



Peel Park

Primary School
and Nursery

The Path to Success

Use of Reasonable Force and De-escalation Policy

February 2024
Updated May 2024

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Pupil Restraint Introduction.

This policy should be read in conjunction with the Education and Inspections Act 2006 section 93 and The Apprenticeship, Skills, Children and Learning Act 2009 section 246. The DFE non-statutory advice 'Use of reasonable force: advice for headteachers, staff and governing bodies' (July 2013) and DFE guidance 'Behaviour and discipline in schools' (September 2022) are essential reading. www.gov.uk

This policy also incorporates advice from 'Reducing the Need for Restraint and Restrictive Intervention' published 27.6.2019.

Legal framework

- 1) Section 93 of the Education and Inspections Act 2006 allows members of the school's staff to use reasonable force in order to:
 - prevent a pupil from hurting themselves or others
 - prevent a pupil from causing serious damage to property
 - remove a disruptive pupil from a classroom
 - prevent a pupil from leaving a classroom where there is a risk to their safety or the safety of others.
- 2) Recording and reporting significant incidents under section 246 of the Apprenticeships, Skills, Children and Learning Act 2009 - governing boards must:
 - Ensure that a procedure is in place for recording each significant incident when a member of staff uses force on a pupil. They must also ensure that staff follow the pupil restraint policy.
 - Ensure that every significant incident is reported to each parent of a pupil as soon as practicable afterwards.
 - If there is no parent to whom the incident can be reported, ensure that every significant incident is reported to the LA where the pupil normally lives.
 - If the member of staff or school has reason to believe that significant harm might occur to a pupil if an incident is reported to parents, ensure that every significant incident is reported to the LA and advice sought. (LADO)

What is reasonable force?

1. 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.
2. Force is usually used to prevent unsafe behaviours and ensure the safety of all 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.
3. 'Reasonable in the circumstances' means using no more force than is needed and that which is proportionate for the age, size, gender, ability and comprehension of the pupils. It means using no more force than is needed also to the situation and experience.
4. As mentioned above, schools generally use force to support the safety needs of both pupils and adults. This can include 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.
5. Restraint means to hold back physically or to bring a pupil back to a safe situation. For example: when there is likely to be a risk to self and/or others through fighting and destruction of property.

6. 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 and staff

Who can use Reasonable Force?

- All members of school staff have a legal power and a duty of care to use a reasonable force that is proportionate and necessary;
- This power applies to any member of staff at the school;
- It can also apply to people whom the Head has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students in a school organised visit;
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- Some staff are trained to use Positive Handling as they will work in areas of school where there is a greater frequency of incidents that require Positive Handling.

When can Reasonable Force be used?

Reasonable force can be used:

- To prevent pupils from hurting themselves or others, from damaging property, from committing an offence or from causing disorder;
- To remove disruptive pupils from the classroom where there is a risk of harming self or others and where they have refused to follow an instruction to do so;
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit which is likely to cause harm and/or compromise safety;
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that compromises and creates disruptive behaviour off others;
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- To restrain a pupil at risk of harming themselves through physical outbursts.

The purpose of the policy:

A safe and harmonious environment is one where children will learn and flourish. The vast majority of our learners respond positively to the behaviour policy, routines and expectations in school. It is recognised that, in exceptional circumstances, staff may need to take action where the use of reasonable force, that is proportionate and necessary, may be required. This policy outlines the school's key approaches.

Our approach:

At Peel Park Primary School, we aim to avoid the need for physical intervention and regard this as a last resort in managing situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour. Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and wellbeing. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Professional judgement should be used in circumstances where the use of physical restraint and reasonable force is needed.

- Staff should not hesitate to act in an emergency provided they follow the guidelines in this policy;
- Staff should always satisfy themselves that the action they take would be considered justifiable by a wider audience of professional colleagues;
- In any application of physical restraint, the minimum reasonable force should be used to calm the situation;
- Help should be summoned from colleagues; pupils should never be involved in restraint.

Every effort will be taken to ensure that:

- 1) Staff are clearly aware of their responsibilities to safeguard children and in their duty of care in taking appropriate measures where reasonable force is necessary. Safeguarding training is updated every year for all staff; safeguarding questions are included in staff briefing weekly and Smartlog training is undertaken.
- 2) Staff have appropriate training when working with children who may require the use of reasonable force to support learners and staff with difficult situations.
- 3) Reasonable force will only ever be used as a last resort when all other behaviour management strategies have failed or when learners, staff or property are at risk.

The aims underpinning this policy are that:

- All children at Peel Park Primary School will be cared for and treated with dignity and respect and with an approach that is entirely non-judgemental and empathic, regardless of the behaviours that may be demonstrated;
- The welfare of each child is of utmost important; the school will work to develop positive emotional and physical well-being;
- The individual needs of our children are always recognised and valued;
- All children will feel safe so that they are protected and so that their human rights are safeguarded;
- All children will feel secure so that they can learn and develop positive relationships with others.

Peel Park Primary School will ensure that:

- A safe and calm environment is created that minimises the risk of incidents where the use of reasonable force might be required through a comprehensive Behaviour Policy and Teaching and Learning Policy.
- A thorough and comprehensive PSHE curriculum is in place to support pupils in managing their emotions and dealing with conflict. Some classes have started to integrate the Zones of Regulation as part of their PSHE curriculum and school will also embark on using resources from 'My Happy Mind'.
- Where there is a higher level of need with regards to Social, Emotional and Mental Health, school may seek support from the Specialist Teaching Team in Bradford or from the Educational Psychology Team. For pupils, who display mild-moderate social, emotional and well-being needs, support may be sought from the Mental Health Support Team.
- Staff use de-escalation techniques to reduce the need for the use of reasonable force (See Appendix). De-escalation strategies will be shared with all teachers and non-teaching staff.
- Pupils, who may present with any challenging behaviours that could result in the use of reasonable force, have a de-escalation plan and/or risk assessment in place. Other documents, which assess needs relating to Social, Emotional and Mental Health need as well as appropriate strategies are detailed in the Policy for Special Educational Needs.
- Pupils' special educational needs have reasonable adjustments taken into account as well as any past trauma and emotional needs. These adjustments are detailed in documents such as Sensory Profiles and Plans, in Risk Assessments and in Individual Pupil Plans. Pupil Profiles are also developed to ensure that there is full information from the child included.

- De-escalation plans, safety plans and risk assessments will include consultation with parents and, where appropriate, with pupils. We will make our best endeavours to include the voice of parents and pupils (where appropriate) in devising the plans and assessments and to listen to their views. This may include the use of visual supports.
- Individual Learning Plans for SEMH needs are developed between the class teacher and the SENDCo and will be implemented to support any difficulties with behaviour that could lead to a greater level of need and possible use of reasonable force.
- Staff continue to listen to children, monitor and observe behaviours to continuously develop positive behaviour management strategies. Where there are concerns about on-going difficulties with being able to manage emotions, staff will seek support from the HT, DHT, SENDCo and/ or from the Pastoral Lead for Behaviour and Safeguarding.
- Any incidents of the use of reasonable force are recorded in school and will be open and transparent with parents/ carers unless this would place the safety of the child at risk. In these circumstances, the use of reasonable force would be recorded to the Local Authority. (Through the use of CPOMS and on an introduced A4 document)
- Parents/ Carers will be informed about any use of Reasonable Force, that is proportionate and necessary, either verbally in person or over the phone and/or in an email. The offer of a written report will be introduced to parents/ carers.
- Ensure that any child, who has been subject to the use of reasonable force, has access to someone in school with whom he or she can talk about their experience. The child may need to have access to support to help heal the experience.
- Staff know the use of reasonable force and restraint should only ever be a last resort.
- Staff will take into account the risks of not physically intervening in a situation.
- Many staff are trained in how to use strategies that may apply reasonable force and know, where there are concerns, how to complain about any measures that are used in school through the use of Positive Handling techniques.
- If reasonable force has been applied, staff are clear that they have a justified reason for the use of the intervention.
- Children are not subject to reasonable force that would be degrading, used as a punishment or that which could compromise their safety.
- Staff are trained in positive handling techniques and the use of reasonable force with a recognised provider.

De-escalation strategies will and must always be used prior to any physical intervention and use of reasonable force.

At any time, the following question should be asked:

What is in the best interests of the child and/or those around them in view of the risks presented?

Vulnerable Pupils

Peel Park Primary School will:

- Continue to support and understand the needs of children and young people, including the underlying causes of and triggers for their behaviour;
- Develop strategies and plans to meet those needs and regularly review them as children change;
- Adapt the environments in which children and young people are taught and cared for so as better to meet their needs; and Reducing the Need for Restraint and Restrictive Intervention;
- Provide appropriate support for children and young people whose behaviour challenges, without the use of restraint or restrictive intervention.

Training

Staff will receive training in pupil restraint from reputable training agencies. They will be informed about:

- How to deal with pupils who present particular risks to themselves or others (as a result of SEN and/or disabilities and/or other personal circumstances such as domestic violence);
- Types of restraint that can be used. (These and the terminology may vary depending upon the trainer used by school.)

Any form of restraint may injure a pupil or staff member, but may be unintentional and unavoidable. However, restraint will only be used in extreme emergencies and where there is no viable alternative.

Following an intervention of the use of reasonable force:

Procedures in school allow for a child for debriefing. The child will need time and space as well as the chance to speak with a trusted and familiar member of staff; it is imperative that relationships are rebuilt and repaired so that a positive learning environment is maintained.

Where staff have been involved, it is important that they also have time and space to process, discuss and record the intervention.

The Headteacher will need to be informed of any interventions of the use of reasonable force so that any investigations and information-gathering can be undertaken should a further review be required. Information should be shared through either verbal discussion as well as through formal reporting using CPOMS and through the introduction of a A4 document – see Appendix 4. If further action is needed to be taken regarding the adult or the child, then this will be pursued through safeguarding/ disciplinary procedures. Any action taken will be shared with the relevant staff member.

Recording and Reporting

All use of reasonable force must be logged on CPOMS and all other appropriate documentation, which may include the use of the STARR analysis or the structure of it, within 24 hours.

Any use of reasonable force, which has involved restraint, must be reported that same day to parents unless this would place a child at risk of harm. In these instances, the Local Authority will be informed. It is acknowledged that parents/carers may not be contactable, but staff will deploy best endeavours and will continue to make contact as soon as possible during the next working day.

Any injuries should be reported to the Business Manager who will record these using RIVO (Incident Reporting Online Tool). Any injuries should also be recorded in the First Aid book and first aid must be sought. Parents/Carers should be informed of any injuries to the child and/or staff.

Complaints

Should there be any complaint or allegation following an incident, then the school's arrangements for dealing with complaints and allegations of misconduct will be followed. However, suspension will not be an automatic response when a member of staff has been accused of using excessive force. Advice will be sought via the LA LADO service. If the decision is taken to suspend a member of staff, then this member of staff should have access to a named contact who can provide support. Governing bodies should always consider whether a staff member has acted within the law when reaching a decision on whether or not to take disciplinary action against the staff member.

The procedure for making a complaint is outlined in the Complaints Policy and is published under the Policy section on the school website.

Appendix 1: De-escalation

Peel Park Primary School will use its best endeavours to:

- Explore why a child might behave in a way that poses a risk;
- Try to understand the factors that underlie or influence the behaviour and the triggers for it;
- Recognise the early warning signs which indicate that the behaviour might emerge;
- Develop the skills to manage difficult situations competently and sensitively;
- Understand and develop alternatives to restrict intervention such as de-escalation techniques.

Peel Park Primary School recognizes that every behaviour is a form of communication:

Children with challenging behaviour may be communicating to adults that something is making them anxious, angry or that their needs are not being met. There are four functions of behaviour which are:

- Satisfying a sensory need;
- Avoidance;
- Escape – fight or flight;
- Seeking attention.

Strategies for Prevention or De-escalation

Non-verbal strategies

The large part of what we communicate is through body language, much is through the tone of our voice and there are estimates that just 7% is through the words that we use. It is useful to remember this when you are trying to de-escalate. Ensure you are modelling the behaviour you want the child to emulate, relaxed and open body language can be helpful. Non-verbal techniques include the following.

- **Appear calm and self-assured.** Make sure you are not displaying the same signs of agitation that can be seen in the child, unclench your fists, do not hold eye contact for too long and avoid standing square to the child;
- **Maintain a neutral facial expression.** Even our eyebrows can indicate we are surprised or angry, and similarly our mouths can betray our emotions unwittingly. Another natural reaction we often have when under stress is to smirk or giggle, which must be controlled;
- **Allow space.** Entering a person's personal space can be useful to refocus on a task when the situation is calm, but when a child is agitated this can indicate aggression and escalate the situation. Staying some distance away will also help keep you safe should the child become physically aggressive;
- **Control your breathing.** When we are stressed, angry or tense, our breathing becomes more shallow and rapid. If we take deeper, slower breaths, this will not only help keep us calm, but the child will begin to match our own breathing pattern. It can sometimes help to match the child's breathing initially then gradually slow it down.

Verbal strategies

- **Lower your voice and keep your tone even.** It is hard to have an argument with someone who is not responding aggressively back to you;
- **Distraction and diversion are extremely useful.** When a child is aggressive, they are responding with their own fight-or-flight instincts and not thinking about their actions. Distract them and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window;
- **Give choices.** Repeat these using the broken-record technique if necessary, and do not get drawn into secondary behaviours such as arguing back, which are designed to distract or upset you;
- **Acknowledging the child's feelings** shows that you have listened to them and can be crucial when diffusing a situation; for example, 'It must be really difficult for you ... thank you for letting me know';

- Use words and phrases (Emotion Coaching Scripts) that de-escalate*, such as:
 - o I wonder if...
 - o Let's try...
 - o It seems like...
 - o Maybe we can...
- Tell the child what you want them to do rather than what you do not want them to do; for example, 'I want you to sit down' rather than 'stop arguing with me';
- Give the child take-up time following any direction and avoid backing them into a corner, either verbally or physically.

*Emotion Coaching Scripts:

- 1) Label the emotion: 'I can see you are feeling angry/ upset/ worried.'
- 2) Empathise: 'I'm sorry that has happened to you. You must have felt angry/ upset/ worried' and 'It is ok to feel angry/ upset/ worried about that.'
- 3) Limit setting: 'The rules are that we don't do that' and 'It is not ok to behave like that.'
- 4) Explore: 'Can you tell me what happened' and 'What feelings are you having now?'
- 5) Identify possible alternative solutions: 'Let's think of what we could have done instead' and 'Have you thought about doing this instead?'
- 6) Agree which solution is best: 'Try and do this next time you feel like this.'

Things to avoid:

Do not make threats or promises you cannot carry through, such as threatening to exclude the child;

Do not be defensive or take it personally. What is being said may seem insulting and directed at you, but this level of aggression is not really about you;

Do not use sarcasm or humiliate the child.

Sometimes, it will be the case that, no matter the de-escalation that has taken place, crisis may still be reached.

The procedure for restrictive physical intervention set out below must always be followed:

- Give the child clear warning. Offer an escape route from the situation, for example, through calming or following instructions;
- Once the restrictive physical intervention is judged necessary it should happen quickly, smoothly and confidently;
- Always remain calm and talk in a conciliatory tone. Ignore any abuse and let the high emotional state it run its course;
- Once things begin to calm, it can be coupled with significant changes in restrictive physical intervention which are appropriate to the situation;
- The aim is to talk through the situation and discuss the behaviour that caused the whole episode. This may need to be done through visuals. Staff need to be aware that, for some children, it may be very hard to revisit traumatic experiences;
- The extent of force used should be no more than necessary to control the situation;
- An incident report should be completed. See Appendix 4.

Risk Assessments/ De-escalation Plans

If we become aware that a pupil is likely to behave in a disruptive and/or challenging way, that may require the use of reasonable force, we will plan how to respond if the situation arises using a risk assessment or de-escalation document.

A risk assessment will assess the risks that may occur and may include the steps needed to de-escalate a situation;

A de-escalation plan will help to support the different stages of escalation and de-escalation.

Both will be thorough enough so that the other is not needed.

Risk Assessments and De-escalation Plans may include:

- Strategies to be used prior to intervention;
- Ways of avoiding 'triggers' if these are known;
- Parental/ Carer awareness – parents and carers will be made aware of the specific action the school may need to take;
- Briefing of staff to ensure they know exactly what action they should be taking;
- Identification of additional support that can be summoned if appropriate.

Appendix 2 – Trained members of staff:

Training in Positive Handling was undertaken with Sandy Lane Primary School

The number of staff trained:

February 2023: 6 members of staff trained;

September 2023: 20 members of staff trained;

March 2024: 1 member of staff trained.

Appendix 3

De-escalation Support

In September 2023, Peel Park Primary School opened a new provision setting, specifically to support our young people in managing their emotions. The environment ensures that there is a quiet and safe environment that provides low levels of stimulation, enabling children to avert a rising anxiety and possible crisis situations as well as to ensure safety.

The purpose of this environment is to:

- 1) Provide a quiet space for children;
- 2) Support children with managing their emotions;
- 3) Provide early intervention to reduce a crisis situation
- 4) Ensure that there is a safe environment when children may experience crisis.

This room is not to be used as a punishment, but to provide support in a quieter environment where children can use taught and identified strategies to support with managing emotions and regulation.

What the children need:

Children, who experience crisis and may need to use the room, should have in place:

- 1) An agreed set of strategies to support them. This can be done through a Talking Mats approach where the children will use a set of visuals to identify what helps them when in crisis.
- 2) These strategies should then be incorporated into a passport or regulation box for each child.
- 3) Visual support cards by the door so that children can make their own requests if not able to communicate verbally.

What staff must do:

Staff will, therefore, need to:

- 1) Liaise with each child about what works for him/ her.
- 2) Ensure that the relevant resources are available in the de-escalation room.
- 3) Be aware of what works for a child.
- 4) Be guided by the purpose and be mindful of the question: 'What are we doing to support this child in managing their emotions and regulating?'

To support our children with seeing this room as a positive environment that will support them, staff will need to have regular sessions in the room, doing activities together with the children such as yoga, breathing exercises and games so that the children become comfortable in being in this environment.

Children will be allowed to request time in the de-escalation room when beginning to feel rising levels of worry, anxiety and difficulties in managing their emotions.

A child may be allowed to be in the room to regulate on his/her own as long as he/she is always observed by an adult. Staff must ensure that medical risks are known; a child should not be allowed to be on his/her own if there is a medical condition that could place the child in danger.

Section A:

Where a child requests the use of the room to support with early managing of emotions or where an adult recognizes and is attuned to the early warning signs that additional support may be needed:

- Ensure that there is a visual card near the class door or on the child's desk to make this request;
- Ensure that there are visual cards on a lanyard for adults to use to prompt suggestion of the room;
- Ensure that the child's passport of key things required, that have been identified with the child, is easily accessible;
- Ensure that the child's box of resources/ appropriate provision is available. This could be a ball, a blanket, Lego, music etc. This will need to be taken to the room.
- Ensure that the adult asks the child: 'Do you want me to stay or to leave?' If the child opts for the adult to leave the room, the adult must observe the child closely through the window.
- Where the child needs or requests to have the door remain open, this should be allowed. *If the door is left open, then this would not be withdrawal*,*
- The adult will need to attune to the child's needs. Does the child need someone to talk? Does the child need silence? What the adult is doing will very much depend upon what the child needs.

Withdrawal: Withdrawal is removing someone from a situation, but actively monitoring and supporting them in order to help them recover and re-engage successfully as soon as is reasonably possible.

What happens afterwards:

This can depend very much upon the child's needs and will be part of the identified list of strategies. The child may require:

- Additional time engaged in a motivating learning or play activity with an adult;
- Additional time engaged in a quieter environment such as a classroom where there aren't any other children. This could be the nurture base opposite the Y4 classrooms or the intervention room opposite The Vines;
- A walk around school;
- A discussion about how the child was feeling prior to using the de-escalation room;
- Praise for having been able to manage emotions and a conversation about how the child was able to support him/herself as well as how the adult was able to support.

Being able to seek de-escalation should be seen in a positive light and recognition should be given to this.

Section B:

Exceptional circumstances may arise because a child or young person needs to be taken to a place of safety in order to safely manage/or contain their behaviour if there is no other way of making a situation safe. These may include:

- a) When a child/young person demonstrates aggressive or violent behaviours which constitute a danger to other students and/or staff.
- b) When use of withdrawal is a safer alternative than Restrictive Physical Intervention

It will be recognized that, where staff have taken a child to a place of safety, this is because there is safety risk and will not be used as a punishment.

Withdrawal in the de-escalation room will only be where the room is in close proximity to where the child and adults are. In all other circumstances, Positive Handling techniques should be used to support the child during the crisis.

Where a child/young person has been identified as likely to require the use of the de-escalation room, this should be part of a risk assessment and/or de-escalation planned approach.

If there is a reasonable use of force to escort a child to the de-escalation room, staff will be very clear about why this has taken place and will form part of the recording after the crisis.

Procedures:

- The child will only ever be escorted to the de-escalation room by two adults. One adult will remain with the child inside the room and the other adult outside the room so long as safety for everyone can be ensured. The second adult to only leave when it is safe to do so.
- As with the steps above, staff should follow the agreed strategies on a child's individual plan. It may support some children to have staff talking to them; it may support some children to have silence; it may support some children to have space; it may support some children to have close nurture; it may support children to have some physical play.
- The second adult, when the child is calmer and there is no question about either the adult in the room or the child being in an unsafe situation, should locate and retrieve the child's crisis passport and accompanying resources, placing these outside the room so that they can be accessed if the child needs them.
- Staff, supporting the child, will attune to the needs of the child, recognizing what he or she needs at that moment in time.

Where the child's behaviours are placing both adults in danger of being hurt and consequently, him or herself as well, then both the adults can step outside the room. The child must be safe and observed at all times. Under no circumstance should the child's safety be at risk; this includes adults knowing of any medical conditions. Should the child request to leave the room, then adults must reassure the child that the door can open. Adults to re-access the room and check on the child. Staff members should regularly try and re-enter the room and, when it is considered that the risk to safety is removed, must re-accompany the child to support with the appropriate comfort and nurture. Any time alone in the room must be kept to a minimum. There may be other instances when the child requests to be on his or her own.

The steps, which will be taken, will include:

- 1) The door to the de-escalation room must be opened if the child requests this;
- 2) If there is still a danger to the safety of self or others, then the child should be re-directed back to the room;
- 3) Repeat this process;

- 4) If the child is still presenting a danger to the safety of self or others, then a positive handling restraint should be used. This may need a change of face. Staff need to be aware that the child may be seeking positive contact.

Emotion coaching scripts will be placed on a laminated sheet on the outside of the door/ outside the window so that staff can see and use these appropriately.

Staff will be very mindful that a child, who appears to have regulated, may not have done so sufficiently to prevent a further escalation. Some children will require additional time in the room, engaged in his/her preferred activity.

What happens afterwards:

There will need to be recovery for the child. This may take a significant amount of time to avert further rapid re-escalation and crisis. Staff will need to allow for:

- Additional quiet time. This could either be in the de-escalation room or in an environment of choice which can be accessed. A choice should be provided for the child;
- The child should have the time to engage in activities that he or she has indicated will support to regulate further. This could be with the adult alongside or with the adult participating. Again, this will be agreed.
- Access to physical play may be required in the outdoor provision or in the hall.
- Walks around school may be needed.
- A change of face may be required to support the child in managing their own emotions which may be linked to shame, upset, embarrassment, regret etc.
- A scale of allowing a child to indicate how he/ she feels, should he or she be able to access this, will be incorporated into this time.
- The child should only re-access learning and the classroom when it is deemed safe and when the child can indicate this.

Later:

As per the policy, there needs to be:

- An attempt at reconciliation between staff and the child where the child has had to be physically escorted to the de-escalation room and where any Positive Handling techniques have been used. Staff must repair the relationship between him/herself and the child. Staff need to be aware that the child may not want this reconciliation.
- There needs to be a written record (See Appendix 4) of the use of reasonable, appropriate and necessary force.
- Where the child can access this, comic-strip conversations will be used to allow some reflection through drawing of the incident which led to the crisis and seclusion.

Appendix 4

Log Number: _____

Recording of the use of reasonable, appropriate and necessary force – every incident to be recorded

NB: If the child's hand is held or if there is a hand placed on an elbow or shoulder for guiding, this does not need to be recorded; only record any restriction to the child's movement where an adult has taken over the movement of the child.

Name of pupil:	
Class:	
Date and Time of Incident:	
Place and Activity:	
Reporting Staff and Job Role:	
Other adults involved:	

Record of Incident – tick and annotate:

	Yes	No	Details
Was the pupil liable to injury?			
Were other pupils liable to injury?			
Were staff/ other adults liable to injury?			
Was property liable to damage?			
Was good order prejudiced?			
Other (Describe)			

Trigger:

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Strategies other than the use of reasonable, appropriate and necessary force that were used (tick):

Verbal/non-verbal advice and support		Humour	
Reassurance		Options (offered)	
Calm talking/communication/help script		Distraction	
Time out (offered)		Time out (directed)	
Step away/move away		Pupil (s) told to stop fighting	
Other: Please describe			

Description of reasonable, appropriate and necessary force:

Low-level escort hold		Loose guide	
High-level escort hold		Positive guide	
Hip stabilize		Double arm hold	
Extended straight arm hold		3-seated hold	
Hold of the forearm if pulling hair		Withdrawal to the de-escalation room	

Approximate duration of physical intervention/ withdrawal: _____

Record of any injuries to child(ren) or staff

Yes		No	
If yes, include details:			

Restorative work/ Reflection completed?

Yes		No	
If no, what were the reasons?			

Details of the restorative/ reflection work:

Verbal restoration?	
Pictorial restoration?	
Written restoration?	

Parents/ Carers contacted:

In person?	
Via the telephone?	
Via email?	

Ensure that parents/ carers are offered a copy of this written record.

Staff making the report: _____ Date: _____