safeguarding file.
- Communicate any concerns to the head teacher.

## **Parents**

- Attend meetings arranged by members of staff and cooperate in devising strategies, planned responses and PHPs which will support the child.
- Sign and support the PHP.
- Communicate any concerns to an appropriate member of staff.

## **Use of Reasonable Force & Physical Restraint**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either 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 student needs to be restrained to prevent violence or injury. All members of school staff have a legal power to use reasonable force.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. Members of staff can use reasonable force to: remove disruptive children from the classroom where they have refused to follow an instruction to do so.

- 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.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort. When physical restraint becomes necessary:

## **DO**

- Tell the pupil what you are doing and why.
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition).
- Use simple and clear language.
- Relax your restraint in response to the pupil's compliance.

## **DON'T**

- Act in temper (involve another staff member if you fear loss of control).
- Involve yourself in a prolonged verbal exchange with the pupil.

## **Actions after an incident:**

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The Head Teacher should be informed of any incident as soon as possible and will take responsibility for making the arrangements for debriefing once the situation has stabilised. The Head Teacher or DSL will always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed. After any incident involving restraint a PHP (Appendix A) will need writing/reviewing. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided. All incidents should be recorded immediately on the Physical Intervention & Restraint Record Form (Appendix B). All sections of this report should be completed so that any patterns of behaviour can be identified and addressed. In the event of any future complaint or allegation this record will provide essential and accurate information. A copy should be filed in the Safeguarding file, kept in the Head Teacher's office in order to inform individual PHP's and school risk assessments.

The Head Teacher or DSL will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

## **Positive Handling Plans**

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

Strategies to be used prior to intervention:

- Ways of avoiding 'triggers' if these are known.
- Involvement of parents to ensure that they are clear about the specific action the school might need to take.
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance).
- Identification of additional support that can be summoned if appropriate.

- The school's duty of care to all pupils and staff.

### **Complaints and Allegations**

A clear Physical Intervention and Restraint Policy, adhered to by all staff and shared with parents, should empower everyone working with children at Ettington CE Primary School. Any concern about the use of physical intervention and restraint would lead to a full investigation. It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

### **Recording**

All behaviour incidents, where restraint is needed, are to be recorded on a 'Physical Restraint & Intervention Record Form' (attached). This form will be signed by any staff involved or observing and the Head Teacher. It will be kept in the Safeguarding files.

This policy is monitored on a day-to-day basis by the Head teacher and all staff, by talking with children, both formally and informally, from parents' communications and from colleague observations and reporting. Information is reported to Governors about the effectiveness of the policy on request.

### **Manual Handling**

For issues relating to manual handling activities, including the lifting and moving of furniture and heavy objects all staff must refer to the Warwickshire County Council Manual Handling Policy (see Appendix 1). The school also has a risk assessment for manual handling activities in school.

**APPENDIX A**

This plan is intended to support everyone in returning to calm stage as effectively as possible.

**Pupil:** \_\_\_\_\_

	Signs of agitation for this pupil		Staff interventions which work for this pupil
0	<b>ALL CALM - Pupil on task and behaving appropriately</b> <ul style="list-style-type: none"> <li>➤ Responsive to adult instruction</li> <li>➤ Tolerant of other children</li> <li>➤ Motivated</li> <li>➤ Engaged in tasks</li> </ul>	0	<b>Normal teacher /student interaction – positive reinforcement of desired behaviours</b> <ul style="list-style-type: none"> <li>✓</li> </ul>
1	<b>Low level behaviours which if left unchecked could escalate</b> <ul style="list-style-type: none"> <li>➤ Low level disruption</li> </ul>	1	<b>Supportive responses (calm and clear)</b> <ul style="list-style-type: none"> <li>✓ Positive</li> </ul>
2	<b>Medium level behaviours or non-compliance at previous stage</b> <ul style="list-style-type: none"> <li>➤ refusal to follow instructions</li> </ul>	2	<b>Limit setting responses</b> <ul style="list-style-type: none"> <li>✓ remove to safe area ( ) to continue working or carry out creative activity until Leon calms (drawing, play dough)</li> </ul>
3	<b>High level behaviours</b> <ul style="list-style-type: none"> <li>➤ running away/out of class</li> <li>➤ hurting others</li> <li>➤ threatening verbally</li> <li>➤ self-harming – scratching, biting</li> </ul>	3	<b>High level responses (continue to use L1 &amp;L2 responses)</b> <b>JUDGEMENT re-use of Physical Intervention</b> <ul style="list-style-type: none"> <li>• send another child with the red triangle to HT office</li> <li>• responsibility for managing situation is handed to HT</li> <li>• will normally, calmly go with HT to office</li> </ul>
4	<b>Recovery behaviours</b> <ul style="list-style-type: none"> <li>➤ Calm</li> <li>➤ Responsive to adult instruction</li> <li>➤ Engaged in tasks</li> <li>➤ May make a 'present' for adult present in room</li> </ul>	4	<b>Recovery responses</b> <ul style="list-style-type: none"> <li>➤ Ask what happened to make them upset</li> <li>➤ Discuss what options had – remind him of</li> </ul>
5	<b>Depression</b> After serious incident people can become depressed, may not want to interact	5	<b>Depression supportive handling responses</b> <ul style="list-style-type: none"> <li>• Support and monitor</li> <li>• Respond to indication of communication from</li> <li>• Show concern and care</li> <li>• Do not attempt disciplinary issues at this stage</li> </ul>
6	<b>Pupil ready to respond and communicate</b>	6	<b>Follow up</b> <ul style="list-style-type: none"> <li>• Positive listening and debrief</li> <li>• Recording, reporting and communicating</li> <li>• Planning to avoid similar in future</li> </ul>

	Restorative Approach Interview (at appropriate level)		
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**Agreed by**

Pupil \_\_\_\_\_

Parent/carer \_\_\_\_\_

School staff \_\_\_\_\_

Support/agency staff ( ) \_\_\_\_\_

Date \_\_\_\_\_

to be reviewed on \_\_\_\_\_

(this format should be completed with details of the particular observable behaviours, and responses known/considered to be effective for this pupil – it is not a checklist)

(it can be used as a recording format to highlight behaviours/ responses)



**APPENDIX B**  
**Record of Intervention & Restraint**

**Intervention No:**

Please refer to the school's Physical Intervention & Restraint Policy

Name of Pupil: ..... Class:.....

Date of incident: ..... Place(s) incident occurred:.....

Reporting Staff: ..... Other staff involved: .....

Witnesses: .....

Start time: ..... Ended: .....

How did the incident begin?  
What led to the incident/triggered behaviour?

What behaviour was observed?  
State actual behaviour observed, e.g. hitting rather than aggressive

What was done to defuse/de-escalate the situation? (place x in appropriate box)

- |  |  |
|--|--|
| <input type="checkbox"/> Calm talking    | <input type="checkbox"/> Ignoring              |
| <input type="checkbox"/> Negotiating     | <input type="checkbox"/> Transfer adult        |
| <input type="checkbox"/> Acknowledgement | <input type="checkbox"/> Verbal advice/support |

- |   |  |
|---|--|
| <input type="checkbox"/> Audience removal | <input type="checkbox"/> Personal Handling Plan followed |
| <input type="checkbox"/> Humour           | <input type="checkbox"/> Apologising                     |
|   | <input type="checkbox"/> Other                           |

Was a Restrictive Physical Intervention used? Yes

No (go to post incident support)

Reason why reasonable force was thought necessary (please tick only 1):

- The pupil was at immediate risk of injury  
 The pupil was placing other pupils at risk of injury  
 The pupil was placing staff or others present at risk of injury

Description of physical interventions used

TT Technique used	✓	Length of time	Staff involved	TT Technique used	✓	Length of time	Staff involved
Friendly Escort				Seats to T wrap			
Single Elbow				T Wrap to ground			
Double Elbow				Cradle			
Figure of Four				Bite response			
Single Elbow in Seats				Hair Grab Response			
T wrap				Clothing grab response			
T wrap to seat				Safe neck disengagement			

### Post incident support

Incident discussed with pupil at level appropriate to their understanding.

✓ By whom? .....

Post incident discussion with pupil (Brief description of outcomes)

Was the pupil's positive handling plan followed?

No plan was in place (is now!)

Yes and was adequate to manage the incident

Yes but additional measures were needed as behaviour had not been experienced before and the PHP will need reviewing

Parents informed (place x in appropriate box)

By telephone – by whom? .....

In home/school diary – by whom? .....

Letter sent home – by whom? .....

Injuries – please tick all that apply and add HS1 number to brackets

Staff injured  HS1 completed

Pupil involved in incident injured  HS1 completed

Other pupils injured  HS1 completed

Other people injured  HS1 completed

All staff involved please sign to confirm this is an accurate record of the incident:

Signed: ..... Date: .....

Signed: ..... Date: .....

Signed: ..... Date: .....

Incident reported to: .....

### Action taken by head teacher

PIR record completed fully and correctly - Yes/No

Serious Incident Book (and HS1 if required) completed and signed

Serious Incident Report letter sent home

Report reviewed with staff and support/guidance provided

Parents informed by Head teacher

Ettington C of E Primary School

Telephoned

Invited into school

Other – please state:

Other professionals informed:

Name	Designation	Date informed and how

Signed: ..... Time: ..... Date: .....