



## St Mary's C of E Primary School Touch and Physical Intervention Policy – Autumn 2017

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### Context

At St Mary's Primary School we follow the agreed Behaviour Policy to manage behaviour in school. On occasions behaviour can be challenging and as part of a graduated response we may use positive touch as a strategy to manage behaviour. This should be in accordance with the guidance stated in this policy which is based on the Surrey Policy on Touch and the Use of Physical Intervention.

This policy should be read in conjunction with the following policies:

Behaviour Policy  
Child Protection Policy

### Introduction

At St Mary's Primary School we believe that pupils need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of pupils the use of positive touch intervention may be needed, and, on such occasions, acceptable forms of intervention will be used.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective Behaviour Policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils.

All the school staff need to feel able to manage inappropriate risk and behaviour, and to have an understanding of what and how challenging behaviours might be communicated. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention.

Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Physical Intervention, including the nature of the intervention, and the rationale for its use.

### Positive Touch

At St Mary's Primary School we adopt a positive touch policy and this is in line with Surrey County Council guidance. Staff attend the Positive Touch training, which is run by Surrey Behaviour Support Service. This training gives clear guidance about appropriate physical touch. Staff recognise that physical touch can be used to enable positive outcomes in a variety of situations.

### Definition of 'restrictive physical intervention'

The Law allows for teachers and other persons authorised by the Head teacher to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property.
- Engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school.

'Restrictive Physical Intervention' is the term used by the DCSF to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to, in specific circumstances, use "reasonable force" to control or restrain pupils.



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There is no legal definition of “reasonable force”. However, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it.
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

The definition of physical force also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

### **When the use of restrictive physical interventions may be appropriate at St Mary's Primary School**

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

### **Who may use restrictive physical intervention at St Mary's Primary School**

All teaching and support staff are authorised by the Head teacher to use physical intervention and **must** be aware of this Policy and its implications. Positive Touch training will be given to teaching staff and support staff.

We take the view that staff should never put themselves in danger, and should, where possible, remove themselves and other children from potentially dangerous situations. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for children.

In addition, the Headteacher may give temporary authorisation to others whose role is supervision of pupils where it is an emergency unplanned intervention where it is necessary to prevent a serious injury from occurring.

### **Planning for the use of restrictive physical interventions at St Mary's Primary School**

Staff will use the minimum force needed to restore safety and appropriate behaviour.

The principles relating to the intervention are as follows:

- Restrictive physical intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions.
- Staff will only use it when there are good grounds for believing that immediate action is necessary and in the pupil's and / or other pupil's best interests.
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion and at the level of understanding of the child or young person.
- Only the minimum force necessary will be used to prevent severe distress, injury, or damage.
- Staff will be able to show that the intervention used was in keeping with the incident.
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and / or witnesses.



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- As soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control.
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy.
- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable.
- The age, understanding, and competence of the individual pupil will always be taken into account in developing SSAs / Behaviour Plans, consideration will be given to approaches appropriate to each pupil's circumstance.
- Procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

### **Acceptable forms of intervention at St Mary's Primary School**

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- To comfort a pupil in distress (as long as this is appropriate to their age).
- To gently direct a pupil.
- For curricular reasons (for example in PE, Drama etc).
- In an emergency to avert danger to the pupil or pupils.
- In rare circumstances, when restrictive physical intervention is warranted.

In all situations where physical contact between staff and children at school takes place, staff must consider the following:

- The child's age and level of understanding.
- The child's individual characteristics and history.
- The location where the contact takes place (it should not take place in private without others present).
- Physical contact is never made as a punishment, or to inflict pain.
- Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints.
- It will not become a habit between a member of staff and a particular pupil.

### **Developing a positive touch plan at St Mary's Primary School**

If a pupil is identified for whom it is felt that restrictive physical intervention is likely, then a Positive Touch Plan will be completed. This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing.

The plan will include:

- Involving parents / carers and the child concerned to ensure they are clear about what specific action the school may take, when and why.
- A risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens.



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- A **record** needs to be kept in school of risk reduction options that have been examined and discounted, as well as those used.
- Managing the pupil, strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention is to be used.
- Identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil.
- Ensuring a system to summon additional support.
- Identifying training needs.

Those not involved in the individual risk assessment plan but whose roles include the supervision of children may use reasonable force in an emergency unplanned intervention where it is necessary to prevent a serious injury from occurring.

Staff will, if necessary, seek medical advice about the safest way to hold a child with specific medical needs.

### **Guidance and training for staff**

Guidance and training is essential in this area. We need to adopt the best possible practice. At St Mary's Primary School this is arranged at a number of levels including:

- Raising Awareness – all staff
- Behaviour Management – all staff
- Positive Touch/Options – all staff

### **Complaints**

It is intended that by adopting this policy and keeping parents and governors informed we can avoid the need for complaints. All disputes that arise about the use of force by a member of staff will be dealt with according to Surrey's Child Protection and Safeguarding policies.

### **Associated resources:**

Use of reasonable force – DFE July 2013

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Touch and the use of restrictive physical intervention when working with children and young people – Policy and guidance for surrey staff

<http://www.surreycc.gov.uk>

A Brief guide to school complaints for parents

<http://www.surreycc.gov.uk>



## Appendix A

### Recording Individual Child or Young Person Risk Assessment

1. A plan for assessing and managing foreseeable risks for children or young people who are likely to need Restrictive Physical Intervention must be completed. **Appendix B**
2. However, those not involved in the individual risk assessment plan but whose roles include the supervision of children may use reasonable force in an emergency unplanned intervention where it is necessary to prevent a serious injury from occurring.

### Recording incidents of Restrictive Physical Intervention

1. Every use of restrictive physical intervention is to be reported the same day to the Head teacher or the deputy in charge if the Head teacher is off-site. The Head teacher or deputy will ensure that a parent of the child who has had force used against them is notified that day.
2. The details of each use of restrictive physical intervention must be recorded on the **Pupil Incident Report Form – Use of Restrictive Physical Intervention**, that is held in the Headteachers office. This form can also be found in **Appendix C** of this document. The person leading the planned or unplanned intervention must complete this form. The head teacher will review every use of physical intervention.



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**Appendix B**

**Individual child or young person risk assessment – Restrictive Physical Intervention**  
**Surrey County Council – child or young person risk assessment (5 pages)**

A plan for assessing and managing foreseeable risks for children or young people who are likely to need Restrictive Physical Intervention

School: .....

Name of Child: .....

Class Group: .....

Name of Teacher: .....

Name of Parents / Carers: .....

Name of Support Service involved with child

Member(s): .....

<b>Identification of Risk</b>	
Describe the foreseeable risk (ie what specific behaviours have occurred)	
Is the risk potential or actual? (ie has this happened before)	
List who is affected by the risk	



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<b>Assessment of Risk</b>	
In which situations does the risk occur?	
How likely it is that the risk will arise? (i.e. how often has it happened before)	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by: .....

Signature: ..... Date: .....



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<b>Agreed Plan and School Risk Management Strategy</b>		
<b>Focus of Measures</b>	<b>Measures to be employed</b>	<b>Level of risk</b>
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by: Date: .....

.....  
(Parent / Carer)

.....  
(Child – if appropriate)

.....  
(Headteacher)

.....  
(Class Teacher)

.....  
(Support Service Member/s)



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<b>Communication of Plan and School Risk Management Strategy</b>		
Plans and strategies shared with:	Communication Method	Date Actioned

<b>Staff Training Issues</b>		
Identified training needs	Training provided to meet needs	Date training completed



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<b>Evaluation of Plan and School Risk Management Strategy</b>		
Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		
<b>Actions for the future</b>		

Plans and strategies evaluated by: .....

Title: .....

Date: .....



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**Appendix C**

**Pupil Incident Report Form- Use of Restrictive Intervention**

**PART A**

Pupil name:	
Staff name and status:	
Incident date / time / place:	

Nature of incident (tick boxes as appropriate)	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"/>		Other (please state)	<input type="checkbox"/>

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 child respond, and how was the situation resolved)	
NAMES OF THOSE INVOLVED: (staff and pupils)	
NAMES OF WITNESSES: (staff and pupils)	
Name of Report Compiler	
SIGNATURE OF REPORT COMPILER:	



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**PART B**

What de-escalation techniques were used prior to physical controls? (tick the appropriate box below)

Defusing		Time out offer	
Deflection		Time out directed	
Distraction take up time		Changes of task	
Appropriate Humour		Choices	
Proximity control		Limits	
Verbal advice/support		Consequences	
Rule reminder		Another member of staff	
Planned ignoring		Other (please state)	

Justification for use of physical controls: (tick the appropriate box below)

To prevent/interrupt;	
Injury to pupil / staff / others	
Serious damage to property	
Disruptive behaviour	
Pupil absconding	
Other (please state)	
A criminal offence	

Nature of restrictive physical intervention used: (Insert language relevant to training received and include estimate of duration of use of physical intervention)

Standing  Sitting  Kneeling  Floor (prone)  Floor (Supine)

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, eg first aid, medical treatment)



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Any other relevant information:
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Name of senior person notified:		Time / date
Headteacher's comments:		
Signature of headteacher:		Date:
Parent of the child informed? Name of person informing parent How was the parent informed (telephone, appointment in person)		Date: