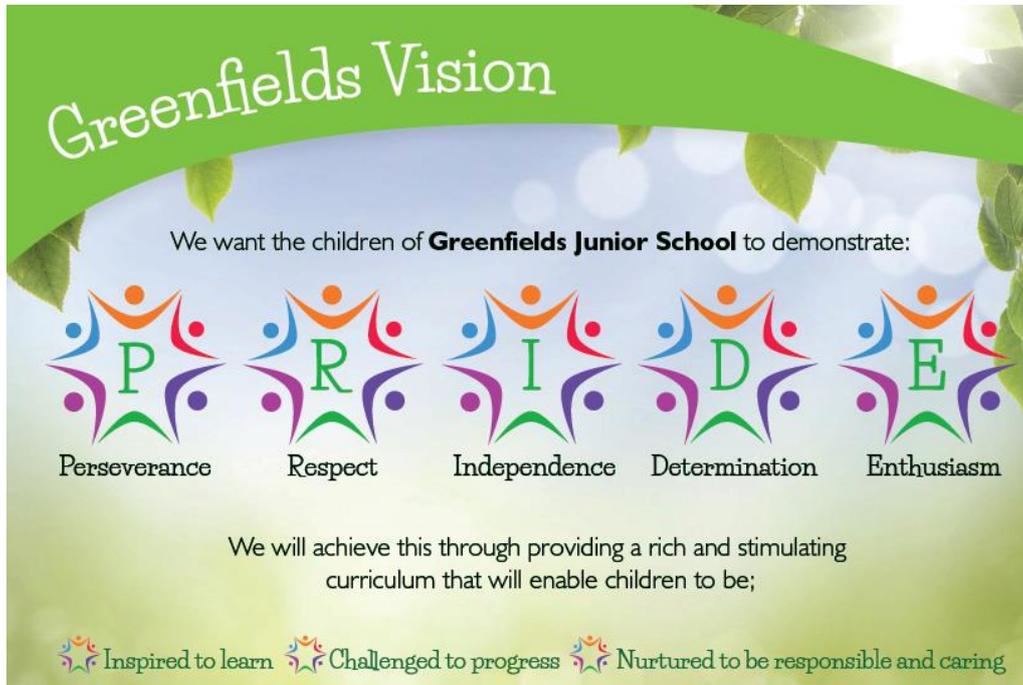


## Restrictive Physical Intervention

Approved	Feb 16	Responsibility	Resources Committee
Review	Annually		



This policy is linked to the following:

SMSC, Inclusion/SEN, Behaviour, PSHE, over arching Safeguarding policy, Child Protection, Equalities policies, Complaints.

Policy Created February 2016

Review March 17

### **Background:**

This policy is consistent with our Child Protection, Behaviour Management and Equal Opportunities policies, and with national and local guidance for schools on safeguarding children. We do all we can within our school to manage behaviour positively. However, there are times when we may need to use force to keep a child or children safe, or to maintain good order within the school.

### **Definition:**

Restraint occurs when a member of staff uses physical force intentionally to restrict a child's movement against his or her will. It should rarely be used. Physical contact with pupils may occur under other circumstances such as providing physical prompts, giving support in PE, and supplying reassurance. The term restraint does not extend to these situations. Staff should not be inhibited in providing such contact when it is professionally appropriate to do so. Greenfields School's restraint policy is part of the school's policy on managing behaviour. Similarly, the restraint of an individual pupil will be viewed in relation to plans to improve that child's behaviour. We exercise appropriate care when using physical contact (there is further guidance in our Child Protection policy); there are some children for whom physical contact would be inappropriate (such as those with a history of physical or sexual abuse, or those from certain cultural/religious groups). We pay careful attention to issues of gender and privacy, and to any specific requirements of certain cultural/religious groups

[GJSOverarchingSafeguardingPolicy2016\\_6.pdf](#)

[GJS\\_Behaviour\\_policy\\_2016.pdf](#)

### **Principles for the use of restrictive physical intervention**

#### **In the context of positive approaches**

We only use restrictive physical intervention where the risks involved in using force are outweighed by the risks involved in not using force. It is not our preferred way of managing children's behaviour. Restrictive physical intervention may be used only in the context of a well-established and well implemented positive behaviour management framework with the exception of emergency situations. We describe our approach to promoting positive behaviour in our Behaviour Policy. We aim to do all we can in order to avoid using restrictive physical intervention. We would only use restrictive physical intervention where we judge that there is no reasonably practicable less intrusive alternative. However, there may be situations of such concern where we judge that we would need to use restrictive physical intervention immediately. We would use restrictive physical intervention at the same time as using other approaches, such as saying, "Stop" and giving a warning of what might happen next. Safety is always a paramount concern and staff are advised not to use restrictive physical intervention if it is likely to put themselves at risk. We will make parents/guardians aware of our Physical Intervention policy alongside other policies when their child joins our school.

#### **Duty of care**

We all have a duty of care towards the children in our setting. This duty of care applies as much to what we *don't* do as what we *do* do. When children are in danger of hurting themselves or others, or of causing significant damage to property, we have a responsibility to intervene. In most cases, this involves an attempt to divert the child to another activity or a simple instruction to "Stop!" along with a warning of what might happen next. However, if we judge that it is necessary, we may use restrictive physical intervention.

#### **Reasonable force**

When we need to use restrictive physical intervention, we use it within the principle of reasonable force. This means using an amount of force in proportion to the circumstances. We use as little force as is necessary in order to maintain safety, and we use this for as short a period as possible.

### **When may restrictive physical intervention be used?**

The use of restrictive physical intervention may be justified where a pupil is:

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

Restrictive physical intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen.

Restrictive physical intervention would only be used in exceptional circumstances, with staff that know the student well and who are able to make informed judgements about the relative risks of using, or not using, restrictive physical intervention; for example stopping a younger child leaving the school site.

The main aim of restrictive physical intervention is usually to maintain or restore safety. We acknowledge that there may be times when restrictive physical intervention may be justified as a reasonable and proportional response to prevent damage to property or to maintain good order and discipline at the school. However, we would be particularly careful to consider all other options available before using restrictive physical intervention to achieve either of these goals. In all cases, we remember that, even if the aim is to re-establish good order, restrictive physical intervention may actually escalate the difficulty.

If we judge that restrictive physical intervention would make the situation worse, we would not use it, but would do something else (like go to seek help, make the area safe or warn about what might happen next and issue an instruction to stop) consistent with our duty of care.

Our duty of care means that we might use a restrictive physical intervention if a child is trying to leave our site and we judged that they would be at unacceptable risk. This duty of care also extends beyond our site boundaries: there may also be situations where we need to use restrictive physical intervention when we have control or charge of children off site (e.g. on trips).

We never use restrictive physical intervention out of anger or as a punishment.

### **Who can use restrictive physical intervention?**

If the use of restrictive physical intervention is appropriate, and is part of a positive behaviour management framework, a member of staff who knows the child well should be involved, and where possible, trained through an accredited provider in the use of restrictive physical intervention. However, in an emergency, any of the following may be able to use reasonable force in the circumstances set out in Section 93 of the Education and Inspections Act (2006):

1. any teacher who works at the school, and
2. any other person whom the headteacher has authorised to have control or charge of pupils, including:
  - (a) support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors; and
  - (b) people to whom the headteacher has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff)

### **Planning around an individual and risk assessment**

In an emergency, staff do their best, using reasonable force within their duty of care.

Where an individual child has an individual positive behaviour management plan, which includes the use of restrictive physical intervention, we endeavour to provide such staff with appropriate training and support in behaviour management as well as restrictive physical intervention. We

Teacher resources/SEN/ Restraint Document

consider staff and children's physical and emotional health when we make these plans and consult with the child's parents/guardians.

In most situations, our use of restrictive physical intervention is in the context of a prior risk assessment which considers:

What the risks are

Who is at risk and how

What we can do to manage the risk (this may include the possible use of restrictive physical intervention)

We use this risk assessment to inform the individual behaviour plan that we develop to support the child. If this behaviour plan includes restrictive physical intervention it will be as just one part of a whole approach to supporting the child's behaviour. The behaviour plan outlines:

- Our understanding of what the child is trying to achieve or communicate through his/her behaviour.
- How we adapt our environment to better meet the child's needs.
- How we teach and encourage the child to use new, more appropriate behaviours.
- How we reward the child when he or she makes progress.
- How we respond when the child's behaviour is challenging (responsive strategies).

We pay particular attention to responsive strategies. We use a range of approaches (including humour, distraction, relocation, and offering choices) as direct alternatives to using restrictive physical intervention. We choose these responsive strategies in the light of our risk assessment.

We draw from as many different viewpoints as possible when we anticipate that an individual child's behaviour may require some form of restrictive physical intervention. In particular, we include the child's perspective. We also involve the child's parents (or those with parental responsibility), staff from our school who work with the child, and any visiting support staff (such as Educational Psychologists, Behaviour Support Team workers, Speech and Language Therapists, Social Workers and colleagues from the Child and Adolescent Mental Health Services). We record the outcome from these planning meetings and seek parental signature to confirm their knowledge of our planned approach. We review these plans at least once every four to six months, or more frequently if there are any concerns about the nature or frequency of the use of restrictive physical intervention or where there are any major changes to the child's circumstances.

We recognise that there may be some children within our school who find physical contact in general particularly unwelcome as a consequence of their culture/religious group or disability. There may be others for whom such contact is troubling as a result of their personal history, in particular of abuse. We have systems to alert staff discreetly to such issues so that we can plan accordingly to meet individual children's needs.

### **What type of restrictive physical intervention can be used?**

Any use of restrictive physical intervention by our staff should be consistent with the principle of reasonable force. In all cases, staff should be guided in their choices of action by the principles in section above.

Staff should:

#### **Before physical contact:**

- Use all reasonable efforts to avoid the use of physical intervention to manage children's behaviour.
- This includes issuing verbal instructions and a warning of an intention to intervene physically.
- Try to summon additional support before intervening. Such support may simply be present as an observer, or may be ready to give additional physical support as necessary.

- Be aware of personal space and the way that physical risks increase when a member of staff enters the personal space of a distressed or angry child. (Staff should also note that any uninvited interference with a student's property may be interpreted by them as an invasion of their personal space.)
- Staff should either stay well away, or close the gap between themselves and the child very rapidly, without leaving a "buffer zone" in which they can get punched or kicked.
- Avoid using a "frontal", "squaring up" approach, which exposes the sensitive parts of the body, and which may be perceived as threatening. Instead, staff should adopt a sideways stance, with their feet in a wide, stable base. This keeps the head in a safer position, as well as turning the sensitive parts of the body away from punches or kicks. Hands should be kept visible, using open palms to communicate lack of threat.

**Where physical contact is necessary:**

- Aim for side-by-side contact with the child. Staff should avoid positioning themselves in front of the child (to reduce the risk of being kicked) and should also avoid adopting a position from behind that might lead to allegations of sexual misconduct. In the side-by-side position, staff should aim to have no gap between the adult's and child's body. This minimises the risk of impact and damage.
- Aim to keep the adult's back as straight and aligned (untwisted) as possible. We acknowledge that this is difficult, given that the children we work with are frequently smaller than us.
- Beware in particular of head positioning, to avoid clashes of heads with the child.
- Hold children by "long" bones, i.e. avoid grasping at joints where pain and damage are most likely. For example, staff should aim to hold on the forearm or upper arm rather than the hand, elbow or shoulder. Ensure that there is no restriction to the child's ability to breathe. In particular, this means avoiding holding a child around the chest cavity or stomach.
- Do all that they can to avoid lifting children.
- Keep talking to the child (for example, "When you stop kicking me, I will release my hold") unless it is judged that continuing communication is likely to make the situation worse.
- Don't expect the child to apologise or show remorse in the heat of the moment.
- Use as little restrictive force as is necessary in order to maintain safety and for as short a period of time as possible.

Staff should not act in ways that might reasonably be expected to cause injury, for example by:

- holding a child around the neck or collar or in any other way that might restrict the child's ability to breathe
- slapping, punching or kicking a child
- twisting or forcing limbs against a joint
- tripping a child
- holding a child by the hair or ear.

Such actions would normally be considered potentially inappropriate.

We do not plan for and do not allow, except in emergency situations, staff to use seclusion.

Seclusion is where a young person is forced to spend time alone in a confined space against their will. We may, however, use withdrawal or time-out in a planned way. We define these as follows:

**Withdrawal** involves taking a young person, with their agreement, away from a situation that has caused anxiety or distress, to a place where they can be observed continuously and supported until they are ready to resume their usual activities.

**Time-out** is where a response to a young person's inappropriate behaviour includes a specific period of time with no positive reinforcement as part of an overall intervention plan.

Where staff need specific training in the use of restrictive physical intervention, we arrange that they should receive Team Teach training, through Hampshire County Council. This training is Teacher resources/SEN/ Restraint Document

accredited by the Institute of Conflict Management (ICM). We ensure that staff have access to appropriate refresher training. Further, we actively work to ensure general training is accessed by our staff in the following areas:

- behaviour management strategies such as positive approaches to behaviour management
- de-escalation techniques and managing.

A record of such training is kept and monitored.

### **Recording and reporting**

We record any use of restrictive physical intervention using the record sheet in the Hampshire *Planning and recording physical interventions in schools* booklet. (see annexe) We do this as soon as possible after an event, ideally within 24 hours. According to the nature of the incident, we may also note it in other records, such as the accident book, violent incident records or child tracking sheets which are also kept in headteacher's/school office and shared with appropriate Children's Services Department, e.g. Health and Safety. Further, our governing body ensures that procedures are in place for recording significant incidents and then reporting these incidents as soon as possible to pupil's parents.

After using restrictive physical intervention, we ensure that the headteacher is informed as soon as possible. We also inform parents by phone (or by letter or note home with the child if this is not possible). A copy of the record form will also be available for parents to read.

In rare cases, we might need to inform the police, such as in incidents that involve the possession of weapons. This would be in line with our general practice, informed by the DfE Guidance *Screening, Searching and Confiscation - Advice for Head Teachers, Staff and Governing Bodies* (2014) and Section 45 of the *Violent Crime Reduction Act 2006*.

### **Supporting and reviewing**

We recognise that it is distressing to be involved in a physical intervention, whether as the child being held, the person doing the holding, or someone observing or hearing about what has happened.

After a restrictive physical intervention, we give support to the child so that they can understand why it was necessary. Where it is appropriate, we have the same sort of conversations with other children who observed what happened. In all cases, we will wait until the child has calmed down enough to be able to talk productively and learn from this conversation. If necessary, the child will be asked whether he or she has been injured so that appropriate first aid can be given. This also gives the child an opportunity to say whether anything inappropriate has happened in connection with the incident.

We also support adults who were involved, either actively or as observers, by giving them the chance to talk through what has happened with the most appropriate person from the staff team.

A key aim of our after-incident support is to repair any potential strain to the relationship between the child and the people that were involved in the restrictive physical intervention.

After a restrictive physical intervention, we consider whether the individual behaviour plan needs to be reviewed so that we can reduce the risk of needing to use restrictive physical intervention again.

### **Monitoring**

We monitor the use of restrictive physical intervention in our school. Headteacher and Inclusion Manager are responsible for reviewing the records on a termly basis, and more often if the need

arises, so that appropriate action can be taken. The information is also used by the governing body when this policy and related policies are reviewed.

Our discussion considers equalities issues such as age, gender, disability, culture and religion issues in order to make sure that there is no potential discrimination; we also consider potential child protection issues. We look for any trends in the relative use of restrictive physical intervention across different staff members and across different times of day or settings. Our aims are to protect children, to avoid discrimination and to develop our ability to meet the needs of children without using restrictive physical intervention. We report this analysis back to the governing body, via minutes and discussion, so that appropriate further action can be taken and monitored.

### **Concerns and complaints**

The use of restrictive physical intervention is distressing to all involved and can lead to concerns, allegations or complaints of inappropriate or excessive use. In particular, a child might complain about the use of restrictive physical intervention in the heat of the moment but on further reflection might better understand why it happened. In other situations, further reflection might lead the child to feel strongly that the use of restrictive physical intervention was inappropriate. This is why we are careful to ensure all children have a chance to review the incident after they have calmed down.

If a child or parent has a concern about the way restrictive physical intervention has been used, our school's complaints procedure explains how to take the matter further and how long we will take to respond to these concerns.

Where there is an allegation of assault or abusive behaviour, we ensure that the headteacher is immediately informed. We would also follow our child protection procedures. In the absence of the headteacher, in relation to restrictive physical intervention, we ensure that the deputy headteacher or Inclusion Manager is informed. If the concern, complaint or allegation concerns the headteacher, we ensure that the Chair of Governors is informed.

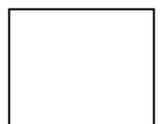
Our staff will always seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally. This is not to be seen as necessarily a failure of professional technique but a regrettable and infrequent side effect of making sure everyone remains safe. If parents/carers are not satisfied with the way the complaint has been handled, they have the right to take the matter further as set out in our complaints procedure.

The results and procedures used in dealing with complaints are monitored by the governing body.

### **Reviewing this policy**

**Created: February 2016**

**Review March 17**



School ..... DCSF No.....Year Group.....

Name of child/young person .....

Is this young person a looked after child/SEN/vulnerability? .....

When did the incident occur?

Date	Day of week	Time	Where?

Staff involved

Name	Designation	Team Teach trained?	Involved: physically? (P) as observer? (O)	Staff signature

Please describe the incident and include:

1. What was happening before?
2. What do you think triggered this behaviour?
3. What de-escalating techniques were used prior to physical intervention?
4. Why was a PI deemed necessary?
5. Any other information relevant to include.

Team Teach technique(s) used (tick as appropriate)

Technique	Standing/escort	Sitting/chairs	Kneeling	Ground
Breakaway/defensive				
One person				
Two people				

Please give details below of hold, e.g. single elbow, double elbow, wrap, etc. ....

How long was the child/young person held? .....

If the child/young person was held on the ground: Did they go to ground independently?\*   
 Were they taken to ground by staff?\*

*\*tick as appropriate*

*Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.*

Has the child/young person been held before?	Yes/No
<i>A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.</i>	
Does the individual support plan need to be reviewed as a result of this incident?	
Yes/No	
Does the risk assessment need to be reviewed as a result of this incident?	Yes/No
If yes, who will action and when? (less than four weeks)	

Who was the incident reported to, and when? .....	
.....	
Was there any medical intervention needed?	Yes/No
Include names of any injured person and brief details of injuries .....	
.....	
.....	
Please specify any related record forms	
Accident Book <input type="checkbox"/>	Anti Bullying and Racist Incident Record Form <input type="checkbox"/>
Skin Map <input type="checkbox"/>	Violent Incident Record <input type="checkbox"/> Complaints recorded <input type="checkbox"/>
Other (please specify) .....	

Was the pupil debriefed?	Yes/No
Were staff offered a debrief?	Yes/No
Was it taken up?	Yes/No

Parents/carers were informed

Date	Time	By whom?	By direct contact, telephone, letter?

Form completed by:	Name	Designation	Date and time

## **Appendix Two: Authorised staff**

Teachers and those whose contracts give them control and charge of pupils are authorised by statute to use reasonable force if necessary in order to prevent a pupil from doing, or continuing to do any of the following:

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

However, we are cautious about the use of restrictive physical intervention under the "prejudicial to the maintenance of good order and discipline" clause and would only do this in exceptional circumstances, with staff that know the student well and who are able to make informed judgements about the relative risks of using, or not using, restrictive physical intervention.

The headteacher may wish to specifically authorise other individuals to have control and charge of pupils for a specific period of time, e.g. for the duration of a school trip. The headteacher should ensure that these people, and everyone automatically authorised by contract, are aware of what the authorisation means. The headteacher should also ensure that those not authorised have been told what steps to take in the case of an emergency.

**Appendix Three: Record of staff training**

The table below is record of all staff training relating to behaviour management, preventative approaches, managing conflict and restrictive physical intervention techniques.

<b>Names of those trained</b>	<b>Dates of training</b>	<b>Course attended</b>	<b>Dates for future refresher training</b>

**Appendix Four: Risk Assessment document MASTER****CHILDREN'S SERVICES RISK ASSESSMENT TEMPLATE FORM RATF-024****Challenging Behaviour In School Risk Assessment**  
*(replace with more accurate title of risk assessment if required)*To be completed using local information & using the **Part 3 Guidance Notes** within this document

This assessment is in three parts:  
**Part 1 - General information & assessment summary comments**  
**Part 2 - The assessment**  
**Part 3 - Guidance notes for carrying out the assessment**

<b>PART 1</b>	<b>GENERAL INFORMATION &amp; ASSESSMENT SUMMARY COMMENTS</b>
---------------	--

<b>School / Site</b>	Insert school or site where assessment being carried out
<b>Name of pupil</b>	Insert name of pupil whose behaviour is being assessed
<b>Year group</b>	Insert year group of pupil under assessment
<b>Assessment date</b>	Insert date when risk assessment is being carried out
<b>Assessment serial number</b>	Insert local serial/identification number for future reference

<b>Assessor's comments</b>	Insert comments relevant to findings as appropriate
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<b>Name of assessor</b>	<b>Signature of</b>	<b>Date</b>
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	<b>assessor</b>	

<b>Assessment reviews</b>	Set future review dates and sign/comment upon comments		
<b>Review date</b>	<b>Reviewed by</b>	<b>Reviewer signature</b>	<b>Remarks</b>

<b>PART 2</b>	<b>The Assessment</b>
---------------	-----------------------

### Behaviours causing concern

Use Table One to record the first two aspects of the risk assessment.

### Target

The target column should be used to indicate the person to whom the challenging behaviour is usually directed, using the following key:

<b>Self</b>	The pupil - him or herself
<b>Staff</b>	Members of staff
<b>HT</b>	Headteacher
<b>Visitor</b>	Visitors to the school; members of the public when outside of school
<b>Pupils</b>	Other pupils
<b>Property</b>	The physical environment

### Probability

Record an informed estimate of the likelihood that the behaviour will occur again, ranging from:

CODE	LEVEL	General Description
<b>HL</b>	Highly likely.	Existing evidence leads staff to conclude that the behaviour is more likely than not to occur again
<b>L</b>	Likely.	There is a possibility that the behaviour will occur again
<b>U</b>	Unlikely. again	Although the behaviour has occurred before, the be changed to make it unlikely to happen context has changed or can

## Seriousness

Make a judgement about the seriousness of each predicted behaviour.

CODE	Level	General Description
<b>VS</b>	<b>Very Serious</b>	This would include physical injury requiring medical attention beyond basic first aid; extensive damage to property; significant distress caused to self or others; or lengthy disruption to the normal school routines.
<b>S</b>	<b>Serious</b>	This includes physical injury requiring basic first aid within the school; minor damage to property; some distress caused to self or others; or brief disruption to normal school routines.
<b>LS</b>	<b>Less Serious</b>	No physical injury or damage to property; minor distress or disruption.

## Influencing factors

These are described in more detail in Table Two. The numbers referring to each factor may be transcribed as appropriate.

### Appendix 5

Table One BEHAVIOURS CAUSING CONCERN				
Behaviour (risk)	Target	Probability	Seriousness	Influencing factors
Verbal aggression (threatening, swearing)				
Physical aggression:				
Kicking				
Punching				
Biting Scratching Spitting (circle as appropriate)				
Hair pulling				
Intimidation communi-cated by physical action				
Other - please specify				
Property destruction				
Running away from immediate environ-ment				
Running off site				
Refusal to move				

Use of equipment as weapon (throwing or hitting)				
Use of weapon				
Other (please specify)				

### Influencing factors

Risk assessment also involves an analysis of the "hazards" - the environmental factors which influence the probability of the behaviour causing concern. In a school situation, these "hazards" are likely to include features of the daily timetable, and interaction with other pupils, and even the skills that adults demonstrate when working with the pupil.

Use Table Two below to show the factors that are associated with the behaviours causing concern.

Table Two POSSIBLE INFLUENCING FACTORS	
1.	Periods of unstructured activity
2.	Transition times
3.	Availability of dangerous equipment
4.	Home factors (change of home circumstances)
5.	school factors (assessment periods, routine changes)
6.	Spaces which involve close physical proximity
7.	Particular pupils/adults (please specify)
8.	Other (please specify)

Some influencing factors will be particularly closely related to particular behaviours. You may choose to show this by recording the number relating to each influencing factor in the final column of Table One. This will enable you to plan your preventive measures more specifically.

### Preventive measures

A range of common preventive measures can be taken to reduce the risk associated with challenging behaviour. Use the table below to show whether these are:

- Currently in place (**P**)
- Currently being actioned (**A**)
- Felt to be inappropriate to the particular risks presented (**I**)

<b>Table Three PREVENTIVE MEASURES</b>	<b>P</b>	<b>A</b>	<b>I</b>
<b>Proactive measures</b>			
Eliciting pupil view in planning and review			
Providing regular feedback and pastoral support to pupil			
Involving parent/carer in decision-making and planning			
Involving outside agencies (e.g. EP, EWO, Social Services)			
Establishing an individual plan			
Providing regular supervision to staff working with the pupil			
Adapting curriculum arrangements to reflect challenge, choice and structure levels appropriate to the pupil's assessed needs			
Adapting group arrangements to promote positive peer models and minimise inappropriate contact			
Arranging furniture and other equipment to minimise movement and frustration			
Providing frequent rest or change of activity opportunities			
Establishing a positive teaching programme to increase the pupil's range of appropriate skills			
Providing a range of rewards which the pupil can earn by demonstrating the skills defined in the teaching programme, and through other appropriate behaviour			
Identifying the message communicated by the pupil's behaviour			
Agreeing key reactive strategies for handling incidents of challenging behaviour with all staff likely to be in contact with the pupil, and ensuring that these plans are shared with parents			
Providing staff support at difficult times, such as start of day, changeover between lessons, break times, specific lessons			
Systematically reviewing difficult incidents in order to improve upon practice and learn from experience			
Other proactive measures (Please specify)			

<b>Reactive strategies to respond to early warning signs or an escalating situation</b>			
	<b>P</b>	<b>A</b>	<b>I</b>
Active listening			
Environmental adaptation (removing triggers, changing peer/staffing arrangements)			
Diversion/distraction to a preferred activity (Please specify)			
Assistance in the use of an agreed strategy such as a particular communication symbol, or an exit card (Please specify)			
Physical intervention (See Note 1) (Please specify the planned technique)			
Other (Please specify)			

**Note 1**

All physical intervention must take place within the context of Hampshire's policy and guidance for schools around physical intervention. Specific training in physical intervention is available through Hampshire Educational Psychology.

**Key actions**

It is expected that any pupil whose behaviour is challenging will have an individual behaviour management plan. This will already record many of the preventive and reactive strategies designed to reduce the level of risk presented by the pupil's behaviour. There is no need to repeat these below. Instead, note the date when this plan was initially drawn up, and its proposed review date, and use the space available below to record any *additional* measures to be employed to reduce risk and the person responsible for implementing changes.

Date of current individual management plan:

Proposed date for review of current plan:

<b>Table 4 FURTHER MEASURES TO BE TAKEN</b>	<b>RESPONSIBLE PERSON</b>

**Table Five**

<b>ASSESSMENT SUMMARY</b>				
<b>Challenging behaviour risk assessment summary for:</b>				<b>Completed on:</b>
<u>Behaviour(s) causing Concern</u>	Environment(s) where it is likely to be shown	Seriousness (A, B or C)	Key preventive strategies	Key reactive strategies

## **Appendix 6 Related local and national guidance**

**This policy has been written in the light of more specific guidance that is available to schools.**

**The main national guidance refers to the Education and Inspections Act (2006) and is:**

Department for Education (2013) *The Use of Reasonable Force*

Department for Education (2014) *Screening, Searching and Confiscation - Advice for Head Teachers, Staff and Governing Bodies*

Department for Education (2014) *Keeping Children Safe in Education*

Department for Education and Skills/Department of Health (2002) *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*  
LEA 0242/2002

Department for Education and Skills (2003) *Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties* LEA 0264/2003

**Our school policy is based on guidance from Hampshire County Council:**

Hampshire County Council (2010, updated 2015) *Planning and recording physical interventions in schools*

## **Appendix 7 Key Children's Services Department Personnel**

Lead person for Physical Intervention (Education): Helen Mabey, Educational Psychologist, Clarendon House. Tel: 01962 876235 : Email: [helen.mabey@hants.gov.uk](mailto:helen.mabey@hants.gov.uk) and Hilary Robbins, Head of Educational Psychology, Elizabeth II Court North. Tel: 01962 846398:  
Email: [hilary.robbsins@hants.gov.uk](mailto:hilary.robbsins@hants.gov.uk)

Social Care contact:

Susan Lomax, County Service Manager, Residential Care, Dame Mary Fagan House, Basingstoke.  
Tel: 01256 405989.