



# Robert Arkenstall Primary School

## Physical Intervention Policy

It is the aim of The Robert Arkenstall School to provide a broad curriculum and education of the highest quality within a happy, safe, secure and stimulating environment, which enables each child to experience success; to equip them with skills as thoughtful, caring and active citizens, eager to explore the possibilities of the world.

*pursue possibilities; love learning*

This Policy operates in conjunction with the following policies:

- Safeguarding and Child protection policy
- Whole School Behaviour Policy
- Anti-bullying policy
- Exclusion Policy
- Special Educational Needs and Disabilities(SEND)
- Equal Opportunities policy
- Attendance Policy
- Equality and Diversity Statement

## **1. INTRODUCTION**

This policy is based on the DfE publication Use of Reasonable Force: Advice for head teachers, staff and governors bodies (2012) and Cambridgeshire Policy and Guidance on the Effective Management of Behaviour (June 2013). This is also consistent with the Human Rights Act (1998) and the United Nations Convention on the Rights of the Child (ratified 1991).

## **2. KEY ELEMENTS IN COMMUNICATING THE SCHOOL'S APPROACH TO THE USE OF FORCE**

The Robert Arkenstall Primary School believes that by providing a safe, secure environment in which children feel cared for and staff feel effectively supported, there will be a framework in which everyone can learn and achieve their potential. We recognize that behaviour is a form of communication and that presenting behaviours may need to be interpreted with care and with consideration to underlying issues such as pain or distress. This is particularly the case with young people with special needs but all children demonstrate their feelings through their behavior.

The majority of children demonstrate behaviour that is perceived as both appropriate and good. However there are a minority of children who exhibit challenging behaviour.

This policy includes guidance on the use of reasonable force at Robert Arkenstall Primary School although this is not a legal requirement. This policy should be read in conjunction with our Whole School Behaviour Policy, which also details our school's positive behavior management strategies and relate to physical contact and the use of reasonable force.

We recognise that there is a need, reflected in common law, to intervene when there is an obvious risk of safety to its pupils, staff and property. Any physical intervention at Robert Arkenstall is always last resort following positive behaviour techniques (see Whole School Behaviour Policy).

We recognise that the decision to intervene physically (including physical restraint techniques) should be a professional judgment taken calmly and in full knowledge of the desired outcome.

Though likely to be a last resort it should be **an act of care**, not punishment; a conscious decision to act in the child or other's best interest, and not an act of desperation or a tool to force compliance.

### Key Terminology used in this policy

**Reasonable Force:** DfE: July 2013: "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 pupils." " 'Reasonable in the circumstances' means using no more force than is needed"

**Physical Control/ Intervention** DfE: "**Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom" Active physical control constitutes **intervention**,

**Physical Restraint or Restrictive Physical Intervention:** Cambridgeshire County Council: "should be interpreted as describing direct safeguarding action", DfE: "designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact." Both terms refer to a prescribed methodology only to be used by those specifically trained.

The Governing Body has a duty under S175 Education Act 2002 that requires them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

### 3. COMPLIANCE WITH THE LAW ON BEHAVIOUR AND THE USE OF PHYSICAL INTERVENTION AND FORCE

Robert Arkenstall Primary School follows the guidance in DfE publication *Use of Reasonable Force: Advice for head teachers, staff and governing bodies: Reviewed July 2015*  
And The Local Authority's Guidance on Physical Restraint

The school recognises that the use of restrictive physical interventions needs to be consistent with the Human Rights Act (1998) and the United Nations Convention on the Rights of the Child (ratified 1991). These are based on the assumption that every child and young person is entitled to:

- respect for his or her private life
- the right not to be subjected to inhuman or degrading treatment
- the right to liberty and security
- the right not to be discriminated against in his/her enjoyment of those rights.

Restrictive physical interventions need to be child specific, integrated with other less intrusive approaches, and clearly part of Individual Behaviour Plan (IBP) approach to reduce risk when needed. They must not become a standard way of managing children and young people, or as a substitute for training in people related skills. Our Risk Assessment and Risk Reduction plans which informs the IBP are detailed in Appendix A.

Physical intervention must not be used simply to maintain or bolster good order in the classroom or other environment. It is expected that its use will be rare, in exceptional circumstances when a particular need arises. It should **never** become habitual or routine.

The Statutory Framework for the EYFS states that physical intervention can only be taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

In Cambridgeshire County Council the term 'restrictive physical intervention' should be interpreted as describing direct safeguarding action. The term 'restrictive physical intervention' is defined by the DfES/DoH (2002) as being 'designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact...'

There are 4 main principles underpinning any physical intervention:

- Restrictive Physical Interventions should, wherever possible, be avoided.
- There are occasions when the use of such interventions would be appropriate.
- Such interventions should always be reasonable and proportional to the circumstances.
- When restrictive physical interventions are necessary, they should recognise the need to maintain the dignity of all concerned as well as always being intended to preserve their safety.

We recognise that it is a criminal offence to use physical force, or to threaten to use force (for example, by raising a fist, or using verbal threat), unless the circumstances give rise to a 'lawful excuse' or justification for use of force. (DfES/DoH 2002)

Corporal punishment – as defined in section 548 of the Education Act 1996 – is unlawful.

#### **Key Points in the use of Reasonable Force:**

Schools can use reasonable force to:

- prevent a pupil at risk of harming themselves through physical outbursts;
- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.

The legal provisions on school discipline (Education and Inspections Act 2006) also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

#### **Power to search pupils without consent**

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances

when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

***Please Note: Parental consent is not required to restrain a pupil.***

**The following section is taken directly from Use of Reasonable Force DfE July 2013**

### **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 pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil 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.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils 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 pupil.

### **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 head teacher has temporarily put in charge of pupils 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 pupils from hurting themselves or others, from

damaging property, or from causing disorder.

- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

**Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behavior of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

**Schools cannot:**

- use force as a punishment – **it is always unlawful to use force as a punishment.**

At Robert Arkenstall Primary School we acknowledge our legal duty to make reasonable adjustments for children with special educational needs and disabilities.

We do **not** have a ‘no contact’ policy because that would present a real risk that members of staff may be in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm. Holding or restraining children will only happen in **extreme** circumstances to prevent injury. Schools do not require parental consent to use force on a student.

**How staff know whether using a physical intervention is ‘reasonable’ in our school.**

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. School staff should expect the full backing of their senior leadership team when they have used force.

At Robert Arkenstall the use of physical intervention would be unwarranted, punitive or excessive unless there was a real risk of immediate physical harm. For example it would be unreasonable to use physical intervention if a child refused to leave the classroom. However, if a child was using a school resource as a

weapon likely to cause harm physical intervention would be viewed as reasonable.

Whenever restrictive physical intervention is used it **must** be recorded by the school so that a clear record is kept of the incident which can be shared as appropriate.

#### 4. APPROPRIATE USE OF FORCE AND PHYSICAL INTERVENTION

At Robert Arkenstall Primary School we promote the importance of attempting to de-escalate situations and avoid the use of force. Our approach to Restrictive Physical Intervention within this policy follows the DfE guidance in 'Use of Reasonable Force' of this document.

We recognise that positive or 'contingent' touch may be beneficial in some cases, for some children and young people. DfE *Use of Reasonable Force: Advice for head teachers, staff and governing bodies* (2012) states:

'It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.'

Examples of where touching a pupil might be proper or necessary:

- holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching
- to give first aid.

Restrictive physical interventions may be used to achieve different outcomes such as:

- to break away from dangerous or harmful physical contact
- to separate the person from the events triggering risk and/or challenging behaviour
- to protect the child or young person.

Interventions may be

- **Proactive**, in which staff employ, where necessary, prearranged strategies and methods which are based upon a risk assessment and recorded in individual plans
- **Reactive**, which occur in response to unforeseen events.

Cambridgeshire County Council guidance on the methodology endorsed by BILD: TEAM TEACH, and acknowledges our duty to follow guidance on Early Years and for pupils with Special Educational Needs and Disability and Behaviour. This policy, and the procedures it outlines, provide all staff with clear guidance on the types of techniques that may be used to physically intervene or restrain a child if it becomes absolutely necessary. In preparing for the Use of Restrictive Physical Interventions by staff we clearly identify responsibilities and training records using the Team Teach model in Appendix B

Only the minimum of restrictive physical intervention necessary to prevent injury or to remove the risk of harm should be applied and, if used, this should be accompanied by calmly letting the child/young person

know what they need to do to remove the need for restrictive physical intervention. Staff should seek to recognise signs when a child becomes calm whilst being held; they may physically feel it as this is part of the child's communication that they have calmed down.

As soon as it is safe to do so, the restrictive physical intervention should be gradually relaxed to allow the child or young person to gain self-control.

Wherever possible, restrictive physical interventions should be used in a way that is sensitive to, and respects the cultural expectations of children and young people and service users and their attitudes towards physical contact. This should always form part of the dynamic risk assessment

There is no legal definition of 'reasonable force' so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case. (DFE Use of Reasonable Force

Use of restrictive physical intervention describes how a trained member of staff uses an approved hold or technique to physically contain a young person, the use of this approach may have been agreed as part of an assessed management plan. The use of force is used to describe situations other than this where the use of a physical response may be to prevent immediate and significant harm occurring in a situation which cannot be contained in any other manner.

Whether it is reasonable to use force, and the degree of force that could reasonably be employed, will also depend on the age and understanding of the child or young person, as reasonable use is likely to vary greatly from a very young child to a young adult. It is also important to recognise that where a restraint might be considered reasonable in one instance it may not be in another.

Ultimately only a court may judge what is reasonable in terms of the amount of force used in physical restraint and obviously will do so retrospectively.

### **Unacceptable risks in using force**

Robert Arkenstall, in using TEAM TEACH techniques for specific children, recognizes that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:

- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

## **5. DE—ESCALATION, PREVENTION AND RISK MANAGEMENT**

The majority of incidents of violence and aggression are triggered by known sources (behaviour of others, particular locations, times of stress and uncertainty or challenge, loud noises etc). It is important however to understand that, for some children and young people with complex communication and learning needs, it is not always possible to recognise triggers. The prevention or de-escalation of violent or aggressive behaviours should be a primary aim in order to manage the behaviour, therefore avoiding the use of force wherever possible.

Staff should be aware of the importance of recognising behaviours and situations that could trigger or heighten the risk of challenging behaviour, violence and aggression and seek to mitigate, avoid or remove them wherever possible. This should be embedded in staff training.

They should also be aware of the individual plans and risk assessments around specific children and young people.

At transition points, where a child moves between schools, particularly if that child has complex communication needs, the school will always let the new school know, in detail, what these needs are.

A dynamic risk assessment will be used by staff whenever faced with a behavioural incident. Dynamic risk assessment is an active and continuous process by which the person observes the situation and takes into account the historical as well the current context of the behaviour before making a decision about how to act. This process of observation and review should be ongoing, in order to take account of what is likely to be a rapidly changing situation.

It is policy at Robert Arkenstall that staff should employ de-escalation techniques and procedures (Appendix C) as a first line strategy following a dynamic risk assessment, whenever there is a threat of violence or aggression towards an individual or property. Communicating calmly with the child or young person, using non-threatening verbal cues and understanding body language and physical proximity can all contribute to helping a child or young person to see a way out of a situation.

Helping children and young people to recognise their own triggers is an important component of a “de-escalation” strategy developed in respect of a particular child or young person, which can lead to greater self-management skills being developed

## **6. DISABILITY, SPECIAL NEEDS AND EMOTIONAL WELLBEING**

Robert Arkenstall School policy and practice on the use of force and restrictive physical intervention takes proper account of the particular special educational needs and disabilities that children/young people may have. Under the Disability Discrimination Act 1995 The Governing Body has a duty to take reasonable steps to ensure disabled children/young people are not placed at a substantial disadvantage in comparison with those who are not disabled, in their access to education and associated services. This duty should not mean over-compensation. The general principles underlying the School’s policy should apply to all of its children/young people.

Children and young people who have a disability, special need and/or emotional health and wellbeing difficulties have an individual, multi-agency plan and/or risk assessment around their needs and behaviour, addressing any wider issues or underlying difficulties. For example, a Common Assessment Framework (CAF) or Statement of Special Educational Needs (SEN) should be used in order to assess and plan for such children and young people. Assessment and planning should be used alongside a Pastoral Support Plan (PSP) where appropriate.

There should be clear planning for any intervention or specific support which is identified as being required. Any specific issues stemming from these needs will be identified to allow for planning for episodes of difficult or challenging behaviour. This will be particularly important for children and young people whose SEN and/or disabilities are associated with:

- communication impairments that make them less responsive to verbal communication or unable to communicate their needs or feelings effectively;
- physical disabilities and/or sensory impairments;

- conditions that make them fragile, such as haemophilia, brittle bone disease or epilepsy;
- dependence on equipment such as wheelchairs, breathing or feeding tubes;
- severe learning difficulties.

Knowledge and insight about a child or young person that their parents and other professionals involved with the family can provide will be key to managing behaviour and preventing the need for physical intervention.

Any risk assessment (which forms part of the baseline for an individual behaviour plan) will take into account the skills and abilities required of staff in dealing with the child or young person.

Training needs will be addressed as required. This is relevant to ensure that suitably qualified and trained staff are available to deal with the child or young person. Also to ensure that the staff member is prepared to deal with the situation; thus meeting the duty of care in respect of the individual and for the employee. At the very least advice should be sought from someone who knows the child or young person well, to ensure early signals are recognised, to allow staff to work preventatively and avoid escalation.

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## **7. POST INCIDENT MANAGEMENT**

Following an incident where restrictive physical intervention or use of force has been used, all involved, including staff and children and young people, will separately be given the opportunity to reflect on and discuss in detail what has happened and what effect this has had on them. This should only happen once the people involved have regained their composure, and should be done in a calm and safe environment. At no point will this process be used to apportion blame or dispense punishment. If at any point there is reason to suspect that someone involved has been injured or severely distressed, medical attention should be immediately sought.

Interviews will be conducted appropriately according to the age and developmental stage of the child. Alternative methods of debrief and of understanding the incident will be used for children and young people for whom interviews are not appropriate e.g. very young children, some children with a learning disability. Examples of alternative methods include visual communication aids, e.g. symbols, pictures, photos, to help identify feelings and emotions.

A full and systematic record of every restrictive physical intervention is kept in the Headteacher's office using the bound Physical Intervention Book.

Its purpose is to:

- ensure clear and accurate record keeping to prevent misunderstanding or misinterpretation of the incident,
- ensure that a clear record can be used to inform parents
- ensure that accurate information helps with future planning as part of improvement processes

Parents or Carers will be informed of the incident where Restrictive Physical Intervention is used by the Headteacher or senior member of staff on the same day.

The records will also be used to update any individual risk assessment for a specific child and for the individual behaviour or care plans.

The school will give due consideration for who is best placed to undertake post incident restorative work, including considering the involvement of other service providers and partners.

Opportunities for reflection and restorative approaches will be considered as appropriate to given circumstances.

## 8. COMPLAINTS AND ALLEGATIONS

Children and young people and their parents/carers have a right to complain about actions taken by staff. This includes the use of restrictive physical intervention.

Children and young people and their representatives must have clear information about how to access the services of an advocate where available and appropriate.

By adhering to School policy on restrictive physical intervention practice, staff will help to avoid complaints from a child, their parents, other relatives or carers. However, it will not prevent all complaints and the possibility that a complaint might result in a disciplinary hearing, or a criminal prosecution, or in a civil action being brought cannot be ruled out. In any of these circumstances, it would be for the disciplinary panel or the court to decide whether the use and degree of force was reasonable in the circumstances.

The Governing Body recognises its responsibility outlined in guidance document *Dealing with Allegations of Abuse against Teachers and Other Staff* [DFE-00061-2011]

### What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension will not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the *'Dealing with Allegations of Abuse against Teachers and Other Staff'* [DFE-00061-2011] guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- The School will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school will ensure that the teacher has access to a named contact who can provide support.

- The Governing Body will always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As an employer, the school and local authority have a duty of care towards their employees. The school recognizes its responsibility to provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

## **9. STAFF TRAINING**

The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

There will be particular training needs for all staff working closely with Children with SEN or disability. Risk assessments will help inform decisions about staff training. Parents may seek advice from the Parent Partnership Service.

Staff who are expected to employ restrictive physical intervention will require additional specialized training. In our School staff would train in the use of TEAM TEACH techniques and methodologies. Such training is conducted by Country recommended provider.

## **10. MONITORING AND EVALUATION**

This policy will be monitored by the Senior Leadership Team of the school. A report on behaviour will be presented to governors each term as part of the Head Teacher's Report to Governors.

## Appendix A

**Risk Reduction Plan**

<b>School</b>	<b>Child's Name</b>
<b>DOB</b>	<b>Year Group</b>
<b>Date of plan</b>	<b>Plan Co-ordinator</b>

<b>Strengths</b>	
<b>Praise points</b>	
<b>Strategies to be avoided</b>	

<b>Key behaviour resulting in potential harm</b>	
<b>Potential harm (detail)</b>	

<b>Build up of key behaviours / triggers</b>	<b>Risk reduction measures</b>
Low level behaviours - -	Low level staff responses
Medium level behaviours - -	Medium level staff responses
High level behaviours - -	High level staff responses

Debrief preferences	
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**Signatures of all involved in supporting child:**

Parent / Carer:

Date:

Child (if appropriate):

Date:

Plan Co-ordinator:

Date:

Class Teacher:

Date:

Teaching Assistant/s:

Date:

Others:

Date:

## **Preparing for the use of Restrictive Physical Interventions by Staff: (taken from Team Teach)**

These procedures support the application of the Cambridgeshire County Council policy and guidance on The Effective Management of Behaviour. All staff should study the policy statement carefully – it can be found in the Staff Share network, in the staffroom safeguarding policy folder and on the website.

1 The person responsible for authorising staff to use restrictive physical intervention as part of a structured and planned intervention within this setting is **Kate Bonney, HT**

2 The person responsible for ensuring that all planned use of restrictive physical intervention is risk assessed is **Karen Gale, SENDco**

3 Copies of all risk assessments are held on child's file in secure network and are reviewed after every use of force and termly.

4 As of **11/01/16** the people who are authorised to use reasonable force in planned restrictive physical interventions are listed here. No other person should engage in a planned intervention.

**Paul Miller (11/1/16)**

**Nicky Ryan (8/11/16)**

**Rob Fisher (8/11/16)**

5 Only those trained in appropriate techniques within the last twelve months or the period of time agreed by a BILD accredited training organisation may be authorised. The person responsible for ensuring that appropriate training is provided, including regular updates, is **Kate Bonney**

6 Training records are held in Personnel Files.

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

8 Every use of restrictive physical intervention is to be reported the same day to the head of the setting or the deputy/senior leader if the head is off site. The head or deputy will ensure that a parent of the child who has had force used against them is notified that day.

9 In addition, the details of each use of physical intervention must be recorded on the Intervention Incident Record Form that is held in the Physical Intervention Book, in the Headteacher's office. The person leading the planned or unplanned intervention must complete this form. The head / manager will review every use of physical intervention.

## Appendix C

**De-escalation and Diffusion Strategies based on Team Teach**

<b>Stage 1 Anxiety / trigger</b>	
<b>Low level behaviours may include:</b>	<b>Low level staff responses</b>
<ul style="list-style-type: none"> <li>• Child/young person shows signs of anxiety</li> <li>• Hiding face in hands or bent over / under table</li> <li>• Pulling up collar or hood</li> <li>• Rocking or tapping</li> <li>• Withdrawing from group</li> <li>• Refusing to speak or dismissive</li> <li>• Refusing to co-operate</li> <li>• Adopting defensive positions</li> </ul>	<ul style="list-style-type: none"> <li>• Read the body language</li> <li>• Read the behaviour Intervene early Communicate – offer help</li> <li>• Use appropriate humour</li> <li>• Display calm body language</li> <li>• Talk low, slow and quietly</li> <li>• Offer reassurance – including positive physical prompts</li> <li>• Assess the situation and consider the environment</li> <li>• Divert and distract by introducing another activity or topic</li> </ul>
<b>Stage 2 Defensive / escalation</b>	
<b>Medium level behaviours may include</b>	<b>Medium level staff responses</b>
<ul style="list-style-type: none"> <li>• Child/young person begins to display higher tension</li> <li>• Belligerent and abusive</li> <li>• Making personal and offensive remarks</li> <li>• Talking louder – higher – quicker Adopting aggressive postures</li> <li>• Changes in eye contact</li> <li>• Pacing around</li> <li>• Breaking minor rules</li> <li>• Low level destruction</li> <li>• Picking up objects which could be used as weapons</li> <li>• Challenges – ‘I will not ... you can’t make me’</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use Stage 1 responses</li> <li>• State desired behaviours clearly</li> <li>• Set clear enforceable limits</li> <li>• Offer alternatives and options</li> <li>• Offer clear choices</li> <li>• Give a get out with dignity</li> <li>• Assess the situation and consider making changes to the environment to make it safer and to summon help</li> <li>• Guide the child/young person towards safety</li> </ul>
<b>Stage 3 Crisis</b>	
<b>High level behaviours may include</b>	<b>High level staff responses</b>
<ul style="list-style-type: none"> <li>• Shouting and screaming</li> <li>• Uncontrollable crying</li> <li>• Damaging property</li> <li>• Moving towards danger</li> <li>• Climbing trees, roofs or out of windows</li> <li>• Banging on or threatening to break glass</li> <li>• Use of objects as weapons</li> <li>• Hurting self</li> <li>• Grabbing or threatening others</li> <li>• Hurting others (kicking – slapping – punching)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use Stage 1 &amp; 2 responses</li> <li>• Make the environment safer</li> <li>• Move furniture and remove weapon objects</li> <li>• Guide assertively – hold or restrain if absolutely necessary</li> <li>• Ensure face, voice and posture are supportive not aggressive</li> <li>• Send for help / consider change of personnel to defuse situation, if possible and appropriate</li> <li>• Consider making changes to the environment to defuse and de-escalate</li> </ul>

<b>Stage 4 Recovery</b>	
<b>Recovery behaviours may include</b> (Please note the recovery phase can easily be confused with the anxiety phase)	<b>Staff recovery responses</b>
<ul style="list-style-type: none"> <li>• Child/young person may sit quietly in hunched position</li> <li>• The difference is that they may revert to extreme anger without the build up associated with the normal escalation in stage 2</li> </ul>	<ul style="list-style-type: none"> <li>• Support and monitor</li> <li>• This may not be a good time to touch as touch at this phase can provoke a reversion to crisis</li> <li>• Give space Look for signs that child/young person is ready to talk</li> <li>• Consider the environment</li> </ul>
<b>Stage 5 Depression</b>	
<b>Depression Behaviours</b>	<b>Staff responses to depression</b>
<ul style="list-style-type: none"> <li>• After a serious incident child/young person can become depressed</li> <li>• They may not want to interact but need support and reassurance</li> </ul>	<ul style="list-style-type: none"> <li>• Support and monitor</li> <li>• Respond to any signs that the child/young person wants to communicate</li> <li>• Show concern and care but do not attempt to address consequences of the incident at this stage</li> </ul>
<b>Stage 6 Follow Up</b>	
<b>Listening and learning</b>	<b>Staff responses during and following debrief</b>
	<ul style="list-style-type: none"> <li>• When the child/young person has had time to calm down find a quiet neutral place in which to meet with the child/young person to debrief</li> <li>• Follow up any disciplinary or restorative issues</li> <li>• Review Risk Reduction / Care Plan to consider how to avoid similar events in the future</li> <li>• Communicate with child/young person in manner appropriate to their age, understanding and development</li> <li>• Report, record and review</li> </ul>