

Planning and recording physical intervention in schools

July 2010

Index

Foreword	3
Checklist for policies and other documents	6
Individual Positive Support plan guidance and pro forma	9
Risk assessment and pro forma	29
Recording, reporting and monitoring physical intervention	37
Support after an intervention	40

Foreword

This booklet has been revised and brings together a number of recording and planning processes that schools may find helpful with regard to physical intervention. Current government guidance (issued in 2007 and 2010 and referenced below) highlights that:

- schools are expected to have policies describing the role and use of physical intervention within their establishment
- planned physical interventions should be set out in writing in the context of a broader strategy for addressing the young person's difficulties (i.e. detailed individual positive support plans)
- a risk assessment should be carried out where it is foreseeable that a young person might require a restrictive physical intervention
- a record of any restrictive physical intervention should be completed as quickly as possible, and in any event within 24 hours, in a book with numbered pages
- the contents of that book should be reviewed by the school on a half-termly basis, and appropriate action taken
- the views of the young person and staff who were involved, in addition to observers of the restrictive physical intervention, should be recorded wherever possible.

This booklet provides advice and support materials to schools about each of the areas above, and is based on more detailed guidance such as:

- Department for Education and Skills/Department of Health (2002) *Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders* LEA 0242/2002
- Department for Education and Skills (2003) *Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties* LEA 0264/2003
- Department for Children, Schools and Families (2007) *The Use of Force to Control or Restrain pupils which refers to Section 93 of the Education and Inspections Act 2006*
- Department for Children, Schools and Families (2010) *The Use of Force to Control or restrain pupils. Guidance for schools in England*
- Hampshire County Council (2009) *Restrictive Physical Intervention in Schools: Hampshire County Council policy and guidance for schools.*

<http://www3.hants.gov.uk/ed-psycrestrictive-physical-intervention-policy-sept-10.pdf>

This booklet replaces the previous guidance from Hampshire County Council as detailed below:

Hampshire County Council (2003) *Planning and recording physical intervention in schools*

Hampshire County Council (2007) *Interim Physical Intervention record forms booklet*

Also, you may find these two areas on the Hampshire Educational Psychology Service website of further help in relation to the policies detailed above, individual positive support plans, risk assessment and behaviour policies:

<http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/educational-psychology/heps/heps-policies.htm>

<http://www3.hants.gov.uk/preparing-individual-plans.pdf>

Checklist for Policies

Checklist for policies on physical intervention

All schools are expected to have a policy about the use of force to control or restrain young people. Detailed advice, including a model policy is available in “Guidelines for the use of restrictive physical intervention in schools maintained by Hampshire County Council” published by Hampshire County Council in 2009. It remains important for school staff to regularly check back on this Hampshire County Council guidelines as this is updated regularly in accordance with current statutory and non statutory advice from the DfE.

The following checklist should be helpful to schools when they review their physical intervention policy. The review process should ask, “Does the policy...”

Context and definition of physical intervention

1. take appropriate account of reference documents, including:
 - a) Department for Children, Schools and Families (2010) *The Use of Force to Control or Restrain Pupils. Guidance for schools in England*
 - b) Department for Children, Schools and Families (2007) *The Use of Force to Control or Restrain Pupils which refers to Section 93 of the Education and Inspections Act 2006.*
 - c) Hampshire County Council (2009) *Restrictive Physical Intervention in Schools: Hampshire County Council policy and guidance for schools*
 - d) Department for Education and Skills/Department of Health (2002) *Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders*
 - e) Department for Education and Skills (2003) *Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties* LEA 0264/2003
 - f) the school's behaviour policy
2. note (either directly, or through reference to the behaviour policy) strategies to prevent and de-escalate behaviours that precipitate the use of physical interventions
3. give a clear definition of restrictive physical intervention that is in line with the above documents (e.g. when a member of staff uses physical force intentionally to restrict a child's movement against his or her will)
4. explain when staff can use reasonable force (i.e. when a criminal offence is being committed, or to prevent injury, damage to property or to maintain or restore good order)
5. explain that using force to try to maintain good order can be counter-productive
6. make clear that any force should be consistent with the circumstances and key words to be aware of are necessary, reasonable and proportionate
7. give examples of what constitutes reasonable force (e.g. holding, guiding, shepherding a young person away by placing a hand in the centre of the back)
8. give examples of what would constitute unreasonable force or restraint (e.g. holding a young person around the neck, or by the collar; slapping or tripping a young person)
9. distinguish between
 - a) withdrawal (where a young person is removed from a situation which caused anxiety or distress to somewhere that they can be continuously observed and supported until they are ready to resume their usual activities)
 - b) time out (where a young person's access to all positive reinforcements is restricted as part of the behaviour management programme)
 - c) seclusion (where a young person is forced to spend time alone against their will)
10. note that seclusion should only be considered under highly exceptional circumstances (for example, if a young person wielding a weapon is locked in

while adults seek assistance) since it restricts the right to liberty and freedom of movement

11. note who is authorised to use reasonable force in the school
12. note the member of staff, and the member of the governing body responsible for overseeing issues concerning physical intervention

Planned physical intervention

13. distinguish between planned and emergency physical intervention
14. emphasise the importance of a risk assessment for individual young people for whom physical intervention is a planned response
15. emphasise the importance and need of involving and recording the views of those with parental responsibility for young people for whom physical intervention is a planned response
16. note that planned physical intervention should be in the context of an individual positive support plan

Action following an incident

17. explain under what circumstances staff should consider contacting the police (e.g. when a youngster leaves the school site, a member of staff has been badly injured by the youngster, etc)
18. state that incidents of restrictive physical intervention should be recorded in a numbered incident book detailing:
 - a) the names of the staff and young people involved
 - b) the reason for using a physical intervention rather than another strategy
 - c) the type of physical intervention used
 - d) the date and duration of the physical intervention
 - e) whether the pupil or anyone else experienced injury or distress, and if they did what action was taken
19. note that on some occasions it will be necessary to complete other documentation or complete an electronic data entry (such as the accident book, violent incident record, skin map or anti bullying and racist incident record form)
20. note that copies of the physical intervention record form will be sent to the local authority for their own records and monitoring
21. explain how parents or those with parental responsibility will be informed about incidents of physical intervention
22. record the procedure for debriefing and recording the views of young people and observers following an incident of physical intervention
23. note that the debriefing process should take place after the young person has recovered sufficiently to be able to think about and learn from the event
24. record the procedure for debriefing staff following an incident of physical intervention, and note the availability of support through the Employee Support Line
25. identify the need to check for any form of injury following physical intervention and note the importance of offering first aid where appropriate

General

26. note that records of physical intervention will be reviewed on a half-termly basis
27. suggest how the school community can contribute to any reviews of the use of physical intervention
28. make clear how parents or those with parental responsibility can make a complaint through the general complaints procedure
29. record how staff will be trained in the use of physical intervention if necessary, and how their skills will be maintained

30. note that physical health issues of staff should be taken into account in relation to their ability to carry out their work within the context of duty of care and the risks they are expected to manage
31. Note that the policy will be reviewed, evaluated and amended at least every 12 months in accordance with the policy review timetable established by the governing body.
32. Note the governor who has overall statutory responsibility to monitor physical intervention.
33. Note the member of staff has an overall responsibility for Safeguarding as they need to be aware of incidents involving physical intervention at school

Individual positive support plan guidance and pro forma

Individual Positive Support Plans

An Individual Positive Support Plan is:

- a planning, teaching and reviewing tool
- a summary of how the child's school experience can be tailored to better meet their needs
- a working document for all those who support the child.

It is important that individual plans are designed via active involvement with the child, produced in partnership with the child's parents/carers and are evidence based.

Detailed information on preparing an Individual Behaviour Management Plan can be found in "*Preparing Individual Plans with children who are experiencing difficulties in relation to their social, emotional and behavioural development*" issued by Hampshire County Council in February 2008. <http://www3.hants.gov.uk/preparing-individual-plans.pdf>

The prompts below are adapted from that document and will help school staff to draw up multi-element plans addressing:

- the message communicated by the behaviour
- ecological change – how the physical, social and curricular environment can be adapted
- teaching new skills – which new skills should be taught and how this will be done
- reinforcement – how progress will be recognised and rewarded
- responsive strategies – planned responses to difficulties. This section should include any proposed physical interventions.

In order for an effective plan to be developed, staff working with the child must:

- define and establish a shared understanding of the areas causing concern
- collect baseline information that will inform the intervention (e.g. what factors influence the behaviours, the degree, frequency and impact of the behaviours). Useful frameworks for collecting the information include ABCC charts, tally charts, environmental checklists etc
- analyse the data and develop hypotheses, e.g. identifying any patterns in the behaviours as highlighted by the information collected and considering possible reasons and messages behind the behaviours. The 'Why-Why questioning' tool is a useful framework for this
- write the plan based on this information, implement it and review progress regularly.

The February 2008 Hampshire document mentioned above contains detailed advice relating to each of these areas, and includes the framework examples (ABCC, Why-Why, etc).

The pro forma included at the end of this section is an example Positive Support Plan framework, which includes the following information:

Child's strengths

- What skills and qualities does the child have? Who are the key people with whom the child has developed good relationships? What activities do they enjoy?

Inappropriate behaviours that may be displayed

- Which concerns have you prioritised for change? As far as possible, define in terms of observable behaviour, e.g. 'hits and kicks other children on most days when out in the playground'.

Possible messages being communicated by the behaviour

- What legitimate needs or goals is the child trying to satisfy by behaving in these ways? It might be helpful to imagine that the child is self-aware, articulate and an open communicator. What would they say that they are trying to achieve?

Agreed targets

- What will you see the child doing that will tell you that he/she has achieved the goal set for them?
- How can targets be expressed in a SMART (**S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**ime scaled) way?

Adaptations to the environment

- How can the environment be changed to make a better match with the child's current needs? (This may include adaptations to aspects of the physical, curricular or social environment, as well as modifications to the pastoral system and amount of choice available to the child.)

New skills to be taught

- How will the child be helped to feel motivated and confident to change?
- What skills does the child need to learn in order to meet their needs more effectively? These will include skills that replace their current methods of getting their needs met and also skills to help them tolerate the times when their needs cannot be met immediately.
- The Primary National Strategy Social and Emotional Aspects of Learning (SEAL), features a wide range of useful ideas and materials for supporting new skill development.
- How and when will these skills be taught? What resources (physical, curricular and human) will be needed to assist this process? How can family members, as well as school staff and staff from other agencies, be involved in teaching new skills?
- How will the child be enabled to generalise their new skills from one context to another? How can consistency between home and school be facilitated?
- How will the skills be broken down into SMART targets?

Ways of recognising effort and improvement

- What experiences and activities does the child find most rewarding?
- How will the child's efforts and/or progress be recognised, shared and rewarded?
- Who are the significant people in the child's life? How can they be involved in this process?

Responsive strategies

- What strategies can be used to re-direct inappropriate behaviour and prevent it from escalating?
- Which of these strategies are particularly appropriate for early intervention with minor difficulties and which ones are appropriate for more concerning situations?
- Which physical intervention strategies have been identified as appropriate for the child?

Arrangements for gathering data

- What methods of data collection will be used to monitor progress in the short and medium term?
- Who will be responsible for gathering and analysing information regarding progress?
- How will this information be shared with others, particularly between home and school?

Reviewing progress

- What arrangements will be made for a review meeting?
- When will there be a formal review of progress?
- Who should be involved in this process?

Key people for plan to be shared with

- Who will be responsible for each of the strands within this section?
- How will relevant family members, school staff and other agencies be involved within the development, implementation, monitoring and review stages of the plan?
- How will the information be shared and agreed with the child? The 'My Plan' pro forma is a primary version of an Individual Support Plan.

The pro forma should be tailored to meet the specific needs of the staff working with the child. Also included at the end of this section is an example of how a Hampshire special school has adapted the pro forma and the child-friendly 'My Plan' pro forma – which again can be tailored to suit the child.

Please find below the web address for the relevant documents relating to:

Individual Positive Support Plan pro forma (Nemo My Plan)

<http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/educational-psychology/heps/heps-policies.htm>

POSITIVE SUPPORT PLAN

Name	d.o.b.	Plan no.	Date
Nominated staff member to oversee plan			

Strengths
Inappropriate behaviours that may be displayed
Possible messages being communicated by the behaviour
Agreed targets
Adaptations to the environment

New skills to be taught as SMART targets
Ways of recognising effort and improvement
Responsive strategies
Arrangements for gathering data
Reviewing progress
This plan was developed by:

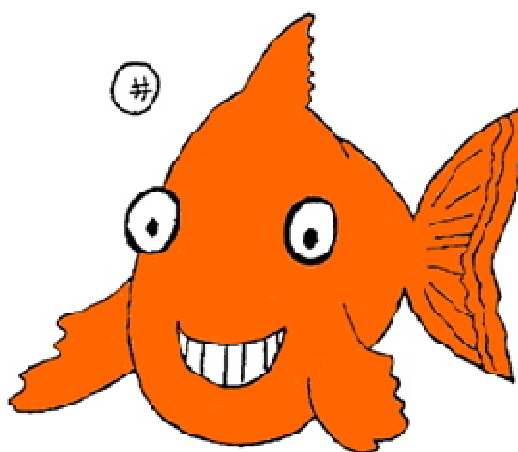
To be shared with: key people

POSITIVE SUPPORT PLAN – Example from a Hampshire special school

Name: Dob: Date plan completed:	Staff involved in writing this plan:
Strengths and interests:	
Inappropriate behaviours that may be displayed:	
Target behaviour/s:	Communicative function:
Supportive environment to include:	
New skills (as SMART targets):	
Reinforcers and rewards:	

Target behaviour/s:	Responsive strategies and active responses:
Other behaviour/s:	Responsive strategies and active responses:
Recovery techniques and support needed	
How parent and/or child can help:	
Resources needed:	
Date plan shared with parents:	Authorised staff:
Date to be reviewed:	

My Plan



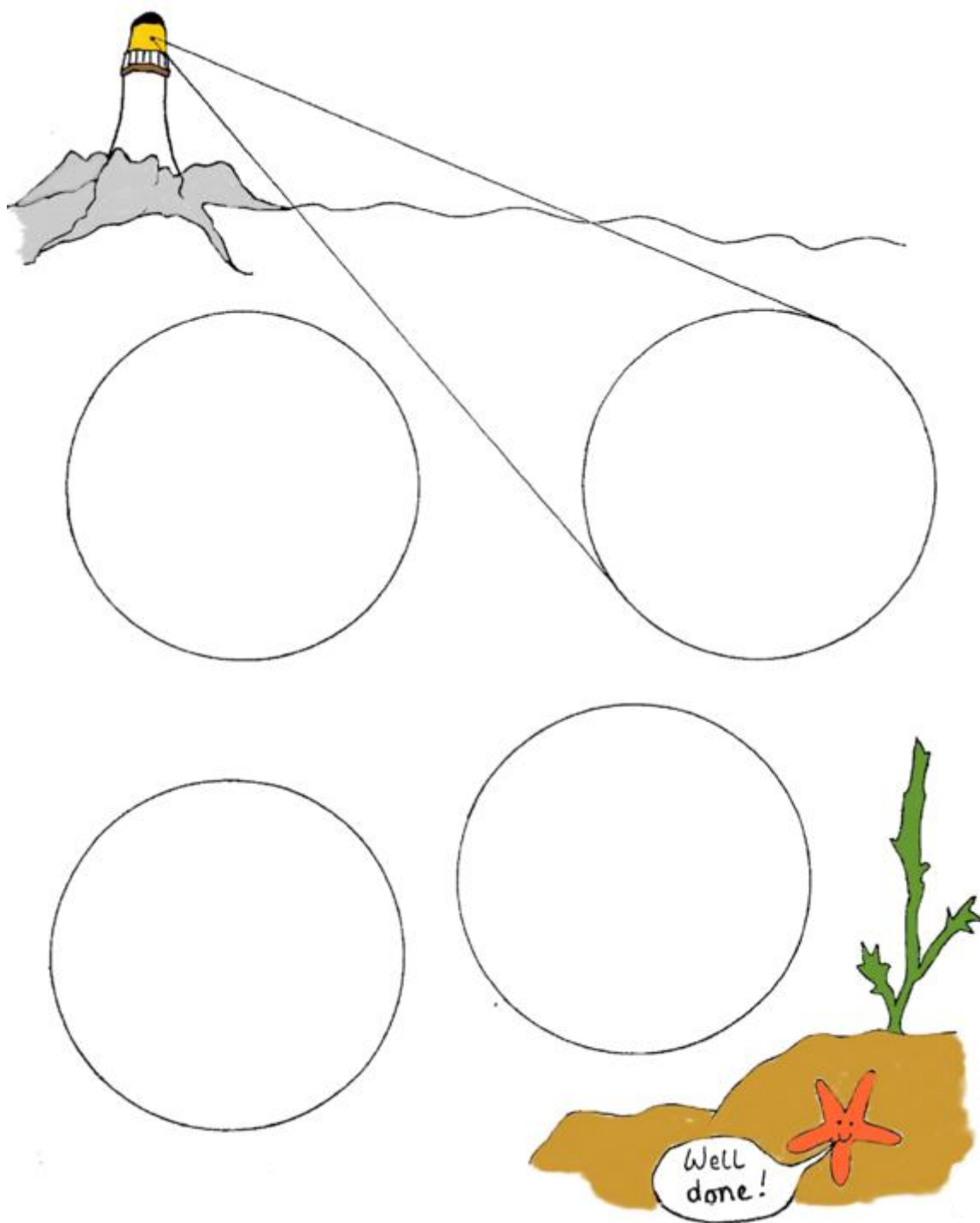
Name: _____

Date: _____

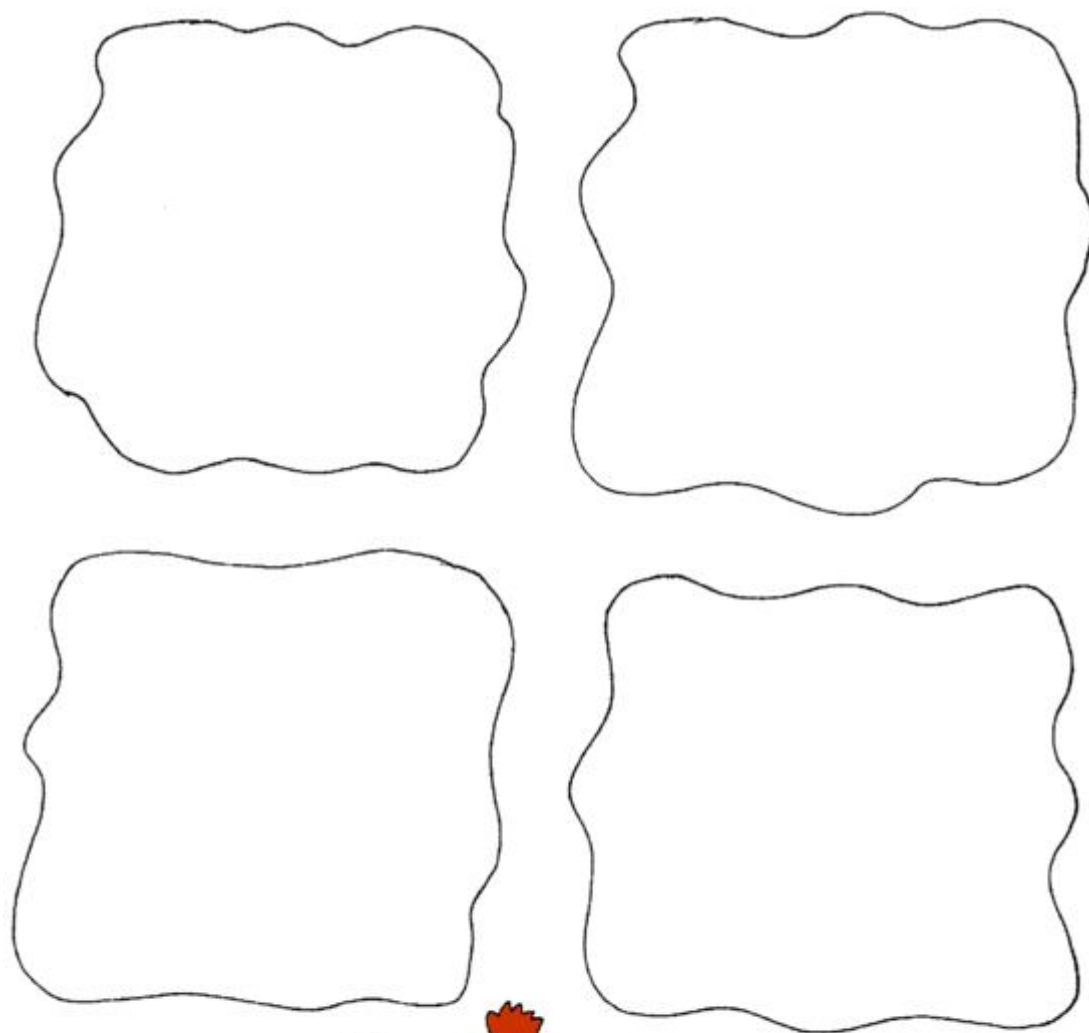


Hampshire
County Council

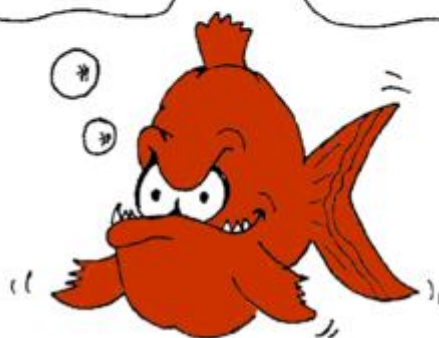
When someone sees me being good, they can see that I can:



Here are some things I would like to change about my behaviour:

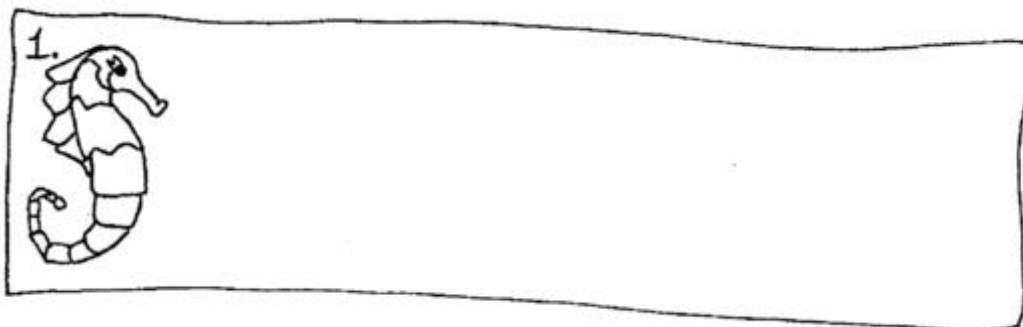


Four empty, rounded rectangular boxes arranged in a 2x2 grid, intended for writing answers to the question above.

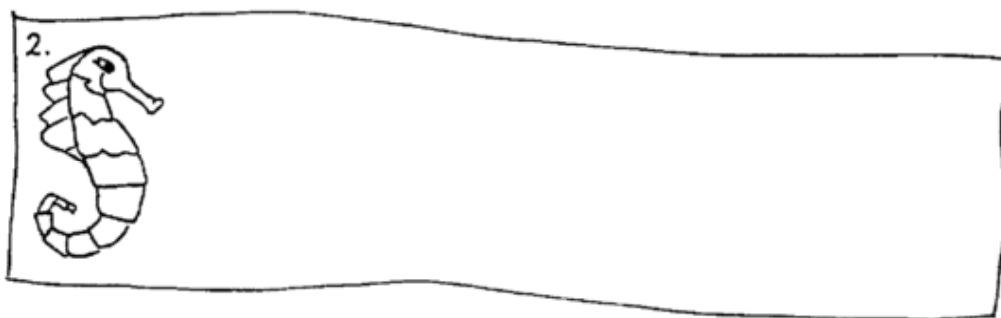


To help me change, I need to set some targets.

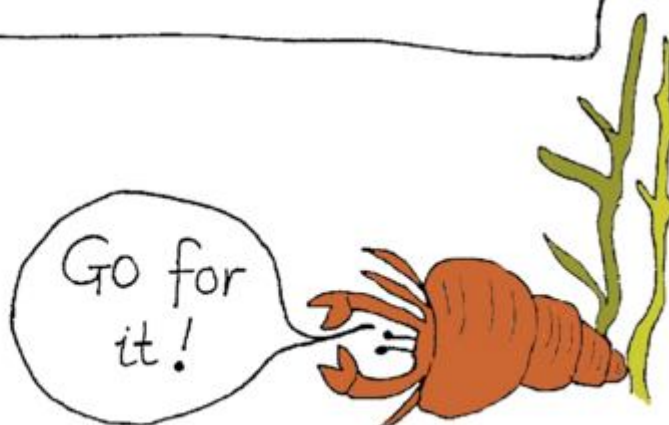
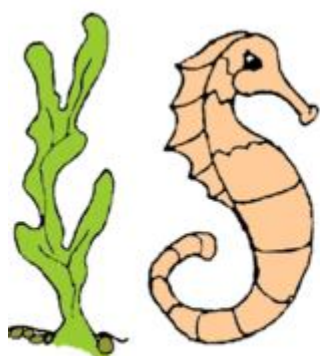
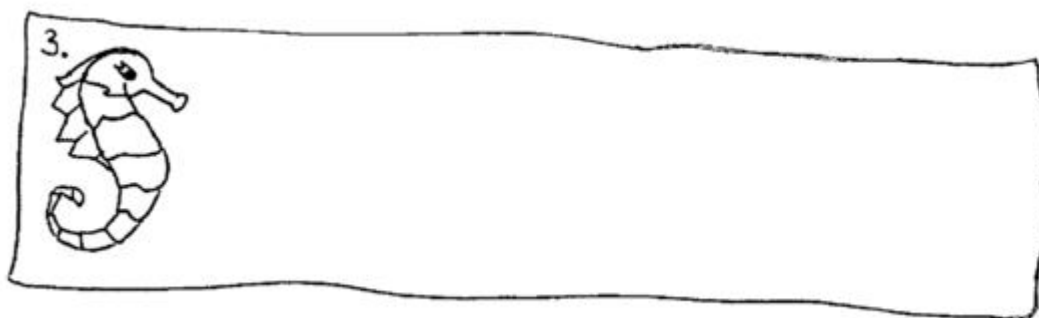
At school I am going to try to:



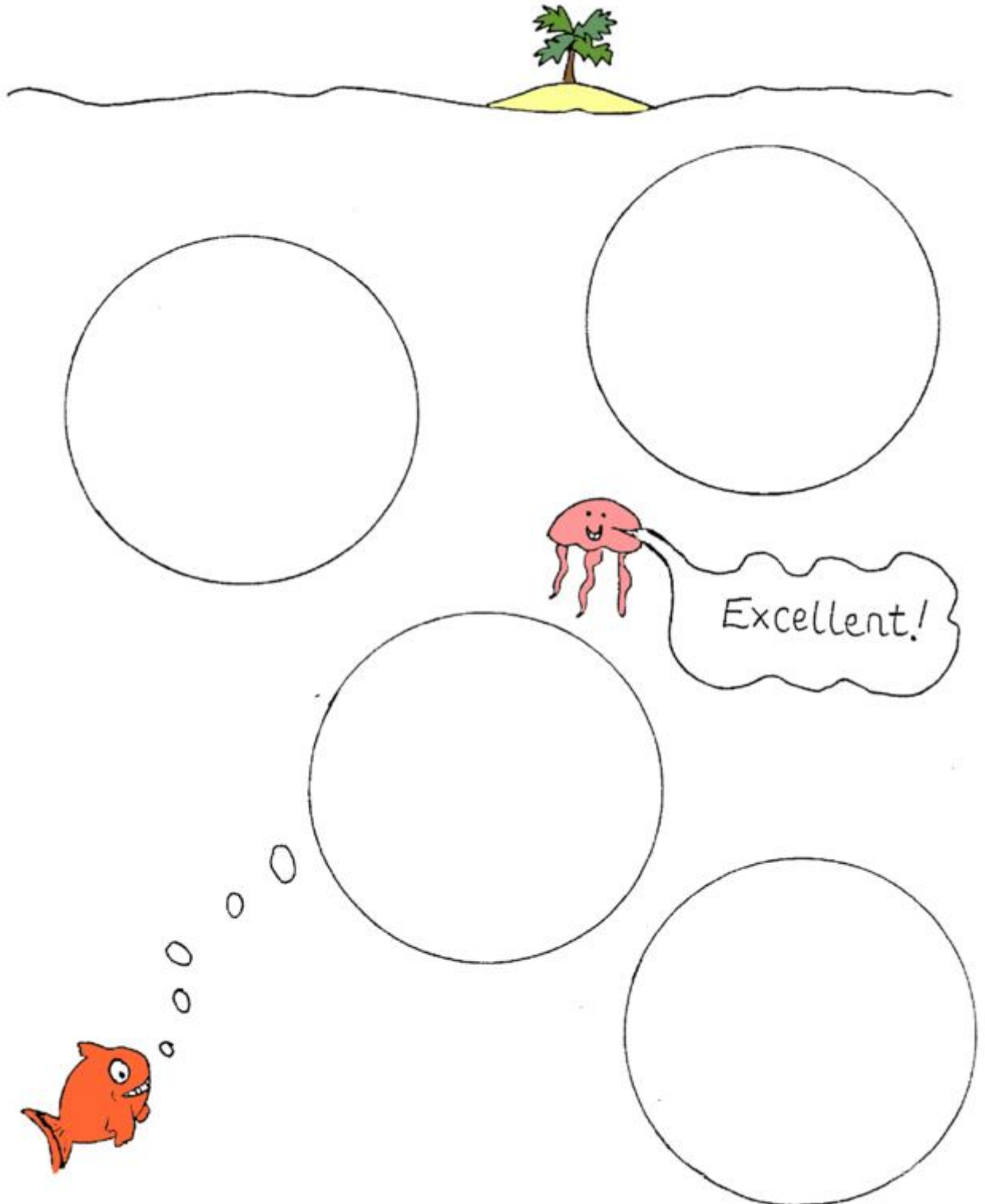
At home I am going to try to:



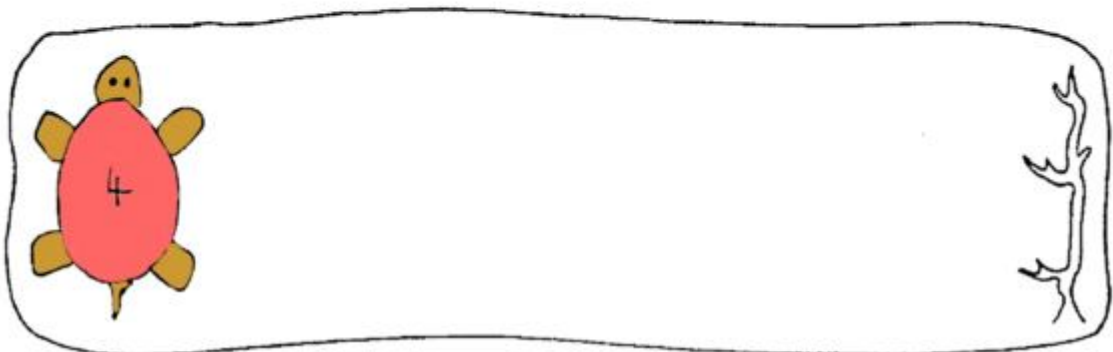
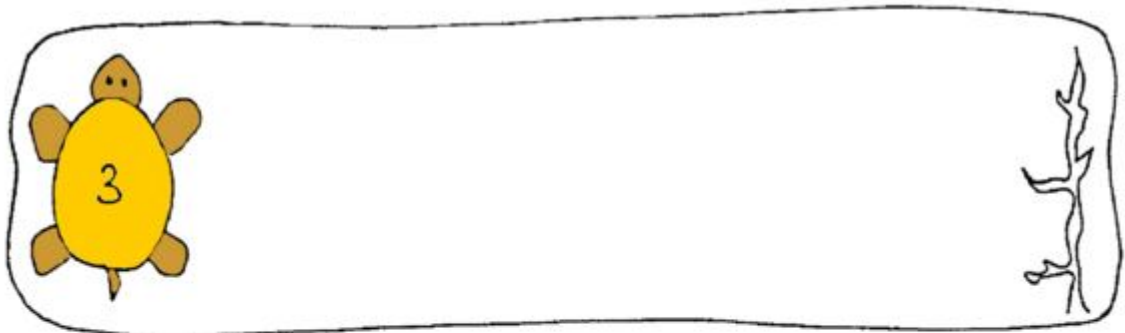
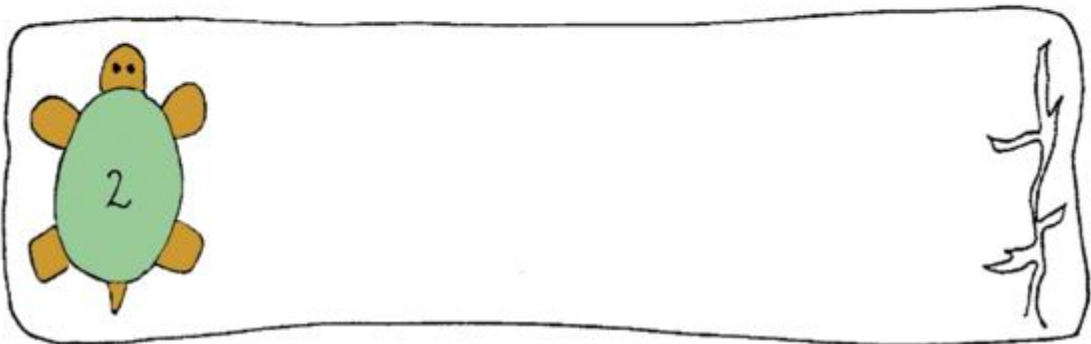
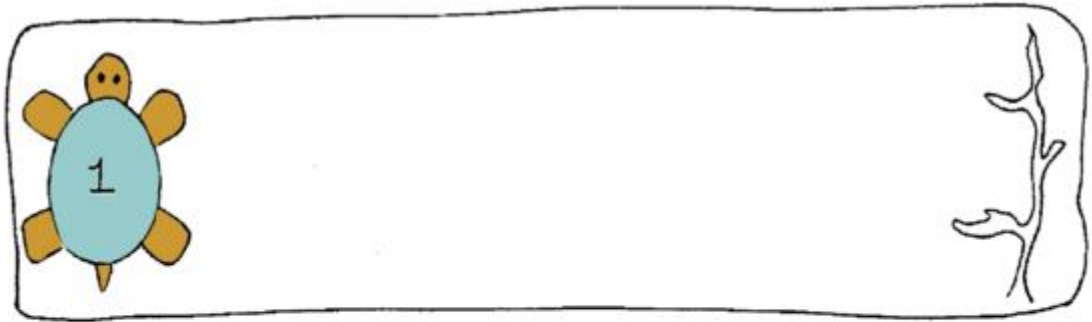
I am also going to try to:



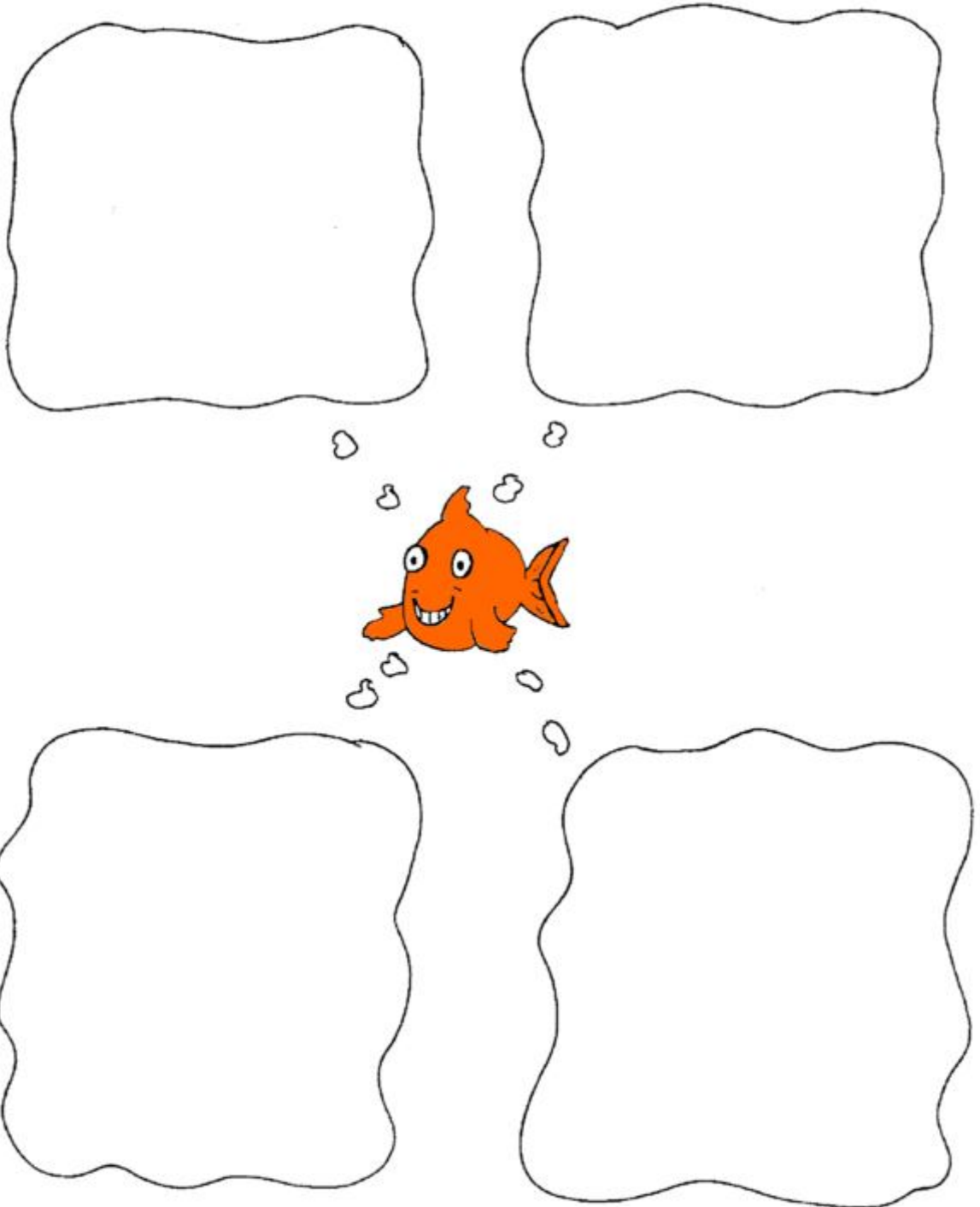
These are some of the things I could do instead. They will help me reach my targets.



I want to change my behaviour because:



These are the people who will be really pleased about my changes:



I would like the following people to help me reach my targets:

People at school

.....

People at home

.....

We need to make sure that we ask them to help.

.....can help me
by

.....can help me
by

.....can help me
by

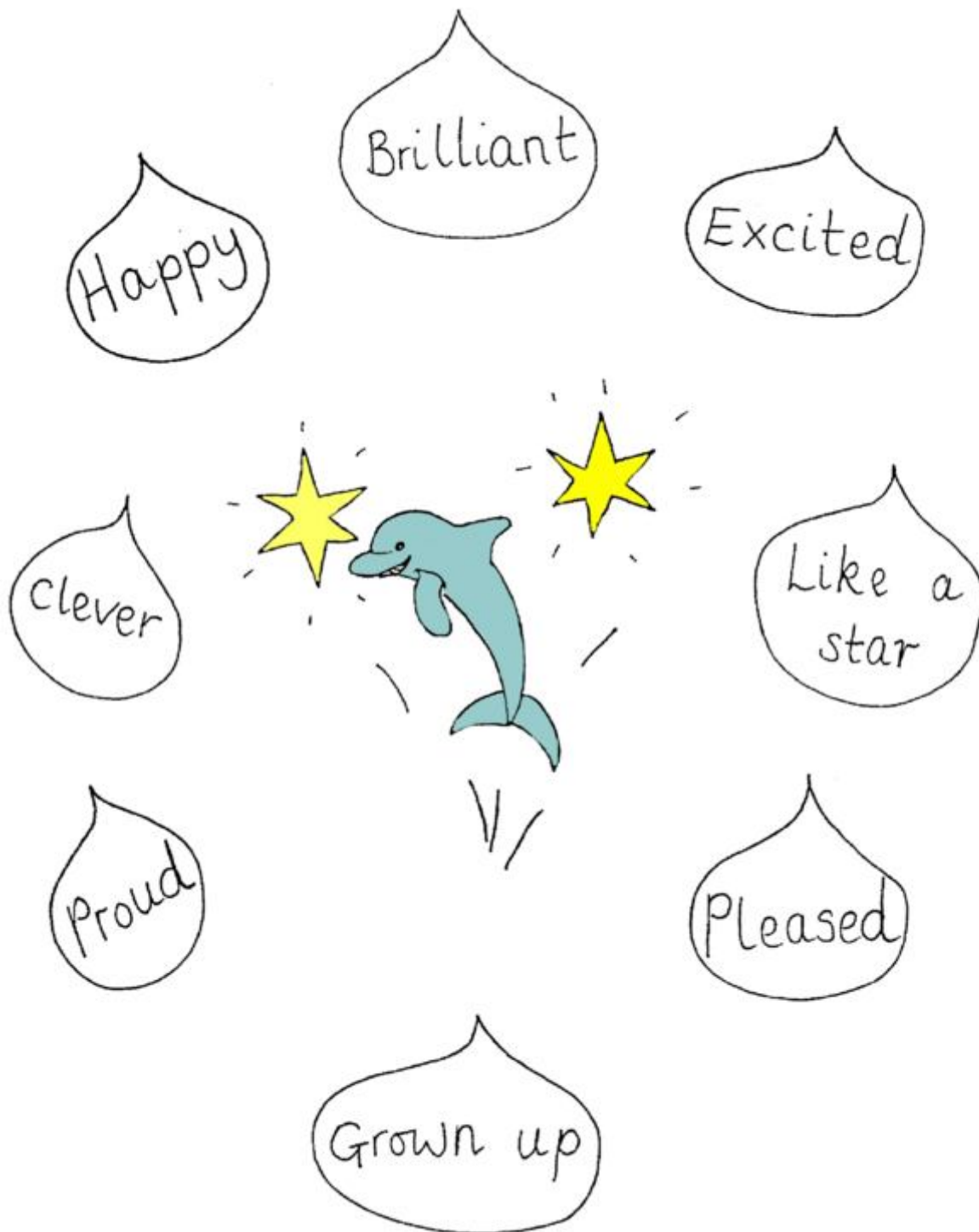
.....can help me
by



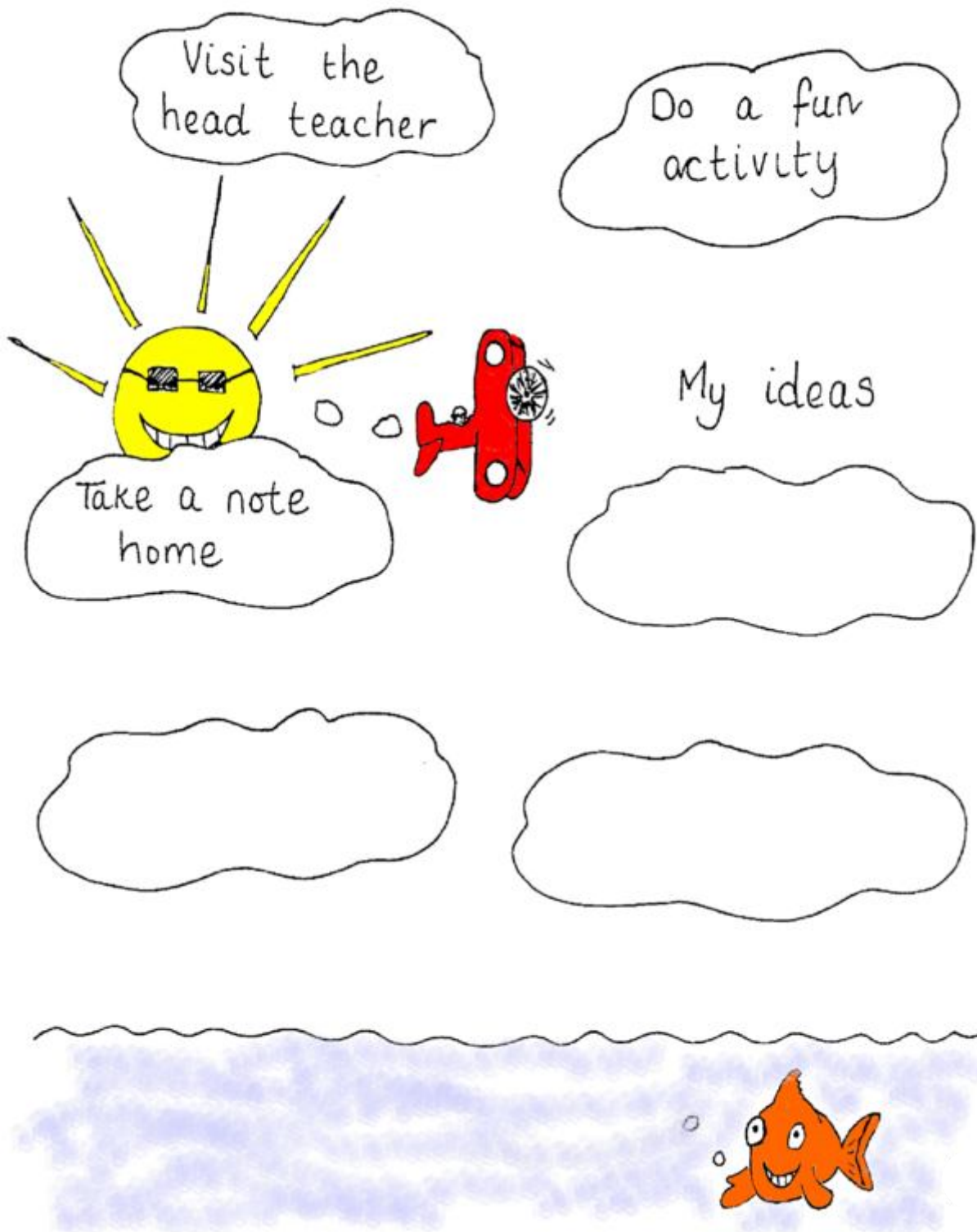
If I need any more help, I can go and ask them.



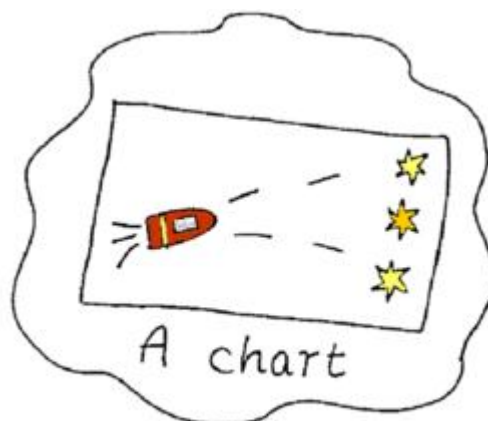
When I reach my targets I will feel:



When I reach my targets, I will celebrate in the following ways:



To see how well I am doing, a record will be kept of my progress. I can help too by using:



Other ideas



My Review

There will be a special meeting so I can see how I am doing with my targets.

This will be on at

The meeting will be held in

I would like these people to be there with me

.....

.....

.....

.....

.....

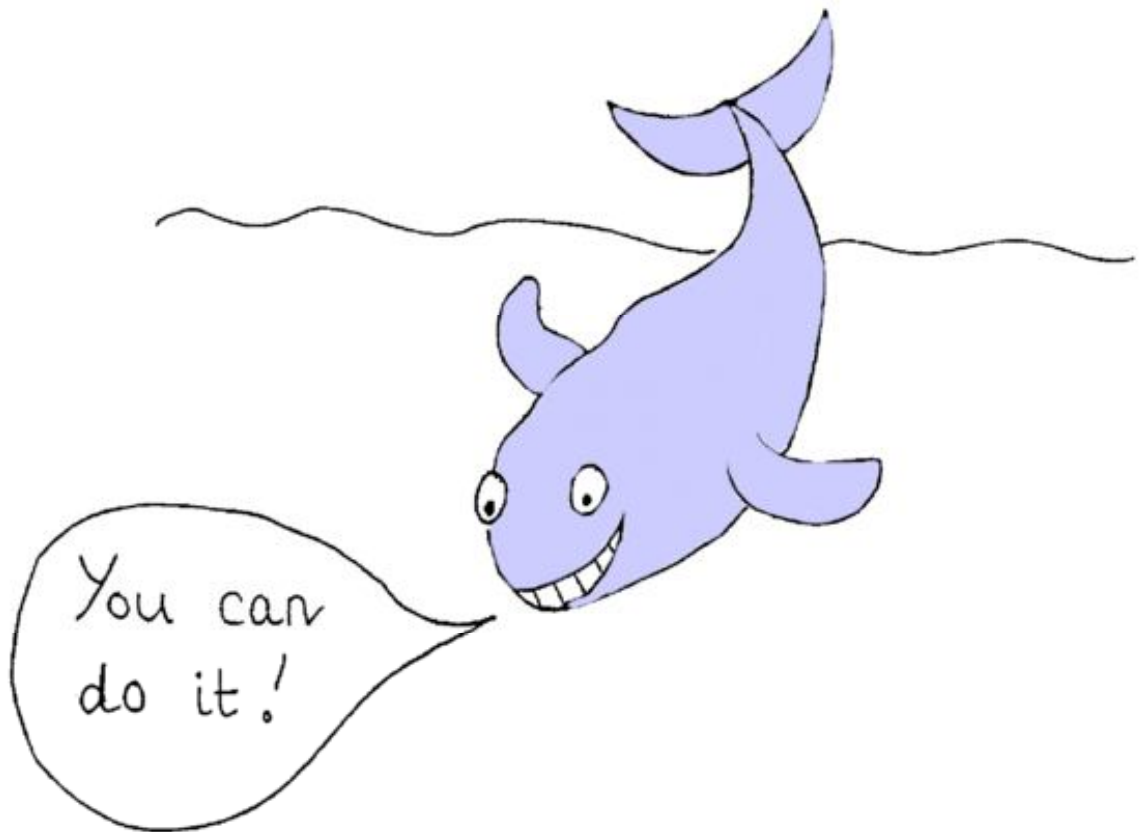
.....



Are you ready?

Set

Go!



Hampshire
County Council

Acknowledgements to Dave Traxon and Essex County Council learning Services

Risk assessment guidance and pro forma

Risk assessment of challenging behaviour

Pupil name:.....

Year group:

School:

Completed by:

Completed on:

Proposed review date:

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:

Inappropriate behaviours that may be displayed

This section allows a clear description of risks – what types of behaviour does the child engage in which represent 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 child.

Additional requirements

Staff will need to consider what additional resources and considerations will need to be in place to work effectively and safely with that child. This will be informed by the risk assessment and the child's Individual Positive Support Plan.

Preventative measures

Schools can take a range of preventative measures to reduce the risk of challenging behaviour being shown, or to reduce its intensity and duration if it has started. Some preventative 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 include 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 who know the young person from school, at home and 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 during 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 preventative 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?

The risk assessment that follows includes the following information:

Inappropriate behaviours that may be displayed

The first part of the risk assessment involves exploring the inappropriate behaviours that may be displayed. This is recorded using the 'Target', 'Probability' and 'Seriousness' sections on page 1:

Target

The target column should be used to indicate the person to whom the challenging behaviour is usually directed. This uses the following key, which is also summarised within the table.

T	Themselves
S	Staff
V	Visitors to the school or members of the public in the community
C	Children, in or out of school, vulnerable or otherwise
P	Property and 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 been 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 disruptions to the normal school routines.
- C No physical injury or damage to property; minor distress or disruption.

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.

Near the bottom of Page 1, some possible influencing factors are numbered. Some influencing factors will be closely related to particular behaviours. This can be shown by recording the number relating to each influencing factor in the 'Influencing Factors' column. This will enable you to plan your preventative measures more specifically.

What needs to be in place when working with this pupil?

In this section, staff should list any additional requirements that are not included elsewhere in the risk assessment. For example, any training staff will need; particular clothing that should be worn/avoided; number of staff required etc.

Preventative measures

A range of common preventative measures, both proactive and reactive, can be taken to reduce the risk associated with challenging behaviour. Record whether these are:

- P currently in place
- A currently being actioned
- I felt to be inappropriate to the particular risks presented

For the 'reactive strategies' section, please use the above P, A and I indicators as well as the following

- U This strategy has been tried in the past and has been inappropriate or unsuccessful for the particular child

BEHAVIOUR RISK ASSESSMENT

Pupil: _____ **Completed by:** _____ **Date:** _____ **Review date:** _____

Behaviours causing concern

The following codes are used to complete the attached risk assessment	Target T = Themselves S = Staff V = Visitors to school or members of the public in the community C = Children, in or out of school, vulnerable or otherwise P = Property	Probability HL = Highly likely. More likely than not to occur L = Likely. Probable that the behaviour will occur again U = Unlikely Strategies/changes mean that the behaviour is unlikely to reoccur soon	Seriousness A = Medical attention beyond first aid. Extensive damage to property, significant distress to self and/or others or lengthy disruption to school routines B = Requiring first aid on site. Minor damage to property. Some distress to self and others. Brief disruption to school routines C = No physical injury or damage to property. Minor distress
---	---	--	--

Behaviour/Risk	Target	Probability	Seriousness	Influencing factors
Verbal abuse				
Kicking				
Punching				
Biting/scratching/spitting				
Hair pulling				
Physical intimidation				
Other (please specify)				
Property destruction				
Running away from situation				
Running off site				
Refusal to move				
Using equipment as a weapon				
Use of a weapon				
Other (please specify)				

Possible influencing factors

1. Periods of unstructured activity	2. Transition times	3. Availability of dangerous equipment	4. Changes to routine – home, school or other	5. Environment noise, crowds distraction, etc	6. Particular pupils or adults (specify)	7. Other (specify)
-------------------------------------	---------------------	--	---	---	--	--------------------

What needs to be in place when working with this pupil? e.g. number of staff, training, clothing, etc.

Preventative Measures				
P - Currently in place C - Currently being actioned I - Inappropriate to particular risks presented				
Proactive measures				
	P	A	I	
Eliciting pupil view in planning and review				
Staff have seen Positive Support Plan and Risk Assessment				
Providing regular feedback and pastoral support to pupil				
Involving parent/carer in decision making and planning				
Involving outside agencies (e.g. EP, EWO, Social Care)				
Establishing an individual plan				
Providing regular supervision to staff working with the pupil				
Adapting curriculum arrangements to reflect challenge, choice and structure levels which are 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:				

Reactive strategies to respond to early warning signs in an escalating situation				
P - Currently in place C - Currently being actioned I - Inappropriate to particular risks presented U – Tried previously and inappropriate/unsuccessful with particular young person				
	P	A	I	U
Active listening				
Humour				
Good choice/bad choice reminder				
Distraction/diversion to preferred activity – state which activity:				
Change of task				
Planned ignoring				
Reflection				
Environmental adaptation (removing triggers, changing peers)				
Options explained				
Negotiation				
Verbal advice				
Comfort (e.g. arm around shoulder) – please specify:				
Step away/ changing face				
Informed of new appropriate behaviour				
Remind of rights/responsibilities				
Remind of rules, boundaries and limits				
Remind of consequences				
Non verbal communication – please specify:				
Physical intervention – see positive handling plan				
Other:				

Recording, reporting and monitoring physical intervention

Recording, reporting and monitoring physical intervention

The forms at the back of this book should be completed whenever restrictive physical intervention (restraint) occurs. Restraint has been defined within Hampshire guidance as follows: "circumstances where a member of staff uses force intentionally to restrict a child's movement against his or her will." (HCC, 2009).

The form should be completed by those staff involved in the incident as soon as possible and in any event within 24 hours. A copy of the front page of the form should be sent to the Psychology Research Associate (PRA) at the address below.

In accordance with the Hampshire Restrictive Physical Intervention in Schools policy, **schools are advised to review incidents of physical intervention within their establishment on a half-termly basis, although best possible practice would be to do so on a monthly basis.** Statutory guidance (April 2010) details that a designated member of staff and school governor are responsible for this review, in addition to the member of staff responsible for safeguarding and it will be important that issues of student and staff confidentiality are considered in this process. Review questions might include:

What patterns can be noticed across:

- young people involved in physical intervention
- setting events (times of day, lessons, social settings, areas in school, etc)
- the hypothesised function of the incidents (see reverse of report form)
- staff involved in physical interventions
- types of physical interventions used
- types of injuries.

What are the implications of these patterns for:

- risk assessment procedures
- individual management plans
- staff training (including initial and refresher training in behaviour management, risk assessment and physical intervention)
- supervision, timetabling and planning arrangements.

Government guidance is clear that records of restrictive physical intervention should be kept in a book with numbered pages. The forms at the back of this book represent that book. If continuation books are required, they can be obtained from the Psychology Research Associate (PRA) at the address below. Where continuation books are used, it is essential to complete the front page to show the sequence in which the books have been completed.

Useful guidelines for the completion of the Physical Intervention record regarding the child or young person being restrained:

- school name in full – bear in mind some schools have the same/similar names
- DCSF number
- year group of child
- full name of child/young person and any needs to disability or SEN.
- is the child looked after – important for our data
- complete date – i.e. dd/mm/yyyy (i.e. not just 10)
- day of week
- time
- where incident occurred – most important.

Staff involved

- name - in full
- designation - in full
- Team Teach - Yes/No
- if the staff were physically involved (P) or were observers (O).

Describing the incident

- please write clearly in black pen – this aids the photocopying of the sheet
- please **summarise** the incident answering the 1 – 5 questions in the box. This may only be five sentences in some cases
- if further information is needed about the incident please use a continuation sheet and attach
- Team Teach techniques used: tick as appropriate – please remember to do this, it saves a phone call, as well as recording if it was a single/double elbow, figure of four etc, for example.
- please complete all other areas appropriately, remembering to complete “How long was the child/young person held?”

And finally, send a copy of the **front page of the form only** (we do not need the reverse for our data) and please send in weekly or when an incident occurs as we have many Physical Intervention record forms returned to our office, potentially from over 500 schools in the region. Regular monitoring of incidents takes place and if forms are sent in over a longer period this causes inaccurate data analysis reporting.

Records of physical intervention should be sent to and continuation books are available from:

Psychology Research Associate (PRA)
 Education Psychology
 Clarendon House
 Monarch Way
 Winchester
 Hampshire
 SO22 5PW

Please find below the web address for the relevant documents relating to:

My Feelings after Physical Intervention (What Happened? Child friendly pro forma)

<http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/educational-psychology/heps/heps-policies.htm>

Support after an intervention

Support after a physical intervention

Physical intervention is distressing for both adults and the young people who are restrained. It can also be distressing to observe an incident where physical intervention has been necessary.

Debrief with young people

It is helpful to have clearly developed procedures for 'debriefing' young people. The form included at the end of this section can be used by schools to record the debrief with the young person. Again, this form is a suggested example framework which can be adapted to suit the school's needs, and the level of detail recorded will be determined by the school.

Staff will make a judgement about whether to record the discussion themselves or whether to allow the young person to record their view independently. In both cases, it is important to allow the young person an opportunity to sign the record form. **All pupils should be offered a debrief. It is important that this support is provided when the young person has calmed sufficiently to be able to reflect on what has happened. This may be as much as 90 minutes or more after the event has finished.**

One framework that can be used to support a pupil debrief is The Life Space Interview (LSI).

Life Space Interview

This was developed by Fritz Redl, an Austrian psychoanalyst. With his colleague, David Wineman, he thought that all young people, including those with challenging behaviour, possess the ability to understand and change their behaviour. In particular, he saw crises (such as those involving physical intervention) as opportunities for the young person to learn new ways of behaving, provided that appropriate support was provided.

The process can be remembered through the acronym I ESCAPE.

Isolate the young person
Explore the young person's point of view
Share the adult view
Connect with other events
Alternatives – consider other possibilities
Plan how the alternatives might be put into place
Enter the normal routine

Steps in the Life Space Interview

Isolate the young person into a neutral setting where it is possible to think and talk about what has happened. This has nothing to do with punishing, but with reducing the amount of distraction and stimulation, in order to maximise the chances of a helpful conversation. It will be important to allow the young person time to wash their face and fix their clothes etc before the discussion begins.

Explore the young person's point of view. This stage comes before sharing the adult view, as the young person will feel most willing to receive this after they feel that they have been listened to with respect and without interruption or correction. As such, it is important at this stage for staff to simply listen, and resist the temptation to contradict or tell their stories.

This involves listening to their perception of what happened and trying to gain an understanding of why they chose the behaviour that they chose. It is helpful to encourage the young person to reflect on whether they feel their choices were good.

Share the adult view. The LSI process recognises that there will be more than one point of view. This is the stage for the adult to explain why certain courses of action were taken and to share their views about how they interpreted and reacted to the situation. If there was more than one adult involved (including those involved as observers) it may be helpful to include those adults in the LSI process.

Connect with other events that the young person has managed well, or not so well, so that the young person can look for patterns that help make sense of what happened and which offer hope of different solutions. It is helpful also to help the young person look for a connection between what they thought, how they felt and what action they took. (This stage is called 'Looking for patterns' on the record sheet.)

Alternatives – What other options are available to the young person if they face a similar situation again? It is helpful to include discussion about the young person's view of how adults can best support them in similar situations. This will offer an insight into the most appropriate 'reactive strategies' for responding to difficulties in future.

Plan by choosing the best option from the alternatives and discussing what role the young person, and those around him or her, can have. How will new skills be taught and practised? How will the young person be rewarded and supported in following the plan? (This stage, and the alternatives stage, are summarised under 'Planning for the future' on the record sheet. There should be a clear link between these plans and any approaches recording on Positive Support Plans.)

Enter the normal routine that the young person follows, at a time when it is easier to rejoin the group, such as at the end of a lesson or after break time. Support the young person in managing the consequences of their behaviour.

Other debrief methods

For pupils who are not verbal or who rely on visual forms of communication, a debrief should be done using visual prompts. Examples of visual debriefs can be found in the example forms that follow, but any visual debriefs used should be tailored to the individual pupil involved as far as possible.

Debrief with members of staff

Schools will have their own procedures for providing support to colleagues under such circumstances, and the Employee Support Line (tel. 02380 626606, email eslhelp@hants.gov.uk) can provide confidential support and counselling.

It is the member of staff's choice whether to take up the offer of a debrief, but all staff involved with or observing an intervention should be offered this opportunity. That staff were indeed offered this opportunity should be recorded, and there is a box on the Physical Intervention Record Form (at the back of this book) to indicate whether or not the offer was made and whether it was taken up.

Many of the steps in the Life Space Interview will be appropriate to consider during a staff debrief. An example form for recording staff debrief is included at the end of this section. Again, this can be adapted by schools to meet their own individual needs.

Please find below the web address for the relevant documents relating to:

Support after an intervention pro forma

Hassle Log (Child friendly pro forma)

<http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/educational-psychology/heps/heps-policies.htm>



Supporting a young person after a physical intervention

What happened? (The young person's view)

What happened? (The adult's view)

Looking for patterns

Planning for the future

Young person's printed name Signature

Adult printed name Signature

Incident date Incident time

Staff Incident Debrief Form

Date:

Staff involved:

Supported by:

Discussion points:
Points for further consideration/sharing:
To the staff involved. Is there anything further you require or person you would like to see?

Signature of staff involved:

Signature support colleague: