

Sparsholt C of E Primary School

Positive Handling Policy 2026-2028



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|--------------------------------------------|-------------------------------------------------------------------------------------|
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| Reviewed by Curriculum Governor | Feb 2026 |
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| Signature of Headteacher |  |
| Signature of Chair of Curriculum Committee | |

We do all we can within our school to manage behaviour positively. However, there are times when we may need to use force to keep a child or children safe, or to maintain good order within the school. In such cases, we would always act within the principle of reasonable force. This policy gives more detailed guidance on the use of restrictive intervention.

This policy incorporates requirements from the DfE 'Use of Reasonable Force in Schools' (until 31 March 2026) and 'Restrictive Interventions, including Use of Reasonable Force' (effective from 1 April 2026).

1. Introduction

The school takes seriously its duty of care to pupils, employees and visitors to the school.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy.

Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, whenever possible only the Senior Leadership Team or staff trained in the pre-emptive and responsive positive handling strategy techniques of Team Teach will use restrictive intervention techniques with children where necessary.

Further details of the Team Teach approach can be found on the Team Teach website:

<https://www.teamteach.co.uk/>

The term '*positive handling*' includes a wide range of supportive strategies for managing challenging behaviour. The term '*restrictive intervention*' is used when force is used to overcome active resistance.

Section 93 of the Education and Inspections Act 2006 enables a school's staff to use such force as is reasonable. There is no legal definition of when it is reasonable to use force.

This policy will be followed when staff have a duty of care to pupils. This can be both in school and whilst off site on school trips etc.

This policy on positive handling should be read in conjunction with our Behaviour & Anti-bullying, Safeguarding, Child Protection and SEND policies.

Steps to be taken before using physical controls

In line with DfE guidance (April 2026) interventions should be rare, planned and preventative-first. Here at Sparsholt C of E Primary school, we reduce the need for restrictive interventions by:

- acknowledging unacceptable behaviour in a positive way and requesting alternatives using negotiating and reasoning.
- Giving clear directions for the pupil to stop
- Reminding the pupil about rules and likely outcomes
- Remove any audience or take the vulnerable pupil to a safe place

- Making the environment safer by moving furniture and removing objects which could be used as weapons
- Using positive guidance to escort pupils to somewhere less pressured
- Ensuring that colleagues know what is happening and call for help.
- Using early-help strategies
- Identifying root causes of distress and negative behaviours
- Acknowledging known triggers
- Personalising proactive plans for pupils who need additional support around their behaviour

2 Principles for the use of restrictive intervention

2.1 In the context of positive approaches

At Sparsholt CE Primary School, in line with DfE statutory guidance (April 2026), restrictive interventions must only be used when all appropriate de-escalation and preventative approaches have been attempted or assessed as unsuitable due to immediate risk.

We only use restrictive intervention where the risks involved in using force are outweighed by the risks involved in not using force. It is not our preferred way of managing children's behaviour. Restrictive intervention may be used only in the context of a well-established and well implemented positive behaviour management framework with the exception of emergency situations. We describe our approach to promoting positive behaviour in our Behaviour Policy. We aim to do all we can in order to avoid using restrictive intervention.

We would only use restrictive intervention where we judge that there is no reasonably practicable less intrusive alternative. However, there may be rare situations of such concern where we judge that we would need to use restrictive intervention immediately. We would use restrictive intervention at the same time as using other approaches, such as saying, "Stop!" and giving a warning of what might happen next. Safety is always a paramount concern and staff are not advised to use restrictive intervention if it is likely to put themselves at risk.

2.2 Duty of care

We all have a duty of care towards the children in our school. This duty of care applies as much to what we don't do as what we do. When children are in danger of hurting themselves or others, or of causing significant damage to property, we have a responsibility to intervene. In most cases, this involves an attempt to divert the child to another activity or a simple instruction to "Stop" along with a warning of what might happen next. However, if we judge that it is necessary, we may use restrictive intervention.

2.3 Reasonable force

When we need to use restrictive intervention, we use it within the principle of reasonable force. This means using an amount of force in proportion to the circumstances. We use as little force as is necessary in order to maintain safety, and we use this for as short a period as possible.

3. When restrictive intervention might be used

The use of restrictive intervention may be justified where a pupil is:

1. committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
2. causing personal injury to, or damage to the property of, any person (including the pupil himself); or
3. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Restrictive intervention may also be appropriate where, although none of the above have yet happened, they are judged as highly likely to be about to happen.

We are very cautious about using restrictive intervention where there are no immediate concerns about possible injury or exceptional damage to property. Restrictive intervention would only be used in exceptional circumstances, with staff that know the student well and who are able to make informed judgements about the relative risks of using, or not using, restrictive intervention; for example, stopping a younger child leaving the school site.

The main aim of restrictive intervention is to maintain or restore safety. We acknowledge that there may be times when restrictive intervention may be justified as a reasonable and proportional response to prevent damage to property or to maintain good order and discipline at the school.

However, we would be particularly careful to consider all other options available before using restrictive intervention to achieve either of these goals. In all cases, we remember that, even if the aim is to re-establish good order, restrictive intervention may actually escalate the difficulty.

If we judge that restrictive intervention would make the situation worse, we would not use it, but would do something else (like go to seek help, make the area safe or warn about what might happen next and issue an instruction to stop) consistent with our duty of care.

Staff take into consideration that the best interest of the child is paramount and this should then be weighed up against the safety and rights of others. To be confident in our judgements, we ensure staff are up to date with recent legislation and guidance of good practice in the area.

Our duty of care means that we might use a restrictive intervention if a child is trying to leave our site and we judged that they would be at unacceptable risk. This duty of care also extends beyond our site boundaries: there may also be situations where we need to use restrictive intervention when we have control or charge of children off site (e.g. on trips).

Unacceptable practices include:

- We never use restrictive intervention out of anger or as a punishment.
- We never use restrictive intervention to enforce compliance with instructions where no risk exists
- Restrictive interventions do not involve pain-inducing techniques
- Restrictive interventions do not involve breath-restricting holds
- Restrictive interventions do not involve prone (face down) holds

- Restrictive interventions do not involve forced seclusion without legal basis

Restrictive intervention must only be in accordance with the following:

- The child should be in immediate danger of harming themselves or another person or in danger of seriously damaging property or committing an offence.
- The member of staff should have good grounds for believing this.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants or witnesses.
- Once safe, restraint should be relaxed to allow the child to regain self-control.
- Restraint should be an act of care and control, not punishment.
- Restrictive intervention should never be used to force compliance with staff instructions when there is no immediate danger present to people and property.
- The restraint should be discussed with the child, if appropriate, and the parents at the earliest opportunity.
- In addition, whilst or before intervention, staff should speak calmly as a way of reassurance e.g. 'I am doing this to keep you safe'.

4. Who can use restrictive intervention

All school staff have the legal authority to use reasonable force when necessary to prevent injury, prevent a criminal offence, stop serious damage to property, or prevent serious disruption to the school environment.

If the use of restrictive intervention is appropriate, and is part of a positive behaviour management framework, the Headteacher will ensure that staff who are likely to use interventions are appropriately trained#.,

However, in an un-planned situation, any of the following may be able to use reasonable force in the circumstances set out in Section 93 of the Education and Inspections Act (2006):

1. any teacher who works at the school, and
2. any other person whom the headteacher has authorised to have control or charge of pupils, including:
 - (a) support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors; and
 - (b) people to whom the headteacher has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering or premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school-organised visits) but not prefects

5. Planning around an individual and risk assessment

In most situations, our use of restrictive intervention is in the context of a prior risk assessment which considers:

- a) What the risks are
- b) Who is at risk and how
- c) What we can do to manage the risk (this may include the possible use of restrictive intervention)

We use this risk assessment to inform the individual behaviour plan that we develop to support the child. If this behaviour plan includes restrictive intervention it will be as just one part of a whole approach to supporting the child's behaviour. During the process of assessing risk, our school considers whether use of restrictive interventions risks disproportionately affecting pupils with SEND, trauma histories, or disabilities. Decisions must be consistent with duties under the Equality Act 2010 and the Human Rights Act 1998.

The behaviour plan outlines:

- Our understanding of what the child is trying to achieve or communicate through his/her behaviour.
- How we adapt our environment to better meet the child's needs.
- How we teach and encourage the child to use new, more appropriate behaviours.
- How we reward the child when he or she makes progress.
- How we respond when the child's behaviour is challenging (responsive strategies).

We pay particular attention to responsive strategies. We use a range of approaches (including humour, distraction, relocation, and offering choices) as direct alternatives to using restrictive intervention. We choose these responsive strategies in the light of our risk assessment.

We draw from as many different viewpoints as possible when we anticipate that an individual child's behaviour may require some form of restrictive intervention. In particular, we include the child's perspective. We also involve the child's parents (or those with parental responsibility), advocates where appropriate, staff from our school who work with the child, and any visiting support staff (such as Educational Psychologists, Primary Behaviour Service, Speech and Language Therapists, Social Workers and colleagues from the Child and Adolescent Mental Health Services). We record the outcome from these planning meetings and seek parental signature to confirm their knowledge of our planned approach. We review these plans at least once every four to six months, or more frequently if there are any concerns about the nature or frequency of the use of restrictive intervention or where there are any major changes to the child's circumstances.

We recognise that there may be some children within our school who find physical contact in general particularly unwelcome as a consequence of their culture/religious group or disability. There may be others for whom such contact is troubling as a result of their personal history, in particular of abuse. We have systems to alert staff discreetly to such issues so that we can plan accordingly to meet individual children's needs.

Where an individual child has an individual positive behaviour management plan, which includes the use of restrictive intervention, we ensure that such staff receive appropriate training and support in behaviour management as well as restrictive intervention. We consider staff and children's physical and emotional health when we make these plans and consult with the child and their parents/guardians.

Where a child does not have an existing behaviour plan or risk assessment – i.e., in an emergency, staff do their best, using reasonable force within their duty of care.

6. What type of restrictive intervention can be used

Any use of restrictive intervention by our staff should be consistent with the principle of reasonable force. In all cases, staff should be guided in their choices of action by the principles in section 2 above.

Staff should not act in ways that might reasonably be expected to cause injury, for example by:

- holding a child around the neck or collar or in any other way that might restrict the child's ability to breathe
- twisting or forcing limbs against a joint
- holding a child by the hair or ear.

Where staff need specific training in the use of restrictive intervention, we arrange that they should receive Team Teach training. This training is accredited by the Institute of Conflict Management (ICM). We ensure that staff have access to appropriate refresher training.

Further, we actively work to ensure general training is accessed by our staff in the following areas:

- those relating to legal issues policy and risk assessment
- understanding behaviour and planning for change.
- de-escalation techniques.

A record of such training is kept and monitored

We do not plan for and do not advise, except in emergency situations, staff to use seclusion.

Seclusion is where a young person is forced to spend time alone in a room against their will.

Examples could include:

- Where a child has been escorted to a room in order to remove them from a dangerous situation and staff members observe them from outside of the room whilst holding the door shut (e.g. through a window), or the door being locked.
- Where a staff member has removed all the class members from a room and in order to prevent the pupil displaying the challenging behaviour from following, the door is shut so they are prevented from leaving

If we need to seek further advice around the use of seclusion, other than in an isolated emergency situation, we would contact the lead Educational Psychologist for further advice and guidance.

We carefully consider wider issues around the long term segregation of children and young people (e.g., including the removal of outdoor spaces or educating children or young people

away from peers) and are clear about how these relate to Article 5 of the Human Rights Act (1998). The reasons for any courses of action should be clearly explained to the young person and their family.

7. Recording and reporting

- All significant incidents involving restrictive interventions will be recorded and reported in line with statutory requirements under Section 93A of the Education and Inspections Act 2006. All incidents of unacceptable behaviour should be recorded electronically on CPOMS.
- Where an incident involves restrictive intervention, it will be recorded on the HCC Physical Intervention Recording Form (Appendix 3) and uploaded onto CPOMS.
- All details of the intervention must be recorded by witnesses within twenty-four hours and signed by the Head teacher.
- Records of restrictive interventions must include:
 - rationale, risks considered, proportionality
 - de-escalation attempted
 - impact on the pupil
 - injuries to pupils or staff

Where an incident causes injury to a member of staff, it should be recorded as per the corporate accident/incident reporting procedure using the online report form. Further, our governing body ensures that procedures are in place for recording significant incidents and then reporting these incidents as soon as possible to pupil's parents.

After using restrictive intervention, we ensure that the headteacher is informed as soon as possible. We also inform parents by phone (or by letter or note home with the child if this is not possible). A copy of the record form is kept in school.

In rare cases, we might need to inform the police, such as in incidents that involve the possession of weapons. This would be in line with our general practice, informed by the DfE Guidance Searching, Screening and Confiscation: Advice for schools (2018) and Section 45 of the Violent Crime Reduction Act 2006.

8. Supporting and reviewing

We recognise that it is distressing to be involved in a restrictive intervention, whether as the child being restricted, the adult engaged in the restrictive intervention, or someone observing or hearing about what has happened.

After a restrictive intervention, we give support to the child so that they can understand why it was necessary. Where we can, we record how the child felt about this. Where it is appropriate, we have the same sort of conversations with other children who observed what happened. In all cases, we will wait until the child has calmed down to talk productively and learn from this conversation. If necessary, the child will be asked whether he or she has been injured so that appropriate first aid can be given. This also gives the child an opportunity to say whether anything inappropriate has happened in connection with the incident.

We also support adults who were involved, either actively or as observers, by giving them the chance to talk through what has happened with the most appropriate person from the staff team.

