Care and Control

Policy

Care and Control

Headteacher

Chris Stokes

Policy Review Dates

Review Date	Changes made	By whom	Date shared with staff
April 25	New Policy	CST	May 25

Date ratified by Governors	Review Date
May 2025	May 2026

## 1.	INTRODUCTION

1.1.1	The purpose of the Care and Control Policy is to clarify Bedale High Schools' (BHS) expectations and procedures for all staff managing dysregulated and challenging behaviour. The policy will outline acceptable practice in relation to the use care and control and physical intervention and the procedures in place to safeguard students and staff. It is also intended to inform students, their parents/carers, families and other relevant stakeholders of the legal position in relation to physical intervention and the systems and procedures that are followed at BHS.

1.1.2	This policy is written with reference to the following guidance and legislation which provides a framework for care and control, including physical restraint:

- Use of Reasonable Force – Advice for Head Teachers, Staff and Governing Bodies, July 2013
- Section 93 of the Education and Inspections Act 2006 'The Power of Members of Staff to Use Force'
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties, September 2003
- Reducing the need for Restraint and Restrictive Physical Interventions, June 2019
- Health and Safety at Work Act, 1974
- Children Act 1989 (as amended 2004, Section 52)
- Human Rights Act 1988
- Mental Health Act 1983 (amended 2016)
- Teachers Standards, DfE, July 2012 (updated June 2013/December 2021)
- Keeping Children Safe in Education, 2021
- Working Together to Safeguard Children, 2018
- Searching, screening and Confiscation Guidance for Headteachers, DfE January 2018
- The SEND Code of Practice 2015
- 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*

1.1.3	This policy is written in conjunction with school policies that promote the welfare of students, including:

- Safeguarding and Child Protection Policy
- Positive Behaviour Policy
- Single Equality Policy
- Anti-bullying and Hate Incidents Policy
- Health and Safety Policy

- Safer Recruitment Policy
- Dealing with Allegations Against Staff Policy
- SEND Policy
- Whistleblowing Policy

1.1.4   This policy conforms to locally agreed inter-agency procedures. It is available to all interested parties on our school website, and upon request.

2.   OVERALL AIMS

2.1   Bedale High School believes:

- All students have the right to be protected from harm, to be safeguarded and treated equally
- Students need support which matches their individual needs, including those who are vulnerable, at risk, have difficult life circumstances are identified as having SEND and/or have challenging behaviour
- Students and staff need to be safe and feel safe within school
- Good professional relationships between staff and students are vital to ensure good order

2.1.1   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 behaviour approach and therefore this policy should be read in conjunction with our Positive Behaviour Policy.

2.1.2   Staff should be aware that when they are in charge of students during the day or during other supervised activities, they have a duty of care to all students. They must, therefore, take reasonable action to ensure the safety and wellbeing of all students. Staff are not required to place themselves in situations where they are likely to suffer injury as a result of their intervention.

2.1.3   Everyone attending or working within the school has a right to:

- recognition of their unique identity
- be treated with respect and dignity
- learn and work in a safe environment
- be protected from harm, violence, assault and acts of verbal abuse

2.1.4   Students and their parents/carers have a right to:

- individual consideration of their needs by the staff who have responsibility for their care and protection
- expect staff to undertake their duties and responsibilities in accordance with the school policies and professional standards
- be informed about school rules, relevant policies and the expected conduct of all students and staff working in the school
- be informed about the school's complaints procedure

2.1.5   At BHS we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of Care and Control. In addition to this, students who present with highly dysregulated and challenging behaviour which may result in the use of Care and Control will have an individual Positive Handling Plan (PHP – see appendix two) which will provide guidance for all staff about the strategies and techniques used to support the needs of this student.

2.1.6   In relation to inappropriate behaviour, staff at BHS will use their skills to defuse and de-escalate conflict situations, where possible. They will communicate with students and attempt to distract, cajole, persuade and negotiate with them as well as reminding them about positive behaviour, privileges, rewards and sanctions. At times, staff may use the tone / volume of their voice to deliver a verbal reprimand to bring inappropriate behaviour to an end. There may be circumstances, however, where verbal de-escalation alone is not enough to deal with the risks that are present to themselves and others.

2.1.7   It is recognised that the majority of students respond to the Positive Behaviour system, which ensures the well-being and safety of all students and staff. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of Care and Control may be required. BHS acknowledges that physical techniques are only part of a whole school approach to positive handling and behaviour management and should only be used in exceptional circumstances.

2.1.8   There is a common misconception that any physical contact with a student is in some way unlawful. This is not true.

         "It is not illegal to touch a pupil. 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 or necessary: holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school; when comforting a distressed pupil; when a pupil is being congratulated or praised; to demonstrate how to use a musical instrument; to demonstrate exercises or techniques during PE lessons or sports coaching; to give first aid."
         (Page 8, Use of Reasonable Force – Advice for Head Teachers, Staff and Governing Bodies, July 2013.)

2.1.9   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 and make dynamic risk assessments in situations which may arise. Staff should always act within the school's policy on Positive Behaviour, particularly in dealing with disruptive behaviour.

2.1.10   This policy allows for the use of physical intervention with students in disciplinary or dangerous situations. This must not include any form of corporal punishment and should be limited to the minimum force reasonably necessary for the minimum amount of time.

         Examples of situations where the guidance could apply:

         • when a student attacks a member of staff
         • when a student attacks another student

- when a student is engaged in, or is on the verge of committing, deliberate damage or vandalism
- when an at risk or highly vulnerable student absconds from the school
- when a student is truanting around the school and is refusing to follow the instructions of any member of staff
- when a student is seriously disrupting a lesson and is refusing to leave the classroom and all other possible measures have been taken

2.1.11   It is the policy of BHS that only in exceptional circumstances may physical intervention be used by an adult working within the school and that our policy in this regard will be made known to staff, governors, parents/carers and students. Physical intervention should be used only as a last resort when other de- escalation, risk and reduction strategies have failed or were not possible and:

- Any physical contact should be only the minimum reasonable amount 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 Headteacher as soon as possible
- Parents/carers will be informed of each incident

3.   STRATEGIES FOR DEALING WITH CHALLENGING BEHAVIOUR

3.1   Prevention of challenging behaviour

3.1.1   Primary prevention of challenging behaviour is achieved by:

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

3.1.2   Secondary prevention of challenging behaviour is achieved by:

3.1.3   Recognising the early stages and antecedents of a behavioural sequence that is likely to develop into violence or aggression and employing defusing techniques to avert any further escalation. At this stage a positive handling plan (PHP) will be set up to clarify the appropriate application of care and control in response to the particular student's behaviour. Where there is clear documented evidence that particular sequences of behaviour escalate rapidly into violence the use of Care and Control strategies at an early stage in the sequence may potentially, be justified if it is clear that:

- primary prevention has not been effective
- the risks associated with not using care and control are greater than the risks of using it
- other appropriate methods, which do not involve physical intervention, have been tried without success

3.1.4   BHS employs highly skilled and experienced pastoral professionals who are trained to support all students and those with identified needs and barriers to learning. These staff members will support targeted students by helping them to learn about feelings, including how to regulate and express emotions in a safe and controlled manner, the importance of building positive relationships and helping them to develop the skills to manage conflict. The school ethos and curriculum promote independence, positive choice, rights and responsibilities, student voice and inclusion and students are given the maximum opportunity for personal growth and the development of good emotional wellbeing and positive mental health.

3.1.5   As endorsed in the schools' Positive Behaviour Policy staff consistently use positive strategies to encourage acceptable behaviour and good order. Every effort will be made to resolve conflicts positively, restoratively and without harm to students or staff, property, buildings or the environment.

3.1.6   Where it is deemed that further action needs to be taken, a warning of intention to intervene physically should, wherever possible, be given to a student and notice that this will cease when the student complies. If possible, assistance from other staff should be requested as it is always preferable in these circumstances to have two members of staff present. Physical intervention and care and control can then be used in line with legislation and guidance. It will only be used when the risks involved in doing so are outweighed by the risks involved in not using force.

