



Thames Ditton Infant School

Touch Policy and Acceptable forms of touch/physical intervention

2023/24

Written By: Karen Lita, SENCo
Approved By: Full Governing Board
Date Approved: 21 November 2023
Next Review Date: Autumn 2024

Thames Ditton Infant School
Touch Policy and Acceptable forms of touch/physical intervention

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils and staff with protected, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

At the heart of Thames Ditton Infant School community, we provide a nurturing environment where we prioritise emotional growth and wellbeing for every child, staff member and parent. Through fostering empathy, resilience and positive relationships, we empower individuals to flourish academically, socially and emotionally, ensuring a holistic wellbeing for all.

There are many occasions when staff will have cause to have physical contact with children or young persons for a variety of reasons, for example:

- communication
- First Aid
- to comfort a child or young person in distress (so long as this is appropriate to their age)
- to direct a child or young person (holding hands, hand on shoulder etc)
- for educational skills (PE, Drama etc)
- for life skills (changing for PE, toileting, using cutlery etc)
- in an emergency to increase safety for child and/or staff

In an emergency incident staff may take into account the use of reasonable force and their responsibilities under duty of care.

In all situations where physical contact between staff and children 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 characteristics and history
- the location where the contact takes place (it should not take place in private without others present)

If a child or young person requires physical support on a regular basis this information will be documented on an individual plan such as a handling plan, toileting plan or behaviour support plan.

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the child or young person's neck, chest, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular child or young person.

Thames Ditton Infant School
Policy on the use of force by staff

OBJECTIVES

Thames Ditton Infant School endeavours to ensure that all children are safe. The main objective of this policy is to ensure all staff, parents and children or young persons are aware of the procedures and practice that will be carried out to ensure that this is the case at the school. This policy links with the school's behaviour policy, anti-bullying policy and special educational needs policy. It is intended to ensure that it will prevent serious breaches of school discipline and prevent injury to individuals or serious damage to property.

In order to minimise the need to use force or restrain child or young persons at staff at Thames Ditton Infant School will strive to:

- create a calm environment that minimises the risk of incidents that might require using force and apply school rules consistently and fairly.
- develop an effective relationship between staff and a child or young person that is central to good order.
- ensure all supervision of children is carried out in a consistent manner so children and staff are comfortable within the setting.
- use relevant materials for approaches to teach children how to manage conflict and strong feelings.
- ensure everyone has appropriate instructions and training to enable them to be effective in their various roles in and out of the classroom.
- ensure that handling plans will be put in place and training given to ensure staff are equipped to deal with individual children or young persons who have been identified.
- Whenever possible, warn a child that force may have to be used before using it.

Responsibilities:

It is the Headteacher's duty to ensure all staff are aware of their statutory powers to use force and or restrain a child or young person. As part of the induction process into school the Headteacher will inform staff if they have the powers to restrain, and who they can turn to if they are in a situation with a child or young person that may be causing concern.

The Headteacher will inform the governors through the Headteacher report those people that have been authorised to use force or restrain a child or young person in school. All staff at school may have the statutory powers to use force to restrain a child or young person or remove them from a classroom. A record of 'authorised' staff will be indicated on the DBS checklist retained in the school office.

When and where to use restraint

The judgement on whether to use force and what force to use should always depend on the circumstances that staff find themselves in. Time in these circumstances is often short with little time for reflection. Nevertheless, staff needs to make the clearest possible judgements. Staff will need to decide the seriousness of the incident and the injury, disorder or damage that could occur if force is

not used. The chances of achieving a desired outcome by other means and the risks associated with physical intervention compared with using other strategies. Staff will have been made aware of any significant children i.e. those on SEND/Child Protection Registers and in any extreme cases where there is a need to engage the police to avoid danger to themselves and others. If a member of staff decides that the use of force is appropriate and an action of last resort then they should always:

- advise giving a warning to the child that a physical intervention may have to be used.
- suggest how the child is to be handled ensuring that no form of restraint is used that could constrict breathing. Appropriate means are passive physical contact such as standing between or blocking a child's path, leading a child by the hand or arm, ushering a child away by placing a hand in the centre of the back or in more extreme circumstances using appropriate restrictive methods that a member of staff has been trained to perform.
- try to ensure that they do not use force unless or until another responsible adult is present to support, observe or call for assistance.

Examples of situations that particularly call for judgements of this kind include:

- a child attacks a member of staff or another child
- children are fighting, causing risk or injury to themselves or others
- a child is causing or on the verge of committing deliberate damage to property.
- a child is causing or is at risk of causing injury or damage by rough play or use of an object.
- a child absconds from a class or leaves school at an unauthorised time.
- a child persistently refuses to follow an instruction to leave a classroom.
- a child is behaving in a way that seriously disrupts a lesson, a school event or school visit.

In these examples use of force would be reasonable (and therefore lawful) if it is clear the behaviour is dangerous and the situation could not be resolved in any other way. Account must be taken of the individual needs of the child their understanding of the situation.

Recording of incidents

A record sheet will be completed by all staff engaged in any incident where handling has taken place even if they did not handle the child. The record sheets will be kept centrally in the school office. Once completed they must be passed to the head teacher. They must be completed once the situation has been dealt with to ensure accuracy and that it is a true and honest report. The head teacher will inform the parents of the child by phone followed by a letter and if necessary, arrange to meet them. The report will then be filed in the child's records in the school office.

All accident, incident or near miss reports must be recorded. Surrey schools can access the SCC on line health and safety event reporting portal surreycc.oshens.com

Following any incidents where force has been appropriate the head teacher will make arrangements to support the staff and children as these can be upsetting times.

First aid will be administered by a trained first aider and emotional support will be provided as required.

Staff will discuss the situation within 2 days with the head teacher to see if all procedures were followed and how we could try to avoid further repercussions, learning from the experience.

Complaints procedures

The school has a clear complaints procedure and any complaints would be received in the first instance by the head teacher. If matters were not resolved, then the complainant would take the matter to the Governing Body. Parents wishing to make a complaint will be issued with the guidance booklet detailing the procedures from the school.

Caring touch

There may be circumstances when physical contact is appropriate other than that covered by Section 93 of the Education Inspection Act of 2006 i.e.:

- contact in PE demonstrating technique or exercises.
- administering First Aid.
- congratulating a child
- where a child is in distress and needs comforting
- young children and those with SEN may need staff to provide physical prompts or help.

In all these cases teachers must use their own professional judgement when they feel a child or young person needs this kind of support, which should always respect the wishes of the individual

This policy will be monitored by the school and governors and will be reviewed on a regular basis. The head teacher and staff will review the schools use of force strategy following any incidents and make any relevant changes to the policy.

Written By: Karen Lita

Date: Autumn Term 2023

Ratified by

Date:

On behalf of the Governors

Date to be reviewed: Autumn Term 2024

Thames Ditton Infant School procedures for the use of restrictive physical interventions by staff

This procedure supports the application of the Surrey County Council policy and guidance on the use of Touch and Restrictive Physical Intervention

- 1 The person responsible for authorising staff to use restrictive physical intervention as part of a structured and planned intervention within this school is **Elsbeth Leach, Headteacher.**
- 2 The people responsible for ensuring that all planned use of restrictive physical intervention is risk assessed are **Elsbeth Leach, Headteacher and Karen Lita, SENCo.**
- 3 Copies of all risk assessments are held **in Headteacher office or on a child's SEND file** and are reviewed after every use of force and termly.
- 4 Training of staff authorised to use reasonable force in planned restrictive physical interventions is based on the needs of the cohort and addressed as and when need is displayed.
- 5 Only those trained in appropriate techniques within the last three years may be authorised. The person responsible for ensuring that appropriate training is provided, including regular updates, is **Melanie McGuinness (SBM) and Karen Lita (SENCo).**
- 6 Training records are held by **Sue Coulter (Office Manager).**
- 7 Those not involved in risk assessment but whose roles include the supervision of children 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 teacher or the deputy in charge if the Head teacher is off-site. The Head teacher, their deputy or an appropriate senior manager with responsibility for safeguarding, will ensure that a parent of the child who has had force used against them is notified that day.

In addition, the details of each use of physical intervention must be recorded on the Child or young person Incident Report Form that is held by the Headteacher. This form can also be found in Appendix 1. The person leading the planned or unplanned intervention must complete this form. The head teacher will review every use of physical intervention.

Appendix 1

Individual child risk assessment

Surrey County Council – child risk assessment

A plan for assessing and managing foreseeable risks for children or who are likely to need Restrictive Physical Intervention

School/Setting: [Control]

Name of Child: [Control]

DOB: [Control]

Class group/setting: [Control]

Name of teacher/support worker: [Control]

Name of parents/Carers: [Control]

Name of Support Service

Member/s:

[Control]

Identification of Risk	
Describe the foreseeable risk (i.e. what specific behaviours have occurred)	
Is the risk potential or actual (i.e. has this happened before?)	
List who is affected by the risk	

Assessment of risk	
In which situations does the risk occur?	
How likely is it that the risk will arise (i..e has it happened before?)	
If the risk arises, who is likely to be hurt or injured?	
What kinds of injuries are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by: [Control]

Date of review: [Control]

Signature: [Control] **Date:** [Control]

Agreed plan and risk management strategy		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early intervention to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by: Date: [Control]

Parent/Carer

[Control]

Child (if appropriate)

[Control]

(Class teacher)

[Control]

(Support Service Member/s)

[Control]

Communication of plan and risk management strategy		
Plans and strategies shared with	Communication method	Date actioned
Proactive interventions to prevent risks		
Early intervention to manage risks		
Reactive interventions to respond to adverse outcomes		

Staff training issues		
Identified training needs	Training provided to meet needs	Date training complete

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Evaluation of plan and risk management strategy		
Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

ACTIONS FOR THE FUTURE

Plans and strategies evaluated by: [Control]

Title: [Control]

Date: [Control]

Child Incident Report Form

Schools and other similar establishments are responsible for creating their own incident reports. Such reports can be as extensive or as brief as required. The following basic information must however be recorded as a minimum:

- Name of School/Establishment
- Child or young person's name/Date of Birth
- Staff member name and status
- Incident date/time/duration
- Nature of incident
- Events leading up to incident
- Description of what happened
- Consequences
- Names of those involved
- Names of witnesses
- De-escalation techniques used
- Justification for restrictive physical intervention
- Response and view of child or young person
- Details of any injuries
- Other relevant information
- Signatures of head teacher/manager and report author.

Schools and other similar establishments are free to create their own versions or to use the template provided below

At the end of each term the Head teacher should submit data via the s157/175 audit which will then be passed by the Education Safeguarding Team to the school effectiveness team. This will be followed up with the MAPA training team where there are any concerns raised

[Appendix K](#)

Thames Ditton Infant School Restrictive Physical Intervention Recording Form

Name of young person.....Date of incident.....

WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS:

(tick the appropriate box below)

<input type="checkbox"/> Defusing	<input type="checkbox"/>	Time out offer	<input type="checkbox"/>
<input type="checkbox"/> Deflection	<input type="checkbox"/>	Time out directed	<input type="checkbox"/>
<input type="checkbox"/> Distraction	<input type="checkbox"/>	Changes of task	<input type="checkbox"/>
<input type="checkbox"/> Appropriate Humour	<input type="checkbox"/>	Choices	<input type="checkbox"/>
<input type="checkbox"/> Proximity control	<input type="checkbox"/>	Limits	<input type="checkbox"/>
<input type="checkbox"/> Verbal advice/support	<input type="checkbox"/>	Consequences	<input type="checkbox"/>
<input type="checkbox"/> Rule reminder	<input type="checkbox"/>	Another member of staff	<input type="checkbox"/>
<input type="checkbox"/> Hurdle help	<input type="checkbox"/>	Take up time	<input type="checkbox"/>
<input type="checkbox"/> Planned ignoring	<input type="checkbox"/>	Other (please state):	<input type="checkbox"/>

JUSTIFICATION FOR USE OF RESTRICTIVE PHYSICAL INTERVENTION:

(tick the appropriate box below)

<input type="checkbox"/> To prevent/interrupt;	A criminal offence	<input type="checkbox"/>
<input type="checkbox"/>	Injury to pupil/staff/others	<input type="checkbox"/>
<input type="checkbox"/>	Serious damage to property	<input type="checkbox"/>
<input type="checkbox"/>	Significant Disruptive behaviour	<input type="checkbox"/>
<input type="checkbox"/>	Pupil absconding	<input type="checkbox"/>
<input type="checkbox"/>	<u>Other (please state)</u>	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>

NATURE OF RESTRICTIVE PHYSICAL INTERVENTION USED:

(Identify level of hold used, estimate of duration and factual staff accounts from each individual involved)

RESPONSE AND VIEW OF THE YOUNG PERSON: (this field **must** be completed if possible)

Name of staff: Date:

DETAILS OF ANY RESULTING INJURY:
(injury to whom and any action taken)

First Aid Book completed	Yes	No	Date:	
OSHENS	Yes	No	Date:	

ANY OTHER RELEVANT FACTUAL INFORMATION:

NAME OF SENIOR PERSON NOTIFIED:		TIME/DATE	
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HEADTEACHER'S COMMENTS:

SIGNATURE OF HEADTEACHER:		DATE:	
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PARENTS INFORMED	Yes	No	METHOD:	DATE:
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EXCLUSION OF YOUNG PERSON	Yes	No	DETAILS:
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Appendix 4

Pupil Significant Incident Form

For all incidents involving unsafe/risk or unacceptable behaviour where a physical intervention using force was not used.

Pupil name:	
Staff name/s:	
Incident date/time/place:	

Reason for intervention (tick boxes as appropriate)	Vandalism	<input type="checkbox"/>		Physical control	<input type="checkbox"/>
	Bullying	<input type="checkbox"/>		Absconding	<input type="checkbox"/>
	Assault	<input type="checkbox"/>		Substance abuse	<input type="checkbox"/>
	Diversion	<input type="checkbox"/>		Non-compliance	<input type="checkbox"/>
	Isolation	<input type="checkbox"/>		Serious disruption	<input type="checkbox"/>
	Time out	<input type="checkbox"/>			<input type="checkbox"/>
		<input type="checkbox"/>			<input type="checkbox"/>

ANTECEDENTS: (events leading up to incident)

BEHAVIOUR: (how did the pupil respond, describe what actually happened)

CONSEQUENCES: (how did the staff intervene, how did the child respond, and how was the situation resolved)

NAMES OF ALL INVOLVED: (observers/support staff)

HEADTEACHERS COMMENTS:DATE:

NAME OF REPORT COMPILER:	DATE:
NAME OF SMT INFORMED:	DATE:
FIRST AID REQUIRED:	PAGE NO:
OSHENS RECORDED:	DATE:
PARENTS INFORMED: <input type="checkbox"/> <input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No	METHOD:DATE:
EXCLUSION OF YOUNG PERSON	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Yes <input type="checkbox"/> <input type="checkbox"/> No DETAILS: