

**KNOWSLEY METROPOLITAN BOROUGH COUNCIL**  
**DEPARTMENT OF EDUCATION & LIFELONG LEARNING**

**St Joseph's Catholic Primary School**  
**Policy on the use of Positive Handling to manage physically challenging behaviour**

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**Introduction**

The behavioural challenges presented by a small number of pupils mean that some form of physical intervention may be unavoidable. For this reason it is necessary to establish a system of safeguards to protect pupils and staff.

This policy on the use of physical intervention to control or restrain pupils is agreed between Knowsley Metropolitan Borough Council – the Local Education Authority, the recognised Teachers Associations and other trade unions recognised by Knowsley Metropolitan Borough Council. The policy is recommended for adoption by all education settings within the authority.

**Purpose**

- Section 550A of the Education Act 1996 came into force on 1<sup>st</sup> September 1998 (Circular 10/98) and sets the legal position about the use of reasonable force by teachers and other authorised staff in schools to control or restrain pupils;
- The joint DfES/DoH guidance, '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 disorder issued in July 2002 supports the implementation of the above Act;
- Health and Safety at Work Acts/Regulations (1974,1992,1999) set the legal position with regard to legal duty, what is reasonable and practicable and risk assessment;
- The Human Rights Act 1998.

Within this legal framework the purpose of this policy and its accompanying further guidance is to clarify for members of staff, pupils and parents what is acceptable and what is not in terms of the use of physical intervention to control or restrain pupils.

**Principles**

Knowsley LEA's policy on the use of physical intervention is based on the following key principles:

- The right of all pupils, members of staff, volunteers and visitors of the school to be protected from harm, violence and assault and acts of verbal abuse;
- That physical intervention will only be used as a last resort when all other behavioural management strategies have failed or when pupils or staff are at risk, in approximately 95% of cases the use of de-escalation strategies will be sufficient and physical intervention will only be necessary in approximately 5% of incidents;
- That physical intervention will be kept to a minimum to achieve the desired results and any response will be graded and gradual moving from least intrusive to more restrictive dependent on the circumstances;
- There is recognition that guidance, information and adequate training for staff are essential;
- That meaningful contact with parents is essential;
- The intention that this policy should not stand alone but should complement and reinforce the principles and practice contained within both the school's and the local authority's behaviour and discipline policies.

### **Authorised staff**

All teaching staff at the school are authorised within the context of this policy and the legal position above, to use physical intervention to control or restrain pupils.

In addition some members of the non-teaching staff who have lawful control or charge of pupils at the school may also be authorised by the head teacher to use physical intervention to restrain pupils. The decision as to which members of staff to authorise should be at the discretion of the head teacher but all authorised persons should have undergone the necessary training and appropriate refresher courses.

Staff should only use physical intervention to restrain pupils after they have received appropriate training. Knowsley LEA has a team of instructors trained to deliver the 'Team-Teach Approach to Positive Handling', (see appendix A). Any training providers should be on the register of trainers approved by BILD (the British Institute of Learning Disabilities) and should include regular re-accreditation as part of their training package.

The head teacher should keep an up-to-date list of authorised staff and all staff should know who is authorised. The head teacher should ensure that once staff are trained they are regularly re-accredited.

## **'Reasonable force'**

In the absence of any legal definition of reasonable force four considerations will be applied in determining that the use of force is reasonable:

- The circumstances of the particular incident warrant it;
- The degree of force employed is in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent;
- The amount of force used is the minimum required to achieve the desired result;
- The degree of force used is appropriate for the age understanding and sex of the pupil upon which the force is employed.

## ***Situations in which the use of physical intervention may be appropriate***

### **Definitions**

- Restrictive physical intervention involves the use of force to restrict movement, restrict mobility or disengage from dangerous or harmful physical contact.
- Planned intervention occurs when staff employ prearranged strategies and methods, which are based upon a risk assessment, and behaviour management plans.
- Emergency or unplanned use of force occurs in response to unforeseen events and should serve as a trigger to implement a behaviour management plan for the individual involved.

### ***Authorised members of staff may use such force as is reasonable to prevent a pupil from doing or continuing to do any of the following:***

- Committing a criminal offence (including behaving in a way that would be a criminal offence if the child were not under the age of criminal responsibility);
- Injuring themselves or others (including members of staff);
- Causing damage to property (including the pupil's own property);
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere on any authorised out of school activity.

Where possible any physical intervention should be planned for in advance in order to reduce the levels of stress for both pupils and staff and in order to

make any necessary risk assessments. Physical intervention can take several forms. It might involve:

- Physically interposing between pupils;
- Blocking a pupil's path;
- Holding;
- Pushing or pulling;
- Leading a pupil by the hand or arm;
- Shepherding a pupil away;
- Using more restrictive holds in extreme circumstances.

### **Staff should not:**

- Hold a pupil round the neck or in any way that might restrict the airway;
- Slap, punch or kick a pupil;
- Twist or force limbs against a joint;
- Trip a pupil;
- Hold a pupil by the hair or ear;
- Hold a pupil face down on the ground except in extremely serious situations and then only using approved techniques in which staff members have been fully trained.

### **Risk assessments**

Whenever it is foreseeable that a pupil may require restrictive physical intervention a risk assessment should be carried out. A considered response involves balancing risks. Taking action should be weighed against the risks involved in not taking action. Restrictive physical intervention should only take place when absolutely necessary and after all other behaviour management strategies have been exhausted. Occasionally, for some identified individuals, the least intrusive physical intervention may be a necessary behaviour management strategy. The use of such an intervention will be fully documented and employ only the minimum amount of force required.

Schools must be aware of the medical issues around all individuals involved in physical intervention. It would be appropriate for parents to be consulted in the risk assessment process.

### **Recording incidents**

As soon as is reasonably practicable following an incident in which force has been used the member of staff should inform the head teacher or other designated senior member of staff and must follow this up with a written report of the incident (see attached form). All staff involved in any incident should produce a written report. Not only is this important for monitoring the nature and frequency of interventions and the pupils and staff involved but it is crucial in case there are any complaints. Separate

record of the incident must be kept in a bound logbook and cross-referenced to the report form. As incidents can be stressful all members of staff should be given the opportunity to discuss the incident with another member of staff. Any injuries resulting from the use of physical intervention should be recorded using the appropriate forms.

### **Monitoring**

The head teacher should monitor and evaluate incidents of physical intervention. Not only will this give an overview of the current situation within the school but it will also enhance planning for possible future incidents.

For those schools that have been trained in Team Teach techniques routine monitoring of incident forms is part of the follow up process.

### **Parental and pupil involvement**

The school's policy on the use of physical intervention to restrain pupils will be included on the school website. If physical intervention becomes a necessary part of a child's behaviour management there should be discussion with the parents or guardians and the handling techniques used should form part of the individual's behaviour management plan.

Within the framework of the school's policy on discipline and standards of behaviour the school will also consider appropriate ways of raising awareness of the key principles and issues within this policy with pupils.

The head teacher or senior member of staff will inform parents/guardians of a pupil involved in an incident in which physical intervention has been used to restrain or control pupils. The parent/guardians will also be requested or given the opportunity to discuss the incident and issues relating to it further.

Any incident involving the use of force will also be followed up with the pupil involved in line with the standard practices of the school.

### **Complaints**

All allegations and complaints by pupils and or parents of the inappropriate use of physical interventions will be investigated openly and thoroughly in accordance with the school's complaints procedures. The Lead Child Protection Officer, Mrs M Byrne, should be informed of any such allegations.

**The 'Team Teach' approach to physical intervention**

The 'Team Teach' approach to positive handling (also known as physical intervention) is a whole school/setting holistic approach to behaviour management that aims to protect the safety and rights of all individuals and promotes the use of physical intervention as a last resort option when all other behaviour management techniques have been exhausted.

'Team Teach' was developed by the deputy head of an EBD residential special school, as there was an identified need to find a method of physically handling children with behavioural difficulties that was graded and gradual without damaging relationships and in a way that protected staff and children from physical injury and unnecessary allegations. The 'Team Teach' framework was developed to meet this need.

'Team Teach' is accredited by BILD (the British Institute of Learning Disabilities) who are currently establishing a scheme for the accreditation of trainers in physical intervention on behalf of the Department for Education and Skills. Apart from techniques for holding and restraining children and strategies for behaviour management there is also an element relating to personal safety. This teaches techniques that staff can use when they are placed in potentially dangerous situations, for example, if they are grabbed by the hair or if punches are being thrown at them. This is not self-defence training, as all techniques taught are non-aggressive. Health and safety issues and risk assessment are of paramount importance throughout all aspects of the 'Team Teach' approach.

Schools are offered individualised training packages of 6 or 12 hours based upon their needs, to be taken as whole day or twilight sessions. In order to take up one of these packages schools will have to fulfil identified criteria and be prepared to commit to completing the necessary documentation which is an essential part of the quality control of the programme and is vital for the protection of all should there be any complaints. There will also need to be commitment to short refresher courses.

**Form PI (1)**

**Physical Intervention Incident Form No.....(cross ref. Logbook y/n)**

<b>Name</b>		<b>Date</b>	
<b>Year group</b>		<b>Time</b>	
<b>Staff reporting the incident</b>		<b>Staff involved</b>	

**Antecedents** (a description of events leading up to the incident)

**De-escalation techniques used:**

- Verbal advice and support/reassurance  Calm talking
- Humour  distraction  options offered
- Step away  time out offered  time out directed
- Negotiation  non-threatening body language ✓ ✓
- other-specify

**Behaviour:**

**Consequence** (action /sanction taken or imposed)

**Description of handling strategies used** (staff involved, hold)

**Positive handling used (Team Teach accredited staff only)**

- Standing  kneeling  two person escort
- Sitting  wrap  single person escort
- Rest position  duration  other (specify)

**Total duration of physical intervention**

**Minutes approx**

<b>Parents informed</b>	<b>Yes</b>		<b>No</b>		<b>letter/phone/person</b>
					<b>Date:</b>
<b>Asked to school</b>	<b>Yes</b>		<b>No</b>		<b>Date:</b>
<b>LA informed</b>	<b>Yes</b>		<b>No</b>		<b>Date:</b>
<b>Social Services informed</b>	<b>Yes</b>		<b>No</b>		<b>Date:</b>
<b>Name of Senior Manager informed</b>					

<b>Pupil discussion and reflection</b>	<b>Yes</b>		<b>No</b>	
<b>Staff discussion and reflection</b>	<b>Yes</b>		<b>No</b>	
<b>Exclusion</b>	<b>Yes</b>		<b>No</b>	
<b>Copy placed in pupils file</b>	<b>Yes</b>		<b>No</b>	
<b>Nature of any injury</b>				

<b>Accident form filled in</b>	<b>Yes</b>		<b>No</b>	
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**Head teacher's signature.....Date.....**



## **Guidance for schools**

All education settings will require their own individual document on the use of physical intervention, which is pertinent to their setting and to their training.

### ***This document should address the following points:***

- Is there a link between your behaviour policy and school guidance on physical intervention?
- Have all members of staff been trained in physical intervention techniques?
- Are all members of staff aware of the legal position with regard to physical interventions and the use of reasonable force?
- Is there a list of authorised personnel and are all such personnel aware of the legal requirements? Have all personnel acknowledged knowledge of the policy?
- Are parents aware that physical intervention is used in school and under what circumstances?
- Are governors aware of the methods you are using?
- Are identified strategies in place for identified situations for example, children needing removal from the classroom will be held by two people using single elbow holds if there is no resistance from the child?
- Is their acknowledgement in all documentation that any techniques for holding are to be graded and gradual and only to be used when all other classroom management techniques have been unsuccessful?
- Are de-escalation techniques documented?
- How is information about children who may require physical intervention disseminated to relevant members of staff?
- Are risk assessments made?
- Are behaviour plans in place for children who require physical intervention? Are these plans agreed with all concerned?
- Are all staff aware of the actions required when unforeseen intervention may be needed?
- Are incident forms available and completed? Do they comply with minimum requirements?
- Is there suitable follow-up support for everyone involved, children and adults?
- How are parents informed after an incident involving their child and physical intervention?
- How will complaints be investigated and by whom?
- Are you committed to further training and refresher courses with the recognised time scales for your particular trainer?

**References:**

DfES Circular Number 10/98 Section 550A of the Education Act 1996: The Use of force to Control or Restrain Pupils July 1998.

DfES and DoH 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 July 2002.

DfES Physical Intervention: Draft Model Policy Guidelines for Local Education Authorities and Special Schools December 2002.

## IN THE KNOW

### ST JOSEPH'S CATHOLIC PRIMARY SCHOOL POLICY CARE AND CONTROL (incorporating Physical Restraint)

#### 'The use of Positive Handling to manage Physically challenging behaviour'

#### Introduction

The policy has been developed in response to Circular 10/98 "The use of Force to Control or Restrain Pupils", issued following the enactment of Section 550A of the 1996 Education Act. It also takes cognisance of recent DfEE and DoH letters of guidance and follows 'The policy on the use of Positive Handling to manage physically challenging behaviour' issued by Knowsley LEA.

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils.

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for care and control. Its contents are available to parents and pupils. A statement about the Schools Discipline and Behaviour policy is made to parents in the School prospectus. This statement includes information on the use of reasonable force to control or restrain pupils.

#### Purpose of Policy

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school/provision respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all pupils and staff in St Joseph's Catholic Primary School. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. St Joseph's Catholic Primary School acknowledges that physical techniques are only part of the whole setting approach to behaviour management.

***Every effort will be made to ensure that all staff in this school:***

- I. Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- II. Are provided with appropriate training to deal with these difficult situations.

**Implications of the Policy**

The 1996 Education Act (Section 550 A) stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within the school (this included authorised out of school activities);
- Self-injuring;
- Causing injury to others;
- Committing an offence.

Individual members of staff cannot be required to use physical restraint. However, teaching and non-teaching staff work in 'loco parentis' and should always operate with an appropriate 'Duty of Care', they could be liable for a claim of negligence if they fail to follow the guidance within this policy.

The application of any form of physical control places staff in a vulnerable situation. It can only be justified according to the circumstances described in the policy. Staff, therefore, have a responsibility to follow the policy and seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

**Definitions of Positive Handling**

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in St Joseph's Catholic Primary School:

- Positive Handling uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming himself, herself, others or property;
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled, and the nature of the harm they might cause. (para. 3.4 page 10 DfES Guidance ref: LEA/0242/2002 – contact DfES SEN Schools Team).

## **1. Physical Contact**

Situations in which proper physical contact occurs between staff and pupils, e.g., in the care of pupils with learning disabilities; in games/PE; to comfort pupils.

## **2. Physical Intervention**

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the hand, arm or shoulder with little or no force.

## **3. Physical Control/Restraint**

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. It is important to note that the use of 'reasonable force' should be seen as a last resort. All such incidents must be recorded and stored in an accessible way.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a control/restraint.

## **Underpinning values**

### ***Everyone attending or working in this school has a right to:***

- Recognition of their unique identity;
- Be treated with respect and dignity;
- Learn to work in a safe environment;
- Be protected from harm, violence, assault and acts of verbal abuse.

### ***Pupils attending this school and their parents have a right to:***

- Individual consideration of pupil needs by the staff who have responsibility for their care and protection;
- Expect staff to undertake their duties and responsibilities in accordance with the school's policies;
- Be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school;
- Be informed about the school's complaints procedure.

The school will ensure that pupils are given support to understand the need for and respond to clearly defined limits, which govern behaviour in the school.

### **Authorised staff**

In this school all teachers are authorised to use reasonable force within the context of Circular 10/98-‘The use of Reasonable Force to Control and Restrain pupils’.

Only non-teaching staff specifically authorised by the Head Teacher to have control of charge of pupils may use reasonable force to manage or control pupils.

The school provides training for all staff and the Head Teacher retains a list of all those staff trained. The list is reviewed on an annual basis (or more frequently if the context requires it).

Authorisation is not given to volunteers, students or parents.

The Head Teacher is responsible for making clear to whom such authorisation has been given, in what circumstances and setting they may use force and for what duration of time this authorisation will last. The Head Teacher will ensure that those authorised are aware of, and understand, what the authorisation entails. Those whom the Head Teacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed.

### **Staff from the LEA working within the school**

Support Services will have their own policies for care and control of pupils. When working within school it is the Head Teachers responsibility to ensure that colleagues from Support Services are aware of school policy and practice.

### **Training**

It will be the responsibility of the Head Teacher to arrange suitable training. Training for all staff will be made available no member of staff will be expected to undertake the use of reasonable force without appropriate training. Prior to the provision of training, guidance will be given on action to be taken. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Following a review of existing school practice(s), in consultation with governors/ staff and the LA, St Joseph's Catholic Primary School is committed to using Team Teach. St Joseph's School acknowledges that physical techniques are only a part of a whole setting approach to behaviour management. The governors of the school are committed to accessing training in that: -

1. It will review its Behaviour policy on at least a two-year cycle.
2. Training will be delivered on a needs based approach and procedures are in place to monitor incidents, following a behavioural audit and implementation of appropriate risk management procedures.
3. All training will include theory on at least the following:
  - Causes of challenging behaviour;
  - Prevention strategies;
  - Positive behaviour management;
  - De-escalation;
  - Risk Assessment;
  - Behaviour Support Planning;
  - De-brief following incidents.
4. Physical techniques are not treated in isolation and the school is committed to ensuring that as a result of incidents learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour.

In addition, procedures are also in place to ensure that appropriate support is provided for staff and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

***All the techniques used take account of a young person's:***

- Age;
- Gender;
- Level of physical, emotional and intellectual development;
- Special needs;
- Social Context.

Also, they provide a gradual, graded system of responses.

Where appropriate Positive Handling Plans are written for individual children and where applicable, these will be designed through multi-professional collaboration. These should be included in any Behaviour Support Plans/EHCPs.

Risk Assessments need to be completed against each child when physical restraint may need to be used, in the context of the identified target behaviour(s) and environments in which they occur.

### **Strategies for dealing with challenging behaviour**

As endorsed in the school's Behaviour Policy, staff consistently use positive strategies to encourage acceptable behaviour and good order.

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Where unacceptable behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident and in association with Circular 10/98.

- Verbal acknowledgement of unacceptable behaviour with request for the pupil to refrain; (this includes negotiation, care and concern).
- Further verbal reprimand stating:
  - that this is the second request for compliance,
  - an explanation of why observed behaviour is unacceptable.
  - an explanation of what will happen if the unacceptable behaviour continues.
- Warning of intention to intervene physically and that this will cease when the pupil complies, if possible summon assistance from (cite school support structures);
- Physical intervention. Reasonable force being used to prevent a child harming him or herself, others or property.

### **Types of Incident**

The incident described in Circular 10/98 fall into three broad categories: -

- Where action is necessary in self-defence or because there is an imminent risk of injury;
- Where there is a developing risk of injury, or significant damage to property;
- Where a pupil is behaving in a way that is compromising good order or discipline.

***Examples of situations, which fall within one of the first two categories, are:***

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting;
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property;



- A pupil causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects;
- A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others;
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

***Examples of situations, which fall into the third category, are:***

- A pupil persistently refuses to obey an order to leave a classroom;
- A pupil is behaving in a way that is seriously disrupting a lesson.

**Acceptable measures of physical intervention**

The school will put in place systems for managing and reviewing the following:

- Strategies for preventing the occurrence of behaviours, which precipitate the use of a physical intervention;
- Strategies for ‘de-escalation’ or ‘de-fusion’, which can avert the need for a physical intervention;
- Procedures for post incident support and de-briefing for staff, children, service users and their families;
- The concept of reasonable force where ‘reasonableness’ is determined with reference to all the circumstances, including:
  1. The seriousness of the incident.
  2. The relative risks arising from using a physical intervention compared with using other strategies.
  3. The age, cultural background, gender, stature and medical history of the child or service user concerned
  4. The application of gradually increasing or decreasing levels of force in response to the person’s behaviour.
  5. The approach to risk assessment and risk management employed.
  6. The distinction between;
    - Seclusion where an adult or child is forced to spend time alone against their will in a locked room or room, which they cannot leave (NB this is not a permissible form of control);
    - Time out which involves restricting the service user’s access to all positive reinforcements as part of the behavioural programme;
    - Withdrawal which involves removing the person from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities.
  7. The distinction between planned physical interventions (where incidents are foreseeable in that they have occurred previously

and a response planned following a risk assessment) and the use of force in emergency situations (which cannot reasonably be anticipated).

8. First aid procedures to be employed and those responsible for the implementation in the event of an injury or physical distress arising as a result of physical intervention.
9. Unacceptable practice that might expose service users or staff to foreseeable risk of injury or psychological distress.

**(para 10.8 page 19 DfES Guidance. Ref: LEA/0242/2002)**

Wherever possible assistance will be sought from another member of staff.

Positive Handling at St Joseph's Catholic Primary School is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the behaviour management strategies used.

### **Recording**

Where physical control or restraint has been used a record of the incident will be kept. This record should be made in the school Serious Incident Book, statutory for all special school provision. This is a book, with numbered pages, retained by the Head Teacher containing a brief reference to the detailed Restraint Form and (as appropriate).

The Restraint Form will be completed as soon as possible after the incident, normally prior to staff going off duty and be signed by all staff involved and the Head Teacher.

After the review of the incident, copies of the Restraint Form will be placed on the pupil's file.

A Health and Safety Accident/Incident form will be completed and returned to the Health and Safety Officer in situations where injury has occurred to either members of staff or pupils. Where staff have been involved in an incident involving reasonable force they should have access to counselling and support.

### **Monitoring Incidents**

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head Teacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

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

To support the Head Teacher and the school and ensure objectivity the Link Adviser to the school will be involved with the monitoring process.

### **Action after an incident**

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

- Review of Behaviour Programme;
- Child Protection Procedure (this may involve investigations by Police and/or Social Services);
- Staff or Pupil Disciplinary Procedure;
- School Behaviour Policy;
- Exclusions Procedure in the case of violence or assault against a member of staff.

The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

### **Complaints**

The availability of a clear policy about reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary the complaint will be dealt with by the Staff Disciplinary Procedures and /or child Protection Procedures.

### **Other relevant Policies**

Other Relevant Policies that cross reference with this one are:

Behaviour Policy, Health & Safety Policy, Child Protection Policy

**If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to take steps to intervene physically. In such circumstances staff will follow the school's policy for dealing with such situations. Any parent wishing to view this policy may do so on request, it is also available to all on the school's website.**