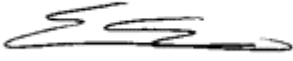




St. Helen's Catholic Primary School

USE OF PHYSICAL INTERVENTION (REASONABLE FORCE) POLICY

Policy Type	Required
Review Period	Biennial
Date of last review	Summer 2025
Next review	Summer 2027
Approved by Governing Body and signed by Elsa Corr, Chair of Governors	
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POLICY FOR PHYSICAL INTERVENTION

Our Mission Statement

Respect yourself.

Respect everyone in our school community.

Respect everyone in our local community.

Respect everyone in our global community.

But most of all, respect God our Father in Heaven.

Aims of the Policy

This policy aims to

- to provide guidance for the school community concerning safe processes and procedures regarding the use of physical intervention
- to ensure that all members of the school community are fully aware of the school's approach to the use of physical intervention
- to ensure that all staff are aware of how to record an incident where physical intervention has been required (see Appendix I)
- to ensure that all staff are properly trained to use appropriate physical intervention strategies
- to ensure that the school's approach to physical intervention can be properly monitored and evaluated by senior leaders and Executive Board members to maintain consistency and improve practice where appropriate

This policy should be read alongside the school's Learning About Me Policy, Rights & Responsibilities Policy, Impact & Consequences Policy, Child Protection Policy, Staff Code of Conduct, Low Level Concerns Policy and Dealing with Allegations Against the Workforce Policy. The Use of Physical Intervention Policy has been drawn up following guidance from the government contained in Reducing the Need for Restraint and Restrictive Intervention.

The Foreword from the Reducing the Need for Restraint and Restrictive Intervention guidance reflects accurately the school approach:

"Every child and young person has a right to be treated with respect and dignity, and deserves to have their needs recognised and be given the right support. Some children and young people with learning disabilities, autistic spectrum conditions or mental health difficulties may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others and are at heightened risk of restrictive intervention to minimise the impact of their behaviour, on them and on other people.

Children and young people, their families and carers have said that restraint and restrictive intervention are traumatising. These children and young people also recognise that there may be times when these approaches may need to be used for their protection and to keep them, and others, safe. We know that use of restraint and restrictive intervention can have long-term consequences on the health and wellbeing of children and young people, and that it can have a negative impact on staff who carry out such intervention. Using positive behaviour support and other alternatives which can de-escalate challenging behaviour, and tackle the reasons for it at source, should be the preferred approach.

There will, however, be times when the only realistic response to a situation will be restraint or restrictive intervention. In a school, if a young child is about to run into a busy road, for example, or a pupil is attacking a member of staff or another pupil and refuses to stop when asked, then reasonable force to stop this may be necessary. ... But wherever possible, it should be avoided; and proactive, preventative, non-restrictive approaches adopted in respect of the behaviour that challenges.

Restrictive intervention should only be used when absolutely necessary, in accordance with the law and clear ethical values and principles which respect the rights and dignity of children and young people, and in proportion to the risks involved. It can never be a long term solution..."

At St Helen's, we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain a positive and purposeful atmosphere in the learning environment.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

The school follows the Essex Guidance 'Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings (Including the use of restrictive / non-restrictive physical intervention)' which can be found here [Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings \(Appendix II\)](#).

Within this guidance, it is regarded as best practice to record every incident where the use of restraint has been deemed absolutely necessary and to follow the other recommendations set out in this document. There is no requirement for an independent establishment to report to the Local Authority. St Helen's has its own systems for recording such incidents, including injuries that may arise. If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary.

Where physical intervention is needed, this is recorded and reported immediately to the Head teacher via the CPOMS app. The incident will be communicated to home settings initially by phone and then be followed up in writing via email.

School Statement on the use of Physical Interventions

Physical intervention should be in the pupil's best interests and should be conscious of the need to differentiate the attachment to staff from the attachment to key adults such as parents and siblings. Regardless of age, physical intervention should not provide intimacy within a transient relationship. 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
- To guide pupils
- For curricular reasons (for example in PE, Drama etc.)
- In an emergency to avert danger to the pupil or pupils

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

- The pupil's age and level of understanding
- the pupil's individual characteristics and history, as outlined in their Risk Reduction Plan
- The location where the contact takes place (it should not take place in private without others present).

It is extremely important that staff, pupils and home settings have read and understood all the relevant policies to appreciate the reasons why we may choose to use physical intervention or restrictive physical intervention with pupils and the appropriate ways in which we do so.

Training

All school staff are trained in Therapeutic Thinking (formerly Essex Steps), primarily to support with de-escalation techniques. All staff members receive six hours of Step On (de-escalation and guided holds) and three hours of Step Up (restraint and restrictive intervention) training. Following this, official refresher training is carried out every twelve months to ensure every staff member holds a valid certificate. Records of this are held by the school office.

Regular staff training is provided by three trained trainers and monitored by the Headteacher to ensure that the ethos and techniques of Therapeutic thinking are maintained to a high level. Training provided covers the use of de-escalation techniques and restraint and restrictive intervention. Records of staff participation in such training are held by the school office.

A member of the senior leadership team is also trained as a tutor to facilitate rigorous monitoring of the processes and procedures around physical intervention. In view of the importance of the Headteacher remaining objective in such a situation, they will be the last resort as a "change of face" in a situation where physical intervention is deemed necessary.

Intended Outcomes of the Use of Physical Intervention

To provide an environment:

- That is safe for the whole community
- Where we care enough about our pupils to support them when they feel out of control, causing harm to themselves, others or significant damage to property
- Where challenging, aggressive and violent behaviour is prevented wherever possible
- Where staff members are clear about when physical intervention is appropriate and are empowered to use it within a clear framework

Responsibilities

St Helen's is committed to providing Therapeutic Thinking training to all staff and endeavouring to reduce any situation where staff members encounter violence in the course of their work. All members of the school are expected to treat people with dignity, courtesy and respect.

The school also recommends that where possible there are two members of staff either to be involved in a physical intervention, or to be able to witness any physical intervention that takes place.

Working Realities

All stakeholders must be aware of the working realities and likely consequences when individuals are involved in an incident involving the use of force. Members of staff are required to have an in-depth and working knowledge of all plans and risk assessments in place for pupils in their care and manage their roles and responsibilities when critical situations arise. This means that classroom and wider school staff may have to carry out a dynamic risk assessment in a critical situation and make quick, informed decisions based on their knowledge of the pupil, any plans or risk assessments in place and the unfolding events.

Systems

In order to minimise risk to staff and pupils, manage challenging behaviour and help pupils learn, the following systems are in place:

- 1) Pupils with high needs will generally experience a phased induction process, during which plans and risk assessments will be put together with families and staff to ensure that the pupils' needs are known and ways in which they respond in a situation that may or has caused risk to themselves, others or property are understood. Where a critical incident occurs, the plans and risk assessments should be reviewed soon after the event as possible. Pupils requiring a Risk Assessment may also become identified through incident reporting. Whenever there is a change to a pupil's reactions the risk assessment or safety plan should be amended and dated to reflect the updates. During this evaluation, an appropriate hold for each individual pupil may be outlined in their plan.
- 2) The two members of staff present when a situation escalates will use the designated Teams channel or through non-verbal signals as a means of real time management. Requests for help and support will be made through Teams in order to minimise personnel at the scene which may exacerbate the situation. Staff who are in a position to swap in for a change of face should notify the chat with the words, "help available," so that managing staff are aware of who can support. Staff should wait until help is requested before intervening and managing staff must be aware of where in the assault cycle the pupil is at all times. Peripheral staff must also maintain awareness of their physical proximity (zonal marking) to the incident.
- 3) After a serious incident has occurred pupils and staff must be offered an opportunity for debrief. It should be remembered that the minimum amount of time for anyone to calm down after an adrenaline rush is deemed to be at least 45 minutes but for some pupils it could be longer. This must be considered when planning the time of the debriefing. The school recognises that staff and pupils may feel reluctant to engage in a debrief immediately after the incident has occurred. However, from a therapeutic and professional perspective, it is essential that all parties involved participate in discussion following a critical incident as valuable lessons can be learned.
- 4) Serious incidents are recorded on CPOMS: where a physical intervention has taken place, or it is recognised through a safety plan or risk assessment that this is necessary as part of the pupil's plan, it must be reported on CPOMS. An entry should also be made into the "bound & numbered" book.
- 5) All documentation should be completed as soon as possible after the event has taken place before the member of staff goes home. On the rare occasion that this is not possible the incident must be relayed to a member of SLT to report on CPOMS on the staff member's behalf. A review of the pupil's plan or risk assessment must take place as part of the documentation process.

6) Following a critical incident, visual systems must be made available for those pupils who require this support to aid understanding and communicate effectively. These visuals may include chat cartoons or ABC charts.

7) If a member of staff or pupil is injured as a result of any incident a Health and Safety Incident Form needs to be completed and submitted to the school office.

8) All documentation relating to the Use of Physical Intervention Policy and related incidents will be kept for 35 years.

Appendix I – Procedure for Recording the Use of Physical Intervention

Information should be recorded in the Bound & Numbered Book in the following format:

- Student Name
- Student DOB
- Reporting Member of Staff
- Location, Time and Date of Incident
- Justification for physical intervention:
 - To prevent harm to self
 - To prevent harm to other students
 - To prevent harm to adults
 - To prevent damage to property
 - To prevent loss of learning
- Details of predicted harm prevented by physical intervention with predicted levels (refer to individual plan) eg bruising, lacerations, destruction of property
- Names of additional staff witness
- Names of additional student witness
- Medical Treatment or Injuries Y/N
- Damage to property Y/N
- Incident form complete Y/N
- Unresolved harm including details of harm to people including medical intervention/details of damage to property including costs
- Note of triggers
- Additional Factors
- How was the incident resolved?
- What were the consequences? (Protective/Educational)
- Has student reparation or debrief taken place? With whom? If yes, record date
- Has staff debrief taken place? With whom? If yes, record date
- Has the risk reduction plan been reviewed and updated? By whom? If yes, record date
- Details of police involvement
- Primary de-escalation techniques used. Please record in the order in which they were used and how each one was employed:
 - Verbal advice and support
 - Calm talking
 - Distraction
 - Reassurance
 - Humour
 - Negotiation
 - Offering choices and options
 - Offering services of other staff
 - Reminding of consequences
 - Taking non-threatening body position
 - De-escalation script
 - Clear instruction/warning
 - Withdrawal
 - Diversion

Appendix II –



Understanding and Supporting Behaviour - Safe Practice for Schools and Educational Settings

*(Including the use of restrictive / non-restrictive physical
intervention, use of reasonable force)*

Guidance for Schools

Autumn 2022

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Introduction – a whole school approach

There is much in educational literature on the essential best practice requirement for a whole school approach when promoting healthy emotional wellbeing and positive behaviour. Positive behaviour in schools / settings is key to academic achievement, and inseparable from safeguarding, the wellbeing of children and young

people / staff and all other aspects of learning. School senior leaders should be active in promoting a positive approach to this and there should be a shared ethos for the school, which emphasises care, respect and responsibility. The cornerstone of such an approach is that it is owned and lived by the whole school community, including staff, children and young people, parents and the school governors.

The Department for Education (DfE) requires every school to have a Behaviour Policy. This should set out a school's approach to behaviour for all children and for those with more difficult or harmful behaviour. It should be clear, well-understood by all children and young people, staff and parents and consistently applied. It should also be transparent about the school's use of day-to-day physical contact with children and young people and should set out very clearly its procedures and supportive and helpful strategies in respect of behaviour management. It should include when a school may use restrictive and non-restrictive physical intervention as a response to difficult and harmful behaviour, how this is recorded and how it will be communicated to parents. The policy must comply with the Equality Act 2010 (schools must ensure their policies and practices do not discriminate against any children and young people by unfairly increasing the risk of suspension or exclusion for them).

For all schools, establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all pupils. The behaviour policy should be aligned with the school's legal duties and standards relating to the welfare of children. All staff should be aware of the measures outlined in the school's behaviour policy and how they should implement these measures - this is one of the key systems in place in schools which supports safeguarding. It is essential that all staff are aware of their safeguarding responsibilities, as set out in the statutory guidance: [Keeping Children Safe in Education \(DfE 2022\)](#).

Keeping Children Safe in Education (KCSIE) is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. The school Behaviour Policy should be designed to reflect this and it should link closely with safeguarding policies. As part of taking a whole-school approach to behaviour and safeguarding, it will be important that the respective policies complement one another.

Settings should always consider behaviour (and responses to it) in the context of keeping children safe. Keeping Children Safe in Education (DfE, 2022) states that safeguarding and promoting the welfare of children is everyone's responsibility. It explicitly states that:

“everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child”.

The guidance document [Positive Environments where Children can Flourish \(Ofsted, 2021\)](#) sets out that staff should work 'positively and confidently' with children and find the least intrusive way possible to support, empower and them safe. It cites good practice as:

- building relationships of trust and understanding
- understanding triggers and finding solutions
- if incidents do occur, defusing the situation and/or distracting the child wherever possible.

Governors / Boards must make, and periodically review, a written statement of principles to help Headteachers and leaders determine the measures that make up the school's behaviour policy. There must be consultation with the Headteacher, other appropriate members of staff, parents and all registered children and young people before making or changing this 'statement of principles' – this supports the expectation that approaches to behaviour are owned by the whole school community.

Detailed advice for governors is available in guidance for governing bodies: [Behaviour and discipline in schools \(DfE 2015\)](#)

A whole-school approach to the promotion of positive behaviour and emotional wellbeing enables staff to support each other and involves them in open discussions about behaviour and safeguarding, without individuals feeling their classroom management skills are being questioned. Because staff support has been identified as one of the major factors in coping effectively with difficult and harmful behaviour, best practice is where they receive appropriate training which is regularly updated. Staff should be supported and empowered through training that supports understanding and identifies interventions to respond appropriately. When this happens effectively it should reduce the number of significant incidents in future.

The importance of relationships in supporting wellbeing and mental health

Schools should be mindful of the impact of any practice or policy that they adopt on the wellbeing and mental health of their children and young people and staff. Positive emotional wellbeing and mental health begins during childhood and, naturally, schools have an integral part to play in this because of the amount of time children and young people spend in school.

It is paramount that schools provide environments which are relationally enriched, safe, predictable, and nurturing. Adults in schools must be good role models; in their interactions with children and young people they need to be attentive, respectful, honest, and caring.

It can be extremely helpful to consider behaviour as a form of communication. In Essex, we have adopted a trauma informed approach to understanding and supporting behaviour. This is known as Trauma Perceptive Practice (TPP) and it helps settings support children and young people whose social, emotional and mental health needs manifest themselves in communicating behaviours.

Creating and maintaining high standards of behaviour

All settings should ensure children and young people are able to learn in a calm, safe, and supportive environment. The behaviour policy is the starting point for setting out the culture and expectations for behaviour and is a way of communicating to staff, pupils and parents / carers the setting's approach to this. The setting should have high expectations for conduct of behaviour and the policy should be owned and understood by the whole school community.

The DfE expects settings to reflect the following principles within its Behaviour Policy and to be:

- ✓ **accessible and easily understood:** clear and easily understood by pupils, staff and parents
- ✓ **aligned and coherent:** aligned to other key policy documents
- ✓ **inclusive:** consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong
- ✓ **consistent and detailed:** have sufficient detail to ensure meaningful and consistent implementation by all members
- ✓ **supportive:** address how pupils will be supported to meet high standards of behaviour

The Behaviour Policy should be a sufficient framework for the majority of children and young people, especially when it values and emphasises the importance of relationships. However, it should be recognised there are some children and young people who have needs that require a more personalised approach. This is particularly relevant where behaviour may compromise the safety and / or wellbeing of themselves or others. Settings should seek to understand the range of behaviours and respond with, respect, calmness, and logical consistency.

Pro-social and positive behaviour

Recognising pro-social and positive behaviour is vital and provides an opportunity to reward it. This reinforces

the expectations and values set out in the policy and there should process in place to encourage positive behaviour across the whole setting community.

Anti-social (difficult and harmful) behaviour

When examining and talking about anti-social behaviour, it is useful to separate it into two types: *difficult* behaviour and *harmful behaviour* (sometimes referred to as '*dangerous behaviour*').

Difficult behaviour, in the school context, encompasses behaviour that has duration, frequency, intensity or persistence and is beyond the typical range for the school. It generally:

- interferes with the child or young person's own and / or other children and young people' learning; disrupts the day-to-day functioning of the school, making it a less safe and orderly environment
- is less likely to be responsive to the usual range of interventions identified within the school behaviour policy.

It should be recognised that difficult behaviour may also include withdrawn behaviour, including any reluctance to respond or engage in learning or socialising.

Harmful behaviour in the school context encompasses behaviour that is generally:

- physically aggressive towards adults or other children and young people (including pushing, punching, kicking, biting, scratching, spitting, head-butting)
- verbally abusive (and may include racist/homophobic/sexist abuse)
- destructive, including destruction of property and the environment
- self-harming, including head banging, scratching, hitting, kicking, biting and poking
- striking another adult / child or young person with an object

Responding to difficult behaviour

Evidence suggests that children and young people will do better where they have strong relationships with staff. It is these staff who will be able to support them at the times of most difficulty. Therefore, developing good relationships with all children and young people is a vital precursor to managing behaviour and supporting emotional wellbeing. Positive relationships are also a reliable strong protective factor in helping children and young people to become resilient.

It is important to remember that some behaviour, which may be deemed 'difficult', may be characteristic of a particular need and particularly prevalent in children and young people with learning disabilities or who are neurodiverse such as those on the autism spectrum. These could include rocking, repetitive vocalisations, ritualistic hand movements and self-stimulation (un-social behaviour). For these children and young people, it will be necessary to adopt a proactive approach to supporting them with these behaviours and to raise awareness of the behaviour with other staff and explain why it is happening. This should be done using the [One Plan](#) (assess, plan, do and review) framework and accessing external support if appropriate.

Responding to harmful behaviour

Most children and young people do not become dysregulated to a level where they compromise themselves and or others through harmful behaviour. When such incidents occur, they are deemed serious and can cause a great deal of stress for those involved. Best practice expects that careful and purposeful 'one planning' will have been used to mitigate against such harmful behaviour. This will ensure that effective 'Adult Response

Plans' are in place for those children requiring them. The key to the success of any plan is that it is fully discussed, understood and implemented consistently by all staff, children and young people and parents / carers.

The Behaviour Policy should set out systems to respond to harmful behaviour. This may include when staff should call for assistance and other supportive and helpful responses, such as those detailed below.

When faced with potentially harmful behaviour, a prepared adult response, using a 'script', may prove useful to support the child or young person. The child or young person always needs to be spoken to calmly and respectfully. Below are some recommended examples of phrases that can be used in a script. For example;

I can see there's something wrong (acknowledge their right to their feelings)

I'm here to help and listen. Tell me what happened

You are safe – I care about you – I am here to keep you safe

I'm here to help (tell them why you are here)

Talk and I'll listen (it may be possible for staff to find out how the situation has developed, or how it may be resolved)

Come with me and we can..... (giving the child or young person an 'out' to withdraw from the situation)

I can see this is difficult – you need to try and use your words to tell me

During this period, the child or young person should be given physical space and time to recover and respond to requests. Where co-regulation has not been possible and difficult or harmful behaviour continues, they should be guided / supported from the classroom to a place of safety, with the assistance of another member of staff. Where this is not possible, an alternative is for the rest of the class to be removed from a potentially dangerous or harmful situation. Staff should always stay with the child or young person, but at a safe distance (this is usually at least an extended arm's length away from them). At this point, it is important not to raise the stress of the child or young person any further. Staff should maintain an open stance, actively guiding them to a place of safety, rather than blocking them or backing them into a corner, as this could increase the level of stress and make the situation worse. As part of safeguarding, following any serious harmful (or potentially harmful) incident, a risk assessment should be completed to inform planning and future practice. The member of staff should also be offered a 'debrief' to look after their wellbeing.

Use of consequences

'Consequences' can be a useful response to particular behaviours. Evidence suggests that punishments and sanctions alone have limited long-term effects, so it is important for the child or young person to see a logical link between their behaviour and the response. Consequences should have a clear link to the incident and help the child or young person to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is helpful to view consequences as protective and / or educational.

Protective consequences: required to protect the rights of others and keep a child or young person safe

- ✓ increased staff ratio
- ✓ change of school day / timetable

- ✓ arrangements for access to outside space
- ✓ child or young person escorted in social situations
- ✓ differentiated teaching space
- ✓ appropriate use of exclusion (using the time to reflect, amend plans and identify needs and other appropriate interventions to support the child or young person upon return).

Best practice suggests that all protective consequences should run alongside educational consequences, as there is the risk that long-term behavioural change will be limited without this.

Educational consequences: these are often required through intentional teaching, to encourage, support and motivate the child or young person to behave differently next time through better understanding. Examples include

- ✓ ensuring the child or young person completes the task they have disrupted
- ✓ rehearsing / modelling situations through intentional teaching of prosocial behaviour
- ✓ ensure the child or young person assists with repairs where they have caused damage (when possible and practical)
- ✓ intentionally provide educational opportunities for the child or young person to learn about the impact of certain actions and behaviours
- ✓ providing the child or young person with an opportunity to 'put things right' through a process of reflecting, repairing and restoring relationships (the Restorative Justice approach is one that could be used).

Reflect, repair and restore

There is strong research evidence that restorative processes, where reflections and learning take place, are successful in supporting wellbeing and long-term behaviour change.

During any incident the child or young person's behaviour is likely to be influenced by a strong emotion such as a feeling of anger, frustration, or disappointment. It must be remembered that the child or young person will not be ready to engage in anything until they have calmed sufficiently. Equally, the impact of the incident on the staff and others involved should also be recognised.

Once it is considered the child or young person is ready for the restorative process, this can take place and should involve all relevant persons (for example, key staff, parents, other children and young people). The purpose of reflect, repair and restore is to re-visit the experience with the child or young person when they are calm, relaxed and receptive to being reflective about the incident.

The discussion, *once the situation has been sufficiently calmed* may be as follows:

1. Explore what happened (tell the story)
2. Explore what people were thinking and feeling at the time
3. Explore who has been affected and how
4. Explore how relationships can be repaired
5. Summarise what has been learnt so there can be different responses next time

Some examples of restorative questions within this discussion may be:

- What would you like to happen next?
- How can we make things better for you and others affected?
- If everything was going to be alright, what would need to happen?
- How can you help to put this right?
- How can we make it OK for you next time something happens?

To be effective, the reflect, repair and restore process should be adjusted according to the age, understanding and other needs of the child or young person.

Use of physical contact

There are occasions when staff will have cause to have physical contact with children and young people for a variety of reasons, this may include:

- to comfort a child or young person in distress (*appropriate to their age and individual specific needs identified through a risk assessment*);
- to direct a child or young person;
- for curricular reasons (*for example in PE, Music, Drama etc*);
- in an emergency, to avert danger to the child or young person or others;

The guidance produced by the Department for Education [Use of Reasonable Force \(DfE, 2013\)](#) states that:

*“Schools **should not** have a ‘no contact’ policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a child or young person or prevent them taking action needed to prevent a child or young person causing harm.”*

Where physical contact is used, protective steps must be taken to ensure it is legal and will prevent harm. In all situations where physical contact between staff and children and young people takes place, staff must consider the following:

- the child or young person’s age and level of understanding
- the child or young person’s individual needs and history
- the location where the contact takes place (ideally it should not take place in private without others present).

When might you use physical contact?

Schools may choose to use touch with children for a variety of reasons but, in general terms, they would normally do so for comfort, reward or guidance. It should be acknowledged that some children will not want to be touched. This should be respected.

How might you use physical contact?

Hugging: A sideways on hug, with the adult putting their hands on the child or young person’s shoulders is by far the safest way to do this as both hands of the adult can be seen. Hugging can be used either standing or seated. This discourages ‘front on’ cuddling and placing the adult’s hands on the shoulders limits the ability of the child or young person to turn themselves into them.

Hand-Holding: It is natural that young children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children and young people, this can become a restraint.

Therefore, the best practice is the use of the ‘offering an arm’. This is done by the adult holding their arm out, and the child or young person is encouraged to wrap their hand around the adult’s lower arm. The adult’s other hand can then be placed over the child or young person for a little extra security if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm and shoulders.

Lap-Sitting: There are very clear potential risks with this and, as such, lap-sitting should be discouraged, so neither staff nor children and young people are vulnerable. Children and young people should be taught to seek comfort / attention through other means. If a child or young person attempts to sit on an adult’s lap

there should be immediate active guidance to a more appropriate seating position alongside the adult.

The searching and screening of children

The new guidance from the Department for Education (July 2022) is called Searching, Screening and Confiscation Advice for schools: [Searching, Screening and Confiscation \(DfE 2022\)](#). [This document](#) makes it very clear that schools and their staff are an important part of the wider safeguarding system for children (as set out in the statutory guidance [Working together to safeguard children](#)). Before screening or conducting a search of a pupil, it is vital that schools consider their obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute (as all settings have duties around safeguarding which may override it); it can be interfered with, but any interference with this right by a setting (or other agency) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. Any setting exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise their searching powers in a lawful way.”

This latest guidance is very thorough and helpful. The key messages are contained below.

Key messages

Screening

Screening is the use of a walk-through or hand-held metal detector (arch or wand) to scan all pupils for weapons before they enter the school premises. Before considering the installation and use of any technology for screening, the setting should consult with the local police who may be able to provide advice about whether installation of these devices is appropriate. Where it is introduced, there should be clear communication on to pupils, staff and parent / carers the rationale for doing so and arrangements going forward.

Searching

The guidance clearly states searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph (or any other item that the Behaviour Policy identifies as a prohibited item which may be searched for).

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- fireworks
- pornographic images
- tobacco and cigarette papers (this does not include e-cigarettes or vapes)
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence
 - to cause personal injury to
 - to damage to property of any person (including the pupil)

In addition, under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

The Behaviour Policy should outline any banned items for which a search can be made. This must include the list of prohibited items and may include other items which a headteacher has decided are detrimental to maintaining high standards of behaviour and a safe environment.

When exercising their powers, settings must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability. Staff may wish to consider using CCTV footage to decide whether to conduct a search for an item

Leaders must ensure that a culture of safe, proportionate and appropriate searching is in place and understood by the pupils, staff and parent/carers. The headteacher has overall responsibility for searching and ensuring that staff are appropriately trained. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search.

Processes for searching should be set out as part of safeguarding arrangements. The designated safeguarding lead (or deputy) should be informed of any searching incidents and there should be effective processes in place for recording such incidents and communicating them to parents / carers. If there is any concern about risk of, or actual, harm to a child, the usual child protection procedures should be implemented.

A decision about whether to use reasonable force to conduct a search should be made on a case-by-case basis. Consideration should be given to whether conducting the search should be undertaken to safeguard and whether it would prevent the pupil harming themselves or others, damaging property or from causing disorder.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only in exceptional circumstances and where:

- the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff

Where a member of staff does conduct a search as an 'emergency' measure, they should immediately report this to an appropriate senior member of staff.

Strip searching

A strip search is a search involving the removal of more than outer clothing (see paragraph 29). Strip searches on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Strip searches can only be undertaken by the Police and must never be undertaken by staff within the setting. Settings may decide to call the Police themselves to respond to a particular situation, or the Police may arrive at school with a request to meet with a pupil in relation to a matter they are already dealing. In either scenario, staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times.

Once the police are on-site, the decision on whether to conduct a strip search lies solely with them.

Parents should always be informed once a strip search has taken place (it will be for the setting and the Police involved to agree how this will be done). However, settings must keep records of any strip searches that have been conducted on-site.

Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made
- is evidence in relation to an offence

Use of Reasonable Force and Restrictive Physical Intervention (restraint) – the legal position, human rights and procedural safeguards

The Equality and Human Rights Commission (EHRC) ‘Human Rights Framework for Restraint’ (2019) sets out key principles within the Human Rights Act in relation to restraint in order to ‘protect and respect the safety and dignity of people being restrained as well as those around them, including staff’.

The EHRC defines restraint as ‘an act carried out with the purpose of restricting an individual’s movement, liberty and / or freedom to act independently’.

Keeping Children Safe in Education (DfE, 2022) states:

“When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their [Public Sector Equality Duty](#). By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force”.

The guidance produced by the Department for Education (July 2013) “Use of Reasonable Force” is helpful and the following section is directly from this guidance.

Within this (in blue), is additional information from the Essex authors.

What is reasonable force?

- 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 children and young people.

- Force is usually used either to control or restrain. This can range from guiding a child or young person 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.

***This must not involve gripping as it could result in harm to the child. Staff will need training if this is a regular occurrence**

- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between children and young people, redirecting a child or young person's path, or active physical contact such as escorting a child by the arm or arms out of a classroom. This should never involve pulling or dragging.
- Restraint means to hold back physically or to bring a child or young person under control. It is typically used in more extreme circumstances, for example when two children and young people are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child or young person.*

***Staff should receive training specific to the identified needs of their school which will significantly reduce the likelihood of this happening**

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of children and young people such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent children and young people from harming themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control children and young people or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

This list is not exhaustive and provides examples of where reasonable can and cannot be used – this is also taken from DfE guidance

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- prevent a child or young person behaving in a way that disrupts a school event or a school trip or visit;
- prevent a child or young person leaving the classroom where allowing the child or young person to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child or young person from attacking a member of staff or another child or young person, or to stop a fight in the playground; and
- restrain a child or young person at risk of harming themselves through physical outbursts.

Reasonable force should only be used to avoid harm to the child or other and where all other strategies have been considered or attempted

Key messages

Schools cannot use force as a punishment; - *“it is **always** unlawful to use force as a punishment”*

(Use of Reasonable Force - DfE, 2013)

It must be emphasised that the vast majority of child or young person misbehaviour can be managed without any use of force or restraint. All behaviour can be seen as communication.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools’ safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs.

All members of staff have a ‘Duty of Care’ towards the children in their care. Therefore, if a child is likely to be at risk from harm in an emergency situation, action must be taken and this may include a physical intervention.

The action taken will be dependent on the level of risk and the assessment that is made at that moment in time.

Where children show dangerous or harmful behaviour, identified through a risk assessment, then restrictive physical intervention may be considered as a strategy to manage harm. The necessity to use this should reduce over time. If incidents do not decrease, it is not a successful strategy and risk management plan reviews need to take place regularly (at least termly).

The following principles must be borne in mind when considering any use of physical restraint:

- physical intervention carries the possibility of being interpreted as an assault
- physical intervention may carry the risk of injury to the child or to the adult involved
- any consideration of the use of restraint or containment should only occur, as a last resort, where no other intervention is feasible or effective
- the intention of any physical intervention must be clear

In short, staff should only intervene physically to restrain or contain a child:

- where there is a clear danger to the child or others (including adults)

- Where all other interventions have failed or are not feasible
- with the clear intention of removing the child from danger
- with the minimum force required to ensure the child's safety

Settings should ensure that staff are appropriately trained in non-restrictive and restrictive intervention, and that they remain compliant with the recommended refresher updates, as required by the provider. This should be explicit in all related policies and procedures.

Removal, Withdrawal, Isolation and Seclusion

The language around removal withdrawal, isolation and seclusion is often misinterpreted.

The latest Department for Education Guidance now has a specific section on the removal of children: [Behaviour in Schools - Advice for headteachers and school staff \(DfE 2022\)](#)

Helpful ways of understanding these terms in the context of this guidance are set out below:

Removal: should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

The latest guidance produced is helpful and the following section is directly from this guidance.

Governance of removal

Headteachers should:

- a) make clear in the school behaviour policy that removal may be used as a response to serious misbehaviour
- b) maintain overall strategic oversight of the school's arrangements for any removals, as set out in the school's behaviour policy
- c) make sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils
- d) outline in the behaviour policy the principles governing the length of time that it is appropriate for a pupil to be in removal
- e) ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff; and
- f) design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.

When dealing with individual removal cases, headteachers and teachers should:

- a) consider whether any assessment of underlying factors of disruptive behaviour is needed;
- b) facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;

c) ensure that pupils are never locked in the room of their removal.

There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this section;

d) ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with; and

e) if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Key Message

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

Staff supervising areas used for removal should be suitably trained in both the school behaviour policy and the relationship/interpersonal skills necessary to support and understand pupils with a variety of communicating behaviours and contexts.

Withdrawal: the removal of a child or young person from a place of stress to a safe place, where they can be supported and monitored until they are ready to re-engage with learning – the child may need the choice of some time alone to ‘recover’, according to their needs

Isolation: the removal of a child or young person from their peer group. Schools use this in a range of ways, often in what are referred to as ‘internal exclusion’, ‘reflection’ ‘isolation’ or ‘inclusion’ rooms / booths

Seclusion: when a child or young person is *forced* to spend time *alone* and *against their will* (for example, they are prevented from leaving a room of their own free will (including locking a door, holding a door closed, a handle or exit button placed out of reach of child or young person). Seclusion **must not** be a planned response to behaviour and can only be considered in **exceptional** or **emergency circumstance** (as concluded by the Child C versus Local Authority court case - *Royal Courts of Justice 16th June 2011*).

Schools **must always** consider the well-being and mental health of all children and young people and staff. Whilst schools may use withdrawal and isolation as part of their approach to managing behaviour, they must always act reasonably, proportionately and, most importantly, assess the risk of any consequence being considered. Consequences involving removal, withdrawal, isolation and seclusion, are in themselves potentially damaging to well-being, mental health and positive relationships with children and young people. Any practice that promotes repair and restore through relationships and connection will be extremely beneficial and supportive to wellbeing and mental health.

To reiterate, seclusion may only be used in an exceptional or emergency situation and not as a routine approach to behaviour. On the rare occasion that a school uses seclusion, they must have procedures in place on how to communicate to parents when this has been used with their child.

Managing allegations against members of staff / volunteers

Essex data shows that a high number of allegations against the workforce in schools involved allegations of physical abuse. It is frequently the most recorded abuse type for schools, so it is essential all staff members

are made aware of the boundaries of appropriate behaviour and conduct. This should form part of staff induction and should be outlined in the Staff Behaviour Policy / Code of Conduct. Many allegations against members of school staff involve situations of 'door-blocking', bag / jumper grabbing (particularly where hair has been caught in a hood) and staff should always be aware of their behaviour towards children and young people.

In Essex, every school must work in accordance with statutory guidance and the Essex in respect of allegations against an adult working with children in a paid or voluntary capacity. Essex [SET Procedures \(ESCB\)](#) require that, where an allegation against a member of staff is received, the Headteacher, senior named person or the Chair of Governors must inform the duty Local Authority Designated Officer (LADO) in the Children's Workforce Allegations Management Team on **03330 139 797** within one working day. However, wherever possible, contact with the LADO should be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to children and young people, parents and HR. **The school should not carry out any investigation before speaking to the LADO.**

All staff members must be aware of the boundaries of appropriate behaviour and conduct. This should form part of staff induction and be clearly outlined in the Staff Behaviour policy / Code of Conduct. Staff must feel safe to report any concerns around inappropriate practice and the school must have a whistleblowing policy in place and ensure all staff are aware of it. Where a concern involves the headteacher, it should be reported direct to the Chair of Governors.

Reporting and investigation of accidents and incidents

All community and voluntary controlled schools are required to follow the Essex County Council Accident and Incident Reporting Policy (HSP12.0). Where non-community and voluntary controlled schools purchase a Health and Safety service from the local authority, they are encouraged to adopt this policy or similar.

Should advice be required schools may contact the Health and Safety team via HS@essex.gov.uk or on 03330 139818.

Non-community and voluntary controlled schools who do not buy a Health and Safety service from Essex County Council should ensure they have a robust reporting procedure that meets all statutory requirements.

Communication to parents / carers

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents (*see Appendix E*). Parents should be informed of the incident initially by phone and it should then be followed up in writing (this process should be set out in the school Behaviour Policy). Where it is necessary to suspend or permanently exclude a pupil for the incident, there is separate guidance on this and supporting model paperwork for schools to use to ensure they meet statutory requirements relating to this.

Further Guidance

1. [Keeping children safe in education 2022 \(DfE 2022\)](#)
2. [Reducing the Need for Restraint and Restrictive Intervention \(DfE, 2019\)](#)
3. [Searching, Screening and Confiscation \(DfE 2022\)](#)
4. [Behaviour in Schools - Advice for headteachers and school staff \(DfE 2022\)](#)
5. [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(DfE 2022\)](#)
6. [SET Procedures \(ESCB\)](#)
7. [Positive environments where children can flourish \(Ofsted, 2018\)](#)
8. [Creating a Culture: how school leaders can optimise behaviour \(DfE, 2017\)](#)
9. [The Human Rights Framework for Restraint \(EHRC, 2019\)](#)
10. [Restraint in schools inquiry: using meaningful data to protect children's rights \(EHRC, 2021\)](#)

Appendix A – Template for Recording an Incident

Child name:	DoB:	Year group:
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Date of the incident:	
Day of the week:	
Members of staff	
Where it took place	
What was the activity?	

Outline of event/ What happened?
Consequences: Protecting (what will now happen to prevent any immediate further harm occurring) Learning/teaching (what needs to be revisited with the child or learnt)
Was safe holding used? yes/no Restraint (Restrictive Physical Intervention) form completed
Parent / carer informed: Time and date:

Appendix B - Personalised Stress Management and Adult Response Planning (developed from the Essex TPP approach)

This tool is designed to keep everyone safe by enabling staff to think about, plan and be confident in safely supporting children and young people.

How to use this tool

This tool should be discussed, constructed and agreed through One Planning. It is important that the child/young person and their parent/carer is involved.

- Step 1: Identify the stressors being experienced by the child/young person. There are five domains of stress, which are explained later in this document.
- Step 2: Complete the 'Warning Signs of Stress' table below, providing personalised detail of what this looks like and means for the child/young person.
- Step 3: Complete the 'Stress Mapping' and 'Level of Harm' tables below. The frequency and severity of these provides an indication of whether an Adult Response Plan is necessary.
- Step 4: If the pupil is assessed to 'always' or 'often' experience stress or the harm is assessed to be of concern, develop both the personalised 'Adult Response Plan' and 'Child's Self-regulation Plan' for the child/young person as part of the One Planning process.
- Step 5: Regularly review and update the information in this tool through One Planning.

Name:	Date:
Year Group:	Review Date:

Warning Signs of Stress* (see explanations of the stressors below)

Stress Area	What is it that generally causes the stress?	Indicators of excessive stress-how does the child show this?
Physiological/sensory		
Emotional		
Thinking/learning related		
Social		
Prosocial		

Stress Mapping

	Not evident	Occasionally	Often	Always
Stress response is easily triggered				
Stress response is not equal with the stressor				
Individual is extremely restless/volatile				
Hard to co-regulate after 'alarm' is triggered				

Harm Mapping

Harm/Behaviour	Yes/No	Harm/Behaviour	Yes/No
Harm to self		Damage to property	
Harm to peers		Harm from disruption	
Harm to staff		Harm from running away	
Other harm			

For Reference:

One Planning Guidance & Templates, from the Essex Local Offer:

<http://www.essexlocaloffer.org.uk/one-plan-templates/>

Adult Response Plan

Window of Tolerance What the child is like when regulated, calm and engaged?	How best to support and maintain this and support regulation
Dysregulation What are the first signs that things are becoming too stressful?	Strategies to support and to co-regulate
Where does this stress behaviour lead to next? What we are trying to avoid?	
Hyperarousal	Interventions necessary to support, co-regulate and keep everyone safe
Hypoarousal	Interventions necessary to support, co-regulate and keep everyone safe

Child's Self-Regulation Plan

Stress Level	Strategy to Support
Red emotions Feeling afraid, angry, annoyed	How to best soothe myself
Yellow emotions Feeling worried, disappointed, silly	How to best to soothe myself
My window of Tolerance / Green emotions Feeling calm, happy, proud	How best to maintain
Blue emotions Feeling sad, low, sleepy	How best to re-energise and give myself hope

Notes:

The Adult Response Plan starts with the pupil's 'Window of Tolerance' or 'Green Zone' (from Zones of Regulation©), as it has been found that staff find it more useful to have the proactive strategies for promoting co-regulation at the top of the plan.

The Adult Response Plan and the Child's Self-regulation Plan have been adapted to align with commonly used good practice, such as Zones of Regulation©.

Appendix C - Explanation of the Stress Areas

Domain and definition	A child having difficulty regulating in this area may:	Supportive strategies
<p>Sensory/physiological consider many factors such as sleep, exercise, health, nutrition and sensory inputs.</p> <ul style="list-style-type: none"> • physical health • hunger • noise 	<p>• have challenges remaining calm amidst distracting visual and auditory stimuli</p> <ul style="list-style-type: none"> • have difficulty sitting for more than a few minutes • withdraw (become hypoalert) and need to upregulate • become over-stimulated and need to down regulate 	<ul style="list-style-type: none"> • less intense lighting – soft white light • use blinds to block out light • less bright visual materials • choice in seating (exercise balls, beanbag chairs, rocking chair) • keep clutter to a minimum • oral input (healthy crunchy snacks, water bottles etc.) • plants • removing squeaky chairs • designating areas for quiet and noisy activities • creating comfortable learning areas to down- regulate • using music to signify transitions • visual schedules (predictable) • noise cancelling headphones • fidget tools (i.e. playdough) • action breaks
<p>Thinking the child's ability to concentrate and switch attention as well as appropriate task and language demands.</p> <ul style="list-style-type: none"> • focus and switch focus as required • plan and executive several steps consecutively • problem-solve • understand cause and effect • time management • ignoring distractions • delaying gratification • sequencing ideas • tolerating frustration and learning from mistakes • switching focus 	<ul style="list-style-type: none"> • have difficulty focusing attention • give up at the slightest frustration • daydream during class • be distracted by impulsive thoughts 	<ul style="list-style-type: none"> • preferential seating • providing instruction in more than one mode • quiet place when feeling overwhelmed • learning games (simon says, statues, musical chairs etc....) • breaking down instructions • providing collaborative learning experiences • allowing child's choice and to set own goals • digital technology • using the child's passions to engage learning (consultation with families) • teaching time management skills • visual timer • self-reflection • providing consistent routines
<p>Emotional the child's ability to monitor, evaluate and modify their emotions</p> <ul style="list-style-type: none"> • managing the big feelings and strong emotions • ability to recover from adversity • courage to learn new things • desire to achieve goals • healthy and realistic sense of self 	<ul style="list-style-type: none"> • become overly excited when praised • show intense frustration when trying to solve a problem • become anxious when dealing with confrontation • have difficulty focusing when strong emotions arise 	<ul style="list-style-type: none"> • holding classroom meetings to check feelings • mindfulness • breathing exercises • encouraging children to express how they are feeling verbally • using strategies and language from the SMART thinking- There's always a way back • teaching calm down techniques (breathing, counting down)

		<ul style="list-style-type: none"> • playing calm music during learning tasks • teaching positive self-talk • journaling feelings and experience • role playing how to express and cope
<p>Social consider the perspective of the child and the impact of their actions on others</p> <ul style="list-style-type: none"> • understanding the feelings and intentions of self and others • monitoring the effects responses and adjusting when necessary (“appropriate responses”) • the ability to be an effective communicator – as a listener and as a speaker • the ability to demonstrate a good sense of humour that does not rely on ridicule • the ability to recover from and repair breakdowns in interactions with others (e.g. through compromise) 	<ul style="list-style-type: none"> • have difficulty listening to the ideas of others • have difficulty taking ownership over actions • respond inappropriately to a situation • have difficulty reading social cues 	<ul style="list-style-type: none"> • collaborative learning experiences • music experiences • demonstrating a good sense of humour • using books to deepen communication of feelings • teaching how to read social cues • using expected and unexpected behaviour prompts • teaching social media communication skills • reinforcing rules
<p>Prosocial the idea that other people’s stress also cause stress for the child. This domain is rooted in the development of empathy and doing the “right” thing. The ability to help regulate others and to co-regulate with others.</p> <ul style="list-style-type: none"> • a sense of honesty, both with oneself and with others • empathy, or the capacity to care about others’ feelings and to help them deal with their emotions • the ability to put the needs and interests of others ahead of one’s own • the desire to “do the right thing” and the conviction to act on one’s conviction 	As above	<ul style="list-style-type: none"> • collaborative learning experiences • teaching how to read social cues • using expected and unexpected behaviour prompts • teaching social media communication skills • reinforcing rules • reassurance

Appendix D – Template for recording incident requiring restraint

Record of incident Requiring Physical Intervention (RPI)

Child name:		DoB:	Year group:
Reporting member of staff:			
Date of incident:			
Start time of incident:			
End time of incident:			
Location of incident:			
Name(s) of additional staff witness:		Name(s) of additional child witness:	

Stressors leading up to the hyperarousal and distress

Co-regulation prior to the decision to use of RPI			
Verbal advice and support		Swapping of staff	
Calm talking and Reassurance		Distraction/diversion	
Personalised co-regulation script		Offering choices and options	
Humour		Offering safe space	
Other (specify)			

Why the RPI was deemed absolutely necessary	To prevent harm to self	
	To prevent harm to another child (children)	
	To prevent harm to adults	
	To prevent damage to property	
	To prevent harm from absconding (in accordance with policy)	

The harm predicted to be prevented by the RPI (e.g. bruising to peers, lacerations, destruction of computer, climbing over high fence, climbing on roof)

Unresolved harm/ details of damage to property (costs and details of harm to people including medical intervention or damage to property)

Was a medical record completed	Yes / No

Specific details of the RPI including sequence of techniques, time and staff involved		
Time	Technique	Staff name

Duration of RPI:		Duration of the incident:	
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Was there any physical mark or harm caused by the use of RPI to the child?	Yes /	Details
	No	

What action has been taken?	
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Has the incident been reported to the Children Safeguarding Team (Local Authority Designated Officer)?	Yes /	Details
	No	

Incident reporting and monitoring

	Name	Time and date
Incident reported to Senior staff by:		
Parents / Carer verbally informed by:		
Parents / Carer letter sent:		
Child wellbeing check by:		
Staff wellbeing verified by:		
Restorative conversation with child		

Care for Child following the RPI

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Verification of account of incident

Staff name	Staff signature	Date

Reporting staff name	RPI checker and approver name
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Signature	Signature

Appendix E – template letter to inform parents of an incident

Dear *(parent / carer)*

Further to our earlier telephone conversation, I am writing to confirm our discussion about the incident in school today. As discussed, it was deemed necessary to use a physical intervention with *(child or young person)*. You will be aware that such an intervention is used in our school only as a last resort, where other interventions and de-escalation techniques have not been effective in reducing the harmful behaviour. As shared with you, it was felt by staff involved that, on this occasion, it was absolutely a necessary and appropriate response to *(child or young person's)* behaviour at the time in order to keep them and everyone else safe.

As I explained, the detail of this incident is available in school and forms part of *(child or young person's)* records. If you would like to discuss this matter further, please feel free to contact me and I would be happy to meet with you.

Or

It is important that we continue to work together, going forward. I would like to invite you to a meeting to *write / review* a risk management plan for *(child or young person)* and I can share more detail about the recent incident with you

Yours sincerely