A key aim of our after-incident support is to repair any potential strain to the relationship between the child and the people that were involved in the restrictive intervention.

After a restrictive intervention, we consider whether the individual behaviour plan needs to be reviewed so that we can reduce the risk of needing to use restrictive intervention again.

9. Monitoring

We monitor the use of restrictive intervention in our school. The Headteacher and the Deputy Headteacher are responsible for reviewing the records on a termly basis, and more often if the need arises, so that appropriate action can be taken. The information is also used by the governing body when this policy and related policies are reviewed.

Senior leaders, alongside the governing body monitor patterns in the use of restrictive interventions, including frequency, staff involved, pupil groups, and equalities considerations, in line with statutory requirements.

10. Concerns and complaints

The use of restrictive intervention is distressing to all involved and can lead to concerns, allegations or complaints of inappropriate or excessive use. In particular, a child might complain about the use of restrictive intervention in the heat of the moment but on further reflection might better understand why it happened. In other situations, further reflection might lead the child to feel strongly that the use of restrictive intervention was inappropriate. This is why we are careful to ensure all children have a chance to review the incident after they have calmed down.

If a child or parent has a concern about the way restrictive intervention has been used, our school's complaints procedure explains how to take the matter further and how long we will take to respond to these concerns.

Where there is an allegation of assault or abusive behaviour, we ensure that the headteacher is immediately informed. We would also follow our child protection procedures. In the absence of the headteacher, in relation to restrictive intervention, we ensure that the deputy headteacher is informed. If the concern, complaint or allegation concerns the headteacher, we ensure that the Chair of Governors is informed.

Our staff will always seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally. This is not to be seen as necessarily a failure of professional technique but a regrettable and infrequent side effect of making sure the service user remain safe.

If parents/carers are not satisfied with the way the complaint has been handled, they have the right to take the matter further as set out in our complaints procedure.

The results and procedures used in dealing with complaints are monitored by the governing body.

Further policies and guidance relating to Positive Handling

- Behaviour and Anti-bullying
- Safeguarding
- Child Protection
- SEND
- Restrictive intervention in schools: Hampshire County Council guidance for schools

Appendix One: Summary guidance for staff on the use of physical intervention

Introduction

This guidance for staff is a summary of our school's detailed policy on the use of physical intervention. Where staff are in any doubt about the use of physical intervention, they should refer to the full policy.

This summary guidance refers to the use of restrictive intervention (restraint) which we define as "when a member of staff uses force intentionally to restrict a child's movement against his or her will". Staff should not feel inhibited from providing physical intervention under other circumstances, such as providing physical support or emotional comfort where such support is professionally appropriate. The use of such support must be consistent with our Child Protection policy.

Who can restrain? Under what circumstances can restraint be used?

Everyone has the right to use reasonable force to prevent actual or potential injury to people or damage to property (Common law power). Injury to people can include situations where a child's behaviour is putting him or herself at risk. In all situations, staff should always aim to use a less intrusive technique (such as issuing direct instructions, clearing the space of danger or seeking additional support) unless they judge that using such a technique is likely to make the situation worse.

Teachers and other authorised staff (see full policy for more details about this) may also use reasonable force where a child's behaviour is prejudicial to the maintenance of good order. Staff should be very cautious about using restrictive intervention under such circumstances, as it would only be appropriate in exceptional circumstances.

Statutory power - Section 93 of the *Education and Inspections Act (2006)* enables school staff under statutory power to use such force as is reasonable and proportionate to prevent a pupil from doing or continuing to do any of the following:

- committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to the property of, any person (including the pupil himself) and
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise).

Restraint should never be used as a substitute for good behaviour management, nor should it be employed in an angry, frustrated, threatening or punishing manner.

Although all staff have a duty of care to take appropriate steps in a dangerous situation, this does not mean that they have to use restraint if they judge that their attempts to do so are likely to escalate the situation. They may instead issue a direction to stop, call for additional

assistance or take appropriate action to make the environment as safe as possible (e.g. by clearing the room of children).

Where it is anticipated that a individual pupil's behaviour makes it likely that they may be restrained, a risk assessment and intervention plan should be developed and implemented.

What type of restraint can be used?

Any use of restrictive intervention should be consistent with the principle of reasonable force. This means it needs to be in proportion to the risks of the situation, and that as little force is used as possible, for as short a period of time, in order to restore safety. Staff should:

Before physical contact:

Use all reasonable efforts to avoid the use of physical intervention to manage children's behaviour. This includes issuing verbal instructions and a warning of an intention to intervene physically.

Try to summon additional support before intervening. Such support may simply be present as an observer or may be ready to give additional physical support as necessary.

Be aware of personal space and the way that physical risks increase when a member of staff enters the personal space of a distressed or angry child. (Staff should also note that any uninvited interference with a student's property may be interpreted by them as an invasion of their personal space.) Staff should either stay well away or close the gap between themselves and the child very rapidly, without leaving a "buffer zone" in which they can get punched or kicked.

Avoid using a "frontal", "squaring up" approach, which exposes the sensitive parts of the body, and which may be perceived as threatening. Instead, staff should adopt a sideways stance, with their feet in a wide, stable base. This keeps the head in a safer position, as well as turning the sensitive parts of the body away from punches or kicks. Hands should be kept visible, using open palms to communicate lack of threat.

Where physical contact is necessary:

Aim for side-by-side contact with the child. Staff should avoid positioning themselves in front of the child (to reduce the risk of being kicked) and should also avoid adopting a position from behind that might lead to allegations of sexual misconduct. In the side-by-side position, staff should aim to have no gap between the adult's and child's body. This minimises the risk of impact and damage.

Aim to keep the adult's back as straight and aligned (untwisted) as possible. We acknowledge that this is difficult, given that the children we work with are frequently smaller than us.

When attempting to make safe if a child has hold of another person (adult or child), ensure they are able to release their grip, but stabilise their position for balance, and make safe by ensuring they cannot pull away.

Beware in particular of head positioning, to avoid clashes of heads with the child.

Hold children by “long” bones, i.e. avoid grasping at joints where pain and damage are most likely. For example, staff should aim to hold on the forearm or upper arm rather than the hand, elbow or shoulder.

Ensure that there is no restriction to the child’s ability to breathe. In particular, this means avoiding holding a child around the chest cavity or stomach.

Do all that they can to avoid lifting children.

Keep talking to the child (for example, “When you stop kicking me, I will release my hold”) unless it is judged that continuing communication is likely to make the situation worse.

Don’t expect the child to apologise or show remorse in the heat of the moment.

Use as little restrictive force as is necessary in order to maintain safety and for as short a period of time as possible.

After an incident

It is distressing to be involved in a restrictive intervention, whether as the child being held, the person doing the holding, or someone observing or hearing about what has happened. All those involved in the incident should receive support to help them talk about what has happened and, where necessary, record their views.

Where appropriate and possible, we also encourage staff to contact the Employee Support Line (ESL), at [Employee Support \(Employee Assistance Programme\) | Hampshire County Council \(hants.gov.uk\)](#) or contact the Teacher Support Line on 08000 562 561.

Staff should inform the headteacher as soon as possible after an incident of restrictive intervention; parents/carers should also be informed. The physical intervention record should be completed as soon as possible and in any event within 24 hours of the incident. There should also be a review following the incident so that lessons can be learned to reduce the likelihood of recurrence in the future.

Appendix Two: Authorised staff

Teachers and those whose contracts give them control and charge of pupils are authorised by statute to use reasonable force if necessary in order to prevent a pupil from doing, or continuing to do any of the following:

1. committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
2. causing personal injury to, or damage to the property (including the pupil himself).
3. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

However, school staff are cautious about the use of restrictive intervention under the “prejudicial to the maintenance of good order and discipline” clause and would only do this in exceptional circumstances, with staff that know the student well and who are able to make informed judgements about the relative risks of using, or not using, restrictive intervention.

The headteacher may wish to specifically authorise other individuals to have control and charge of pupils for a specific period of time, e.g. for the duration of a school trip. The headteacher should ensure that these people, and everyone automatically authorised by contract, are aware of what the authorisation means. The headteacher should also ensure that those not authorised have been told what steps to take in the case of an emergency.

Appendix Three: Physical Intervention Record Form



School DCSF No..... Year Group.....

Name of child/young person

Is this young person a looked after child/SEN/vulnerability?

When did the incident occur?

| | | | |
|------|-------------|------|--------|
| Date | Day of week | Time | Where? |
|------|-------------|------|--------|

Staff involved

| Name | Designation | Team Teach trained? | Involved: physically? (P) as observer? (O) | Staff signature |
|------|-------------|---------------------|--------------------------------------------|-----------------|
| | | | | |
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| | | | | |

Please describe the incident and include:

1. What was happening before? 2. What do you think triggered this behaviour? 3. What de-escalating techniques were used prior to physical intervention? 4. Why was a PI deemed necessary? 5. Any other information relevant to include.

Team Teach technique(s) used (tick as appropriate)

| Technique | Standing/escort | Sitting/chairs | Kneeling | Ground |
|---------------------|-----------------|----------------|----------|--------|
| Breakaway/defensive | | | | |
| One person | | | | |
| Two people | | | | |

Please give details below of hold, e.g. single elbow, double elbow, wrap, etc.

How long was the child/young person held?

If the child/young person was held on the ground: Did they go to ground independently? *
(e.g. did the child lift their weight off the floor, or go deadweight)

Were they taken to ground by staff? *

**tick as appropriate*

Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Has the child/young person been held before? | Yes/No |
| <i>A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.</i> | |
| Does the individual support plan need to be reviewed as a result of this incident? | Yes/No |
| Does the risk assessment need to be reviewed as a result of this incident? | Yes/No |
| If yes, who will action and when? (less than four weeks) | |

| | |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Who was the incident reported to, and when? | |
| | |
| Was there any medical intervention needed? | Yes/No |
| Include names of any injured person and brief details of injuries | |
| | |
| | |
| Please specify any related record forms | |
| Accident Book <input type="checkbox"/> | Anti Bullying and Racist Incident Record Form <input type="checkbox"/> |
| Skin Map <input type="checkbox"/> | Violent Incident Record <input type="checkbox"/> Complaints recorded <input type="checkbox"/> |
| Other (please specify) | |

| | |
|-------------------------------|--------|
| Was the pupil debriefed? | Yes/No |
| Were staff offered a debrief? | Yes/No |
| Was it taken up? | Yes/No |

Parents/carers were informed

| Date | Time | By whom? | By direct contact, telephone, letter? |
|------|------|----------|---------------------------------------|
| | | | |

| Form completed by: | Name | Designation | Date and time |
|--------------------|------|-------------|---------------|
| | | | |

If further advice is required around any issues related to physical intervention or the completion of this form please contact Helen Carlow on 01962 876217

Ref 4840910

Appendix Four: Risk Assessment document

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| <p>CHILDREN'S SERVICES RISK ASSESSMENT TEMPLATE FORM RATF-024</p> <p>Challenging Behaviour In School Risk Assessment <i>(replace with more accurate title of risk assessment if required)</i></p> |
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To be completed using local information & using the **Part 3 Guidance Notes** within this document

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>This assessment is in three parts: Part 1 – General information & assessment summary comments Part 2 – The assessment Part 3 – Guidance notes for carrying out the assessment</p> |
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| | |
|---------------|--------------------------------------------------------------|
| PART 1 | GENERAL INFORMATION & ASSESSMENT SUMMARY COMMENTS |
|---------------|--------------------------------------------------------------|

| | |
|---------------------------------|----------------------------------------------------------------|
| School / Site | Insert school or site where assessment being carried out |
| | |
| Name of pupil | Insert name of pupil whose behaviour is being assessed |
| | |
| Year group | Insert year group of pupil under assessment |
| | |
| Assessment date | Insert date when risk assessment is being carried out |
| | |
| Assessment serial number | Insert local serial/identification number for future reference |
| | |

| | |
|----------------------------|-----------------------------------------------------|
| Assessor's comments | Insert comments relevant to findings as appropriate |
| | |

| | | |
|-------------------------|------------------------------|-------------|
| Name of assessor | Signature of assessor | Date |
| | | |

| | | | |
|---------------------------|--------------------------------------------------------|---------------------------|----------------|
| Assessment reviews | Set future review dates and sign/comment upon comments | | |
| Review date | Reviewed by | Reviewer signature | Remarks |
| | | | |
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| PART 2 | The Assessment |
|---------------|-----------------------|

Behaviours causing concern

Use Table One to record the first two aspects of the risk assessment.

Target

The target column should be used to indicate the person to whom the challenging behaviour is usually directed, using the following key:

- Self** The pupil – him or herself
- Staff** Members of staff
- Visitor** Visitors to the school; members of the public when outside of school
- Pupils** Other pupils
- Property** The physical environment

Probability

Record an informed estimate of the likelihood that the behaviour will occur again, ranging from:

- HL** Highly likely. Existing evidence leads staff to conclude that the behaviour is more likely than not to occur again.
- L** Likely. There is a possibility that the behaviour will occur again.
- U** Unlikely. Although the behaviour has occurred before, the context has changed or can be changed to make it unlikely to happen again

Seriousness

Make a judgement about the seriousness of each predicted behaviour.

- A** This would include physical injury requiring medical attention beyond basic first aid; extensive damage to property; significant distress caused to

self or others; or lengthy disruption to the normal school routines.

B This includes physical injury requiring basic first aid within the school; minor damage to property; some distress caused to self or others; or brief disruption to normal school routines.

C No physical injury or damage to property; minor distress or disruption.

Influencing factors

These are described in more detail in Table Two. The numbers referring to each factor may be transcribed as appropriate.

Table One

| BEHAVIOURS CAUSING CONCERN | | | | |
|-------------------------------------------------------------|--------|-------------|-------------|---------------------|
| Behaviour (risk) | Target | Probability | Seriousness | Influencing factors |
| Verbal aggression (threatening, swearing) | | | | |
| Physical aggression: | | | | |
| Kicking | | | | |
| Punching | | | | |
| Biting Scratching Spitting (circle as appropriate) | | | | |
| Hair pulling | | | | |
| Intimidation communicated by physical action | | | | |
| Other – please specify | | | | |
| Property destruction | | | | |
| Running away from immediate environ- | | | | |

| | | | | |
|--------------------------------------------------|--|--|--|--|
| ment | | | | |
| Running off site | | | | |
| Refusal to move | | | | |
| Use of equipment as weapon (throwing or hitting) | | | | |
| Use of weapon | | | | |
| Other (please specify) | | | | |

Influencing factors

Risk assessment also involves an analysis of the “hazards” – the environmental factors which influence the probability of the behaviour causing concern. In a school situation, these “hazards” are likely to include features of the daily timetable, and interaction with other pupils, and even the skills that adults demonstrate when working with the pupil.

Use Table Two below to show the factors that are associated with the behaviours causing concern.

Table Two

| POSSIBLE INFLUENCING FACTORS | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 1. Periods of unstructured activity | |
| 2. Transition times | |
| 3. Availability of dangerous equipment | |
| 4. Periods of increased pressure e.g. a Home factors (change of home circumstances) b School factors (assessment periods, routine changes) c Other (please specify) | |
| 5. Spaces which involve close physical proximity | |
| 6. Particular pupils/adults (please specify) | |
| 7. Other (please specify) | |

Some influencing factors will be particularly closely related to particular behaviours. You may choose to show this by recording the number relating to each influencing factor in the final column of Table One. This will enable you to plan your preventive measures more specifically.

Preventive measures

A range of common preventive measures can be taken to reduce the risk associated with challenging behaviour. Use the table below to show whether these are:

- Currently in place (**P**)
- Currently being actioned (**A**)
- Felt to be inappropriate to the particular risks presented (**I**)

Table Three

| PREVENTIVE MEASURES | P | A | I |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|
| Proactive measures | | | |
| Eliciting pupil view in planning and review | | | |
| Providing regular feedback and pastoral support to pupil | | | |
| Involving parent/carer in decision-making and planning | | | |
| Involving outside agencies (e.g. EP, EWO, Social Services) | | | |
| Establishing an individual plan | | | |
| Providing regular supervision to staff working with the pupil | | | |
| Adapting curriculum arrangements to reflect challenge, choice and structure levels appropriate to the pupil's assessed needs | | | |
| Adapting group arrangements to promote positive peer models and minimise inappropriate contact | | | |
| Arranging furniture and other equipment to minimise movement and frustration | | | |
| Providing frequent rest or change of activity opportunities | | | |
| Establishing a positive teaching programme to increase the pupil's range of appropriate skills | | | |
| Providing a range of rewards which the pupil can earn by demonstrating the skills defined in the teaching programme, and through other appropriate behaviour | | | |
| Identifying the message communicated by the pupil's behaviour | | | |
| Agreeing key reactive strategies for handling incidents of challenging behaviour with all staff likely to be in contact with the pupil, and ensuring that these plans are shared with parents | | | |
| Providing staff support at difficult times, such as start of day, changeover between lessons, break times, specific lessons | | | |

| | | | |
|----------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|
| Systematically reviewing difficult incidents in order to improve upon practice and learn from experience | | | |
| Other proactive measures (Please specify) | | | |
| Reactive strategies to respond to early warning signs or an escalating situation | | | |
| | P | A | I |
| Active listening | | | |
| Environmental adaptation (removing triggers, changing peer/staffing arrangements) | | | |
| Diversion/distraction to a preferred activity (Please specify) | | | |
| Assistance in the use of an agreed strategy such as a particular communication symbol, or an exit card (Please specify) | | | |
| Physical intervention (See Note 1) (Please specify the planned technique) | | | |
| Other (Please specify) | | | |

Note 1

All physical intervention must take place within the context of Hampshire's policy and guidance for schools around physical intervention. Specific training in physical intervention is available through Hampshire and Isle of Wight Educational Psychology.

Key actions

It is expected that any pupil whose behaviour is challenging will have an individual behaviour management plan. This will already record many of the preventive and reactive strategies designed to reduce the level of risk presented by the pupil's behaviour. There is no need to repeat these below. Instead, note the date when this plan was initially drawn up, and its proposed review date, and use the space available below to record any *additional* measures to be employed to reduce risk and the person responsible for implementing changes.

Date of current individual management plan:

Proposed date for review of current plan:

| FURTHER MEASURES TO BE TAKEN | RESPONSIBLE PERSON |
|-------------------------------------|---------------------------|
| | |
| | |
| | |
| | |
| | |
| | |

Table Four

| ASSESSMENT SUMMARY | | | | |
|----------------------------------------------------|-----------------------------------------------|-------------------------|---------------------------|-------------------------|
| Challenging behaviour risk assessment summary for: | | | Completed on: | |
| <u>Behaviour(s) causing Concern</u> | Environment(s) where it is likely to be shown | Seriousness (A, B or C) | Key preventive strategies | Key reactive strategies |
| | | | | |

END OF ASSESSMENT

Introduction to risk assessment

The Health and Safety Executive recommend five steps to risk assessment:

1. Look for the hazards
2. Decide who might be harmed and how
3. Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done
4. Record your findings
5. Review your assessment and revise it if necessary

Risk assessments of challenging behaviour are influenced by the complex, interactional nature of human behaviour. Most young people will already be supported through individual plans, which will include reference to many aspects of risk assessment.

The following format is offered as one way of addressing the five steps above, but should be seen in the context of all the other positive planning that already takes place. This detailed level of risk assessment will not be appropriate in all circumstances but is important where there is feeling that individual or collective behaviours represent a significant hazard.

The framework contains the following sections:

Behaviours causing concern

This section allows a clear description of risks – what types of behaviour does the pupil engage in, which present a risk to others? Action taken in response to this level of risk will vary according to the probability of the behaviour occurring, and the usual intended target for each behaviour.

Possible influencing factors

Behaviour is influenced by the context in which it occurs. This section allows staff to identify key contextual factors such as the physical and social environment, the curriculum and the recent personal history of the pupil.

Preventive measures

Schools can take a range of preventive measures to reduce the risk of challenging behaviour being shown, or to reduce its intensity and duration if it has started. Some preventive measures may be implemented before the challenging behaviour even occurs; others will be responses to early warning signs, or an escalating situation. Specific actions will be related to the assessment of the behaviour and its influencing factors.

Monitoring and review

Behaviour changes over time, and risk assessments will also need to change. Review cycles for individual plans are built into the Special Educational Needs Code of Practice, and it will be important for risk assessments to be reviewed at least as often as twice yearly in order for

them to be useful documents. In many cases, the review pattern will need to be more frequent.

These reviews need to be informed by data about the ongoing level of risk. This document does not recommended formats for gathering this data, as many sources will already be available within the school. Data sources will include:

- The young person's views
- The views of those that know the young person from school, at home and in other relevant settings
- Specific incident report forms, such as violent incident records, physical intervention report forms and pastoral records of serious incidents
- Details of points/merits etc. awarded for appropriate behaviour

Useful questions to ask at the review stage include:

- Are any new patterns emerging?
- Has the duration, frequency or intensity of the behaviour changed?
- Has the level of risk altered?
- Which preventive and reactive strategies are working/not working? Why? How do we know?
- Is there anyone else who needs to be involved in the planning and review process?

Key actions

It is important that the risk assessment process does not simply replicate planning and intervention already recorded in other places. The "Key actions" section simply provides a format for recording any actions that are additional to those already recorded.

Risk assessment summary

Some schools may choose to complete the Assessment Summary shown as Table Four so that the key points arising can be shared easily amongst staff. A number of separate behaviours can be recorded with recommended action against each behaviour.

Appendix Five: Related local and national guidance

This policy has been written in the light of more specific guidance that is available to schools.

The main national guidance refers to the Education and Inspections Act (2006)

Department for Education 'Restrictive Interventions, including Use of Reasonable Force' (effective from 1 April 2026).

Department for education 'Use of Reasonable Force in Schools' (until 31 March 2026)

Department for Education and the Department for Health and Social Care (2019) *Reducing the Need for Restraint and Restrictive intervention*

Department for Education (2021) *Keeping Children Safe in Education: for schools and colleges*

Department for Education (2018) *Searching, Screening and Confiscation: Advice for schools*

Department for Education (2016) *Behaviour and Discipline in Schools. Guidance for headteachers and staff.*

Department for Education (2013) *The Use of Reasonable Force*

Our school policy is based on guidance from Hampshire County Council:

Hampshire County Council (2022) *Planning and recording physical interventions in schools*