4.   THE LEGAL IMPLICATIONS

4.1   Duty of Care

4.1.1   All staff working within the school have a duty of care to the students and, as such, may face a situation where physical intervention is the only option left available to them in order to ensure safety. Staff who have a duty of care have lawful justification for taking reasonable physical steps to prevent injury to any person or damage to property. Taking no action which results in a person being injured could leave a member of staff open to an allegation that they were in neglect of their duty of care.

4.2   The Children's Act

4.2.1   Staff will always follow the principles outlined in the above act whereby the safety and wellbeing of the students is paramount. Staff will act in accordance with the *best interests principle*, acting honestly and in good faith to protect what they perceive to be the best interests of the student.

Furthermore, section 93 of the Education and Inspections Act 2006 'The Power of Members of Staff to Use Force' states:

A member of the staff of a school may use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

• committing an offence

- injuring themselves or others, or causing damage to property
- compromising the good order or discipline of the school

This policy allows for the physical restraint of pupils in disciplinary or dangerous situations. This must not include any form of corporal punishment and should be limited to the minimum force absolutely necessary for the minimum amount of time.

4.3 The Application of Force

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

- assessing risks using dynamic risk assessments related to individual circumstances which may arise in the course of their day-to-day duties; making judgements about when the use of care and control is necessary to manage a situation
- asking for support from trained members of staff and pastoral staff members if a situation arises that may need additional support or where a change of face and/or removal of a student will have a positive impact upon the circumstance

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

4.3.3 When circumstances justify, staff as a last resort, may:

- physically interpose between students
- block a student's path
- hold a student in a controlled manner
- use escorting techniques in a controlled manner
- in extreme circumstances, use more restrictive holds

4.3.4 Staff response to an incident should seek to respond to the student's behaviour as set out in the student's PHP.

4.3.4 If possible, the use of physical intervention needs a second adult present to assist with and/or witness the incident. Staff must be aware of Department for Education (DfE) recommendations as set out in the guidance document and not hold students in such a way that they may be injured or prevented from breathing.

4.3.5 During any incident involving the use of physical intervention, staff are expected to continue to use all available verbal and non-verbal support and de-escalation strategies to defuse difficult situations.

4.4 Reasonable Force

4.4.1　There is no legal definition of reasonable force. It will always depend upon the circumstances of each individual case.

4.4.2　The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force.

4.4.3　The degree of force employed must be in proportion to the circumstances of the incident and must be the minimum needed to achieve the desired result.

4.4.4　Whether the degree of force used is reasonable will also be determined by the student's age, gender; stature, medical history and needs; level of physical, emotional and intellectual development; SEND and social context.

4.5　Definitions of Positive Handling

4.5.1　Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, diffusion and de-escalation. A PHP is a plan for the positive management of student's dysregulation and challenging behaviour and is detailed within a wider Pupil Risk Assessment (PRA). A PRA and PHP are based on risk assessment management, and identify positive prevention strategies used to support a student in crisis. There are two types of physical intervention:

- Physical intervention - the use of any physical handling technique that has the student's compliance, for example prompting, shepherding
- Restrictive physical intervention (RPI) - the positive application of force in order to overcome rigorous resistance, completely directing and controlling a person's free movement, for example where the student is no longer compliant

4.5.2　A planned intervention is one that is described/outlined in the student's PHP. This should cover most interventions, as possible scenarios will be identified and planned when the PHP is drawn up. These interventions may include the use of physical intervention techniques.

4.5.3　An emergency physical intervention may be necessary if a situation arises that was not foreseen or is uncharacteristic of the student. Members of staff retain their duty of care to students and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum reasonable force necessary for the minimum amount of time to prevent injury and maintain safety. Following any such incident, a PHP will be devised (or the existing plan updated) to support effective responses to any such situations which may arise in the future.

4.6　Positive Handling Plans (PHPs) and Pupil Risk Assessments (PRAs)

4.6.1　Where behavioural records and/or PRA risk assessment identifies a need for a planned approach, PHPs are written for individual students and, where possible, these will be designed through multi-agency collaboration in conjunction with the student and their parent/carer. With parental consent, these plans may be shared with other agencies/services in order to support the student and to facilitate

consistency of approach, as much as is possible.

4.6.2   Where a PHP is required, a meeting will take place between the school, the student, their parent/carer and any other services to set out a written plan that will identify the key trigger points and antecedents for a student's behaviour/dysregulation and a gradual and graded system of staff response, which may include the application of care and control techniques, if deemed necessary. The purpose of a PHP is to provide all staff with the necessary information to deal with behaviour effectively and consistently, avoiding the need for any physical intervention. The plans do need to cover this however, in the event that all else has failed.

4.6.3   Where a parent/carer does not attend a meeting to discuss, agree and sign the PRA and PHP or where a parent/carer refuses to do so the PRA/PHP may be deemed a safeguarding priority. In this circumstance the school will follow safeguarding procedures and record in the documentation and safeguarding records that the parent/carer was not in agreement with the plan. This record will also outline the justification as to why the PRA and PHP must be in place for the student, in line with their duty of care to safeguard the student and/or other students and members of staff.

4.7   Personal Safety

4.7.1   There may be times when a member of staff may need to defend themselves from a physical assault or break away from a student who has taken hold of them. It is acknowledged that with some disengagement techniques, students may encounter some minimal discomfort. This should be brief, transient and pose less of a risk than the behaviour they are employed in response to, for example biting or kicking.

4.8   Withdrawal

4.8.3   Withdrawal involves removing the student from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a student from the class/group to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and other students in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. This will be authorised by senior leaders in liaison with key pastoral staff to ensure that the student has appropriate support and is supervised during the withdrawal process.

4.9   Care and Control and Pupil Risk Assessments (PRAs)

4.9.1   Both challenging behaviour and Care and Control will involve a risk to both staff and students and a PRA aims to balance these risks. The aim of the individual student's PHP/PRA and of this policy is to reduce the risks associated with student's challenging behaviour as far as is reasonably practicable, according to the risks that are associated with the behaviour itself and the risk of managing that

behaviour. The risks of employing an intervention should be lower than the risks of not doing so.

4.9.2   Students whose challenging behaviour and those who are dysregulated may pose a risk to staff or other students will be the subject of an PRA and will have a PHP drawn up as a result of this. These will be shared with all staff. All staff authorised to use physical intervention with students will have received training appropriate techniques and receive information about the risk to students of positional asphyxia. There are very clear protocols delivered during training to minimise the possibility of this and to ensure that appropriate safeguards are implemented.

4.9.3   On rare occasions in respect of extremely challenging behaviour, students may have '*Ground Recovery Holds'* written into their PHPs. These are advanced techniques and carry elevated levels of risk. As a result, these are only considered as a possibility if a comprehensive risk assessment indicates that there is a foreseeable risk of serious injury due to a student's behaviour and if their behaviour cannot be controlled in any other way. There are very clear and strict safeguards for these circumstances and a multi- disciplinary meeting would be called prior to a ground hold being advised for a student. These techniques would not be part of a planned response without consultation with parents/carers. Without parental support for the planned intervention, an alternative provision may need to be found. Staff who may need to use these advanced techniques will receive additional advanced training.

4.10   Responsibility of Staff

4.10.1 The Headteacher will ensure that all staff are aware of, and understand, what the authorisation entails.

4.10.2 Where a student is recognised as likely to behave in ways which may require physical intervention/senior leaders/key staff/pastoral staff should initiate an PRA and PHP. This plan will be drawn up in conjunction with the Special Educational Needs and Disability Coordinator (SENDCo) / Designatred Safeguarding Leader (DSL) and shared with all pertinent staff at the school. The member of staff with responsibility for drawing up the plan must have received PRA training. The plan will also be made available and discussed with the student, their parent/carer, families and other relevant agencies.

4.10.3 Student's PRAs/PHPs are *Safe Systems of Work* under Health and Safety Regulations. As such it is imperative that these plans are followed and implemented by all members of staff.

4.10.4 Any force used must be appropriate in the sense that a reasonable adult should think it suitably addresses the tariff level of challenging behaviour. It should always be the last resort and in no circumstances be used in anger and/or to inflict pain.

4.10.5 Adults must avoid putting themselves into physical danger. If self-defence is necessary then the minimum reasonable force must be used.

4.10.6 Under the Health and Safety at Work Act 1974 employees have a responsibility to report any circumstances which give rise to an increased risk to their health and safety. Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out student's PHPs have a duty to

report these to the Headteacher immediately, as there may be an impact on their own safety and that of colleagues and/or students.

4.11 Training Issues

4.11.1 Training on managing behaviour and using emotional intelligence at some level will be available for all staff. For designated staff this is enhanced by training in the use of positive handling and it is the responsibility of the Headteacher to ensure this training is kept up to date. No member of staff will be expected to use physical intervention techniques without appropriate training. Arrangements for training will be provided as part of on-going staff development.

4.12 ACTION AND SUPPORT AFTER AN INCIDENT

4.12.1 De-brief (Learning from an incident)

4.12.2 It is essential to debrief as soon as possible after the incident. This should include the student and staff members involved, however, all persons involved will require a short period of time to allow heightened emotions to dissipate before engaging in this process.

4.12.3 Training has been given to designated staff on debrief procedures and systems. We will endeavour to follow the IESCAPE procedure:

- **I**SOLATE – we will ensure the person is somewhere quiet and calm
- **E**XPLORE – we will allow the person to tell us what has happened first
- **S**HARE – we will then give our or other's perspective of a situation
- **C**ONNECT – through careful questioning, we will connect the behaviour to the triggers and we will seek to discover not just what happened, but why it happened
- **A**LTERNATIVES – we will explore alternative ways that a situation could have been dealt with
- **P**LAN – we will ensure that plans are put in place, or reviewed if a PHP already exists, to help us deal with any future incidents
- **E**NTER – we will consider the emotional wellbeing of the person and how best to re-engage them back to their normal learning or working environment

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

- Individual Provision Map (IPM)
- Safeguarding and child protection procedures (this may involve investigations by Police and/or Social Services)
- School Positive Behaviour Policy
- Exclusions Policy and procedure in the case of violence or assault against a member of staff or another student

4.12.5 The member of staff will be kept informed of any action taken. In the case of any action concerning a member of staff, they will be advised to seek advice from their professional association/union (if applicable).

4.13   Recording and Reporting of Incidents

4.13.1 If a physical intervention is used on a student the Headteacher must be notified at once. The name of the student will then be recorded in the appropriate documents (see appendix one), along with the time, circumstances, witnesses, details of any injury sustained by student/staff member and the student's responses. The parent/carer of the student will be notified as soon as possible via a telephone call or face to face meeting and be given the opportunity to discuss the incident.

4.13.2 Appropriate documentation will be completed as soon as possible after the incident (within 48 hours), normally prior to staff going off duty and be signed by all staff involved and the Headteacher. Separate documentation will need to be completed by all members of staff party to an incident from the initial stages of the incident.

4.14   **Monitoring Incidents**

4.14.1 Whenever a member of staff has occasion to use reasonable force this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any student whose behaviour may require the use of care and control.

4.14.2 Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual student and school needs.

4.15   Involvement of Students, Parent/Carer, Families and Other Relevant Stakeholders

4.15.1 As stated throughout this policy, students, their parent/carer, families and other relevant stakeholders will be involved at every stage when planning and implementing care and control protocols. They will be invited to take part in:

- the PRA and PHP processes
- reviewing progress and the effectiveness of any plans put in place
- any reviews or changes that need to be made to an PRA and/or PHP

4.15.2 Parent/carers, families and other relevant stakeholders will be notified as soon as possible, where there has been need to use physical intervention or positive handling.

4.16 Complaints

4.16.1 In the event of a complaint or allegation that a member of staff has used unreasonable force*, or where a student has been injured during a physical intervention the Headteacher should, in all circumstances, undertake a consultation with the Local Authority Designated Officer (LADO) in line with the Trust's safeguarding procedures.

* unreasonable force - see Use of Reasonable Force, DfE 2013

4.16.2 For other types of complaint relating to an incident, the normal procedures of the school will be used and these will be made clear to all parents/carers.

4.17 Whistle Blowing

4.17.1 Whilst this policy and training in physical intervention provided to key members of staff encourages the use of help protocols and reflective practice it is acknowledged that under some circumstances physical intervention can be misapplied. Staff are reminded that part of their Duty of Care to students includes the requirement to report any such matters which cause them concern in relation to student welfare. Any such concerns should be raised with the Headteacher or if the concern is about the Headteacher, to the Chair of Governors in order to allow concerns to be investigated and practice improved.

Appendix one

Care and Control Incident Log

Incident No.	Day/ Date and Time of Incident	Name and Form/ Class of Student	Name and Role of Staff Member	Location of Incident	Intervention Report Completed (Please sign)	Headteacher Aware (Please sign)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

Care and Control and Restrictive Physical Intervention Report

Seen by Headteacher:		Date:		Log Book No:	

Basic Information

Name of Student:		Year Group/ Form:	
Date:		Time:	
Place:		Length of restraint:	
Names of staff involved:			
Names of witnesses:			

Reason for intervention: to prevent a student from doing or continuing to do;

Committing a criminal offence		Damage to property	
Injury to themselves or others		Behaviour prejudicial to maintaining good order and discipline	

Describe the lead up to the incident/behaviour

De-escalation Techniques Used

Verbal Advice & Support / Reprimand		Humour		Distraction	
Reassurance		Options Offered/choices		Step Away	
Calm Talking		Time out Offered		Time out Directed	
Non-aggressive body language					

Details of the incident:

Form of physical control

One- person techniques			Two- person techniques		
T-wrap	Standing Seated Floor	□ □ □	T-wrap (Level2)	Seated Floor	□ □
Cradle		□	Single elbow		□
Double elbow		□	Figure of Four		□
Half-shield		□	Two-person double elbow		□
Other (specify)			Other (Specify)		

Injuries/damage caused

Student checked by:				Injury Suffered by Student	Yes		No	
				Treatment Required	Yes		No	
Referred to First Aider	Yes		No		Specify:			
Referred to GP		Hospital						
Parent/Carer informed by	Phone		Letter					

Injury suffered by staff	Yes		No		Damage to Property	Yes		No	
Specify					Details				

Action Taken

Follow up talk		Phone call to parent/carer		Letter to parent/carer	
Complete work missed		Referred to Police		Exclusion	
Returned to Class		Other Sanction			

Student's view of incident and use of restraint

Staff Member Name:

Signature:

Headteacher Name:

Signature:

Date:

Appendix two

POSITIVE HANDLING PLAN

NAME:

YEAR & FORM GROUP:

MEDICAL CONDITIONS:
(Note any medical or physical condition that could impact on the use of physical intervention.)

TRIGGER FOR BEHAVIOURS:
(Describe common behaviours/situations which are known to have led to positive handling being required. When is such behaviour likely to occur?)

RISK ASSESSMENT COMPLETED: YES   NO

(If YES please attach a copy)

DE-ESCALATION:
(Describe any strategies which have worked in the past or should be avoided.
E.g. verbal advice and support, firm clear directions, negotiation, limited choices,
distraction, diversion, reassurance, tactical ignoring, prompt touch, take-up time, time out –
offered, time out – directed, reminder of consequences, reminders of success)

BEHAVIOUR OBSERVED	STAFF RESPONSE

PHYSICAL INTERVENTION STRATEGIES:
(Describe any strategies which have worked in the past or should be avoided)

	TRY	AVOID
Shepherd	☐	☐
Steering	☐	☐
Cradle hold	☐	☐
T-wrap	☐	☐
Sitting T-wrap	☐	☐
Double-elbow	☐	☐
Half shield	☐	☐
Friendly escort (Two-person)	☐	☐
Single elbow (Two person)	☐	☐
Figure of Four (Two person)	☐	☐
Double-elbow (Two person)	☐	☐
Use of sitting in chairs	☐	☐
Location of chairs		

Other:

FOLLOW-UP TO RESTRAINT
(Positive listening and debrief. Describe any strategies that have worked in the past. For example, how long should the child be left to calm, where should this be, who should do the debrief, where should it take place? Etc)

RECORDING AND NOTIFICATIONS
(recording and notifications required)

Signatures:

Staff Member Completing this form:

Parent / Carer:

Student:

Date: