

MOORBROOK SCHOOL



The Use of positive handling to support behaviour

Revised: April 2026

Adopted: Dec 2022

To be reviewed: Sept 2027

Governors' vision and mission statement for school:-

The Governors wish to create a centre of excellence, where:-

Everyone feels safe and happy to be part of a welcoming school community, which values and respects their individuality and their unique contributions.

There is a committed, stable and effective team of staff who understand their roles and who are supported through relevant professional development to fulfil the high expectations being placed upon them.

Pupils are keen to attend every day, because of the opportunities and high quality support they receive.

A rich and varied curriculum, shaped in consultation with pupils is provided, through excellence in teaching and learning within which pupils are supported to achieve their full potential

By nurturing their talents,

Setting appropriate learning challenges and

Removing the barriers to progress resulting from their wide ranging special educational needs.

Pupils are taught the skills they will need to manage themselves, their emotions and their relationships with others so that the school becomes a springboard to the wider world beyond school, where pupils are proud of their achievements, confident to take their place and have the skills they need to succeed in their adult lives.

Introduction

This revised policy has been prepared as a result of a review of the existing Positive Handling and Behaviour Management Policy. The responsible person for the implementation of the policy is the Headteacher. This policy will be reviewed annually by the Governing Body.

This policy takes cognisance of, and is informed by,

- 'restrictive interventions, including the use of reasonable force, in schools' published April 2026;
- the Education and Inspections Act 2006, especially sections 93 and 93A
- joint guidance issued by the DfES and DOH in 2002 and 2003,
- the guidance issued by ADCS in 2009 to Local Authorities in their protocol on restrictive physical interventions.
- the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- the Health and Safety at Work etc. Act 1974 and associated regulations
- the Human Rights Act 1998 • the Equality Act 2010

All staff are Intermediate Team Teach trained.

The policy should be read in conjunction with other school policies and guidance relating to interaction between adults and pupils, e.g., Child Protection, Guidance for Safer Working Practice.

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils and for students and volunteers working within the school to explain the school's arrangements for supporting a positive change in behaviour. Its contents are available to parents and pupils and is available on the school website.

The children and young people attend Moorbrook School as a result of placement for their Special Educational needs associated with severe social, emotional and/or behavioural difficulties with varying degrees of severity and complexity. As a result, the behaviour policy is of critical importance in meeting needs and addressing difficulties in addition to its usual role in securing good order and discipline throughout the school.

Children with social, emotional and mental health difficulties may have an extremely poor self-image rooted in persistent failure, low attainment levels and low expectations for themselves. They can be adversely affected by a lack of control outside the school over which we may have little or no influence.

The behaviour management policy, this policy and associated strategies used is intended to establish a supportive structure within which children have clear boundaries enabling them to succeed in their learning and personal development and to make the best of the opportunities presented to them.

The head teacher, in consultation with the Governing Body, is primarily responsible for the establishment and maintenance of discipline within the school. However, the day-to-day management of behaviour is the collective responsibility of all staff, teaching and non-teaching. They have equal status and authority in implementing the behaviour policy. The exception to this is the suspension or permanent exclusion of a pupil. This latter responsibility lays solely with the head teacher or deputy in his/her absence.

Aim

A well-behaved school is one in which there is a climate where pupils feel safe, enjoy learning, engage enthusiastically in activities, can access the curriculum and achieve high standards. The staff of this school aim to promote positive relationships, trust and co-operation to secure an enjoyable learning environment where expectations are clear, and conflict is minimized.

In implementing this Behaviour Change Support Policy, we must be clear that each child is valued and that it is the inappropriate behaviour that is not wanted, not the child.

Everyone attending or working at Moorbrook has a right to:

- recognition of their unique identity.
- be treated with respect and dignity.
- learn and work in a safe environment
- be protected from harm, violence, assault and acts of verbal abuse

Pupils attending this school and their parents have a right to:

- ✓ be encouraged to make choices concerning their education and their lives.
- ✓ be aware that physical interventions should only be used in the pupil's best interests.
- ✓ opportunities for learning which are appropriate to the pupils' interest and abilities.
- ✓ individual consideration of pupil needs by the staff who have responsibility for their care and protection.
- ✓ expect staff to undertake their duties and responsibilities in accordance with the school's policies.

- ✓ be informed about school rules, relevant policies and the expected conduct of all pupils and staff working in school.
- ✓ be informed about the school's complaints procedure.

Staff should ensure that pupils understand, as far as they are able, that there is an expectation of high standards of behaviour.

Parents should have committed themselves through the Home-School Agreement to work with the school to develop and ensure the good behaviour of their child and that he/she understands and follows the school's Behaviour Policy at an appropriate level.

Objectives

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the boundaries and support provided by staff. This protects the well-being and safety of all pupils and staff in school. It is also acknowledged that, in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required. At Moorbrook School physical interventions are seen as only a small part of a holistic approach to meeting the many and varied needs of our pupils, including the need/right to be safe from harm (from themselves or others).

Every effort will be made to ensure that all staff in this school:

- (i) Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where use of force is necessary and
- (ii) Are provided with appropriate and regular training to deal with these difficult situations.

Minimising the need to use force

We constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils who present with challenging behaviour have an Individual Behaviour Plan and personal Risk Assessment.

Students who have issues relating to sensory processing or other conditions that may result in increased anxiety levels, and therefore an increase in the likelihood of challenging behaviour, may have individualised support or programmes to help them to manage this.

The school teaches the fundamental aspects of Emotional Literacy to each year group to help pupils learn about feelings and managing conflict, and Restorative Approaches to Learning where this is appropriate to their level of development. The school curriculum and ethos promote independence, communication, choice and inclusion and pupils are given a myriad of opportunities for personal growth and to promote emotional wellbeing and the development of emotional intelligence.

All staff are trained in skills to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. These alternative strategies will be used in preference to physical interventions and the use of force wherever possible and safe to do so. Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not intervening/using force.

Implications of the Policy

As teaching and support staff work 'in loco parentis' and have a Duty of Care towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this policy. The use of Team Teach techniques is one of our health and safety control methods for reducing risks presented by pupil's challenging behaviour. Pupils' Behaviour Plans are Safe Systems of Work

under Health and Safety Regulations. As such it is imperative that these plans are consistently followed and implemented by all members of staff.

The application of any form of physical support/intervention inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation. Staff have a responsibility to follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Staff need to be aware that they are responsible for:

- assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties and
- making judgements about when the use of force is necessary and the degree of force which may be regarded as necessary to manage a situation.

Staff are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

The Violent Crime Reduction Act 2006 effective from September 2007, gives schools powers to screen or search pupils for weapons. At Moorbrook School it is extremely unlikely that pupils would conceal weapons and therefore staff have not received any training in this area. Staff will not be requested to undertake searches. As the power to search should only be used where it is judged to be safe, if the school decides that a search is necessary then the police will be called.

Prevention and De-escalation

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. The strategies section of a pupil's Behaviour Plan will outline specific ways to prevent incidents with the individual pupil. Good classroom organisation, clear boundaries that are consistently maintained and interesting lessons will be effective in preventing incidents with almost all pupils.

De-escalation techniques should be used wherever possible and appropriate to defuse a situation and prevent an incident from occurring – a non-confrontational, calm but assertive approach is generally most effective.

Diverting the pupil's attention and distracting them from the "trigger" or a third person intervening can also help to prevent incidents. These should all be used before resorting to restrictive physical interventions, unless safety is at risk.

Primary Prevention

This is achieved by: -

- ☐ Avoiding situations and triggers known to provoke challenging behaviour.
- ☐ Creating opportunities for communication, choice and achievement.
- ☐ Exploring pupils' preferences relating to the way/s in which they are managed.
- ☐ Developing staff expertise through a programme of Continuous Professional Development.
- ☐ The deployment of appropriate staffing numbers.
- ☐ The deployment of appropriately trained and competent staff.

Secondary Prevention

This involves the recognition of the early stages of a behavioural sequence or pattern that is likely to develop into violence or aggression and employing 'diffusion' techniques to avert any further escalation.

Where there is clearly documented evidence that particular sequences of behaviour escalate rapidly into violence, the use of a restrictive physical intervention (RPI) at an early stage in the sequence may, potentially, be justified if it is clear that:

- Primary prevention has not been effective, and
- The risks associated with **NOT** using a RPI are greater than the risks of using a RPI, and

Types of Incident

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- self – injuring
- causing injury to others
- committing a criminal offence
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).

The incidents described in The Education and Inspections Act 2006 and The Use of Reasonable Force to Control and Restrain Pupils fall into three broad categories: -

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order or discipline.

Examples of situations which fall within one of the first two categories, are:

- A pupil attacks a member of staff, or another pupil.
- Pupils are fighting.
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property.
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.
- A pupil is running in a corridor or on a stairway in a way which he or she might have or cause an accident likely to injure him or herself or others.
- A pupil absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school).

Examples of situations which fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom.
- A pupil is behaving in a way that is seriously disrupting a lesson.

Where a pupil's behaviour threatens good order and discipline and provokes intervention, some or all of the following approaches should be taken according to the circumstances of the incident:

- ✓ A calming activity should be offered/made available to the pupil, including the option to withdraw from the task/activity
- ✓ A clear positive statement should be given to tell the pupil what it is that you want them to do – i.e., give a positive instruction.
- ✓ Positive reinforcement, praise and reward should be provided to the pupil for any attempt to calm down and/or behave appropriately, however small the effort

- ✓ Warning of intention to intervene physically and that this will cease when the pupil complies. If possible, summon assistance.
- ✓ Physical intervention - positive handling uses Team Teach techniques to prevent a child harming him or herself, others or property.

Problems are normal where children are learning and testing the boundaries of acceptable behaviour. Our success is not measured by the absence of problems, but by the way in which we deal with them.

Risk Assessment and deciding whether to use Restrictive Physical Interventions

It may be necessary to make a judgement about the relative risks and potential benefits arising from activities which might provoke challenging behaviours compared with the impact on the pupil's overall quality of life if such activities are not allowed.

Both challenging behaviour and restrictive physical interventions will involve a risk – to both staff and pupils. A risk assessment aims to balance these risks. The aim of the individual pupil's Behaviour Plan and of this policy is to reduce the risks associated with pupils' challenging behaviour as far as is reasonably practicable – both the risks that are associated with the behaviour itself and the risk of managing that behaviour. The risks of employing an intervention should be lower than the risks of not doing so.

A Behaviour Risk Assessment will be carried out if it is foreseeable that a pupil's behaviour may pose a risk to staff or pupils. This may result in a Behaviour Plan being devised. This will be done in discussion with the staff team working with the pupil. The Headteacher may also be involved at this stage.

All staff authorised to use physical intervention with pupils will receive training in Intermediate and Advanced Team Teach techniques as a risk reduction strategy and receive information about the risk to pupils of positional asphyxia. There are very clear protocols delivered during training to minimise the risk of harm to pupils and to ensure that appropriate safeguards are implemented.

Strategies for dealing with challenging behaviour and supporting pupils in crisis

All staff at Moorbrook school will consistently use positive strategies to prevent the likelihood of incidents occurring, and to develop appropriate behaviour and good order – research shows that the way to improve behaviour is to praise and reward appropriate behaviour to increase the likelihood of it happening again! Alternative, positive behaviours are actively taught to replace inappropriate behaviour and every pupil has a target relating to this incorporated into their Behaviour Plan.

The Governors acknowledge the ethos and high expectations of good behaviour throughout the school that have led to many pupils with challenging behaviour developing coping skills and ultimately being able to manage their own behaviour; the school promotes an ethos among its pupils of them 'owning their own behaviour'. It is also acknowledged that progress can be very slow, and some pupils may take many years to develop socially acceptable behaviour. A small steps approach, with positive reinforcement consistently and enthusiastically employed, and where progress is carefully recorded, allows staff and parents/carers/others to acknowledge the progress that all pupils make in changing their behaviour.

Definitions

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment, and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Positive Handling at Moorbrook School is seen as a proactive response to meet individual pupil needs and any such measures will be most effective in the context of the overall ethos of the school, the way that staff exercise their responsibilities and the range of behaviour change support strategies used.

Positive Handling Plans are a plan for the positive management of pupils' behaviour. They are based on a risk assessment and identify positive prevention strategies and how a pupil may need to be

supported in a crisis. The focus of these plans is how to keep everyone safe whilst ultimately teaching/supporting a pupil to change their behaviour to a more positive alternative. A SMART target is included in the Behaviour Plan so that everyone is clear what the pupil is working towards and how we will know when they have achieved this.

1. Physical Contact

Situations in which proper physical contact occurs between staff and pupils, e.g., in the care of pupils and in order to support their access to a broad and balanced curriculum. It would seem reasonable that young children do require opportunities for close contact such as cuddles/hugs and as long as this is within public view, sensitively carried out and age/person-appropriate the Governors would fully support this approach. At all times, (especially whilst assisting a pupil with their personal care and when teaching/practicing personal independence skills) staff should use discretion to preserve the dignity of those pupils needing help/support. See the document Safer Working Practice for Adults who work with Children and Young People in Education Settings.

2. Physical Intervention (PI)

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where the pupil is compliant.

This technique cannot be emphasised enough and in the hands of a skilful practitioner many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e., it may be possible to “defuse” a situation by a timely intervention.

3. Physical Control/Restraint/Restrictive Physical Intervention (RPI)

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. **All such incidents must be recorded** on CPOMS/ the RPI record and in the Serious Incident Book. If anyone is injured a HS1 accident/incident report must also be completed. The pupil’s parents will be informed of any significant incident concerning their child as soon as is practicable after the incident.

The level of compliance from the pupil determines whether or not the interaction is an intervention or a restraint/RPI. Restraint is defined by Team Teach as the positive application of force by staff, in order to overcome rigorous resistance; completely directing, deciding and controlling a person’s free movement.

Corporal Punishment

Corporal punishment was abolished in all Maintained Schools by the Education (No2) Act 1986. Corporal punishment is the intentional use of force as a punishment. This is not used at Moorbrook School.

Pupils

Where a pupil has sufficient understanding of their Behaviour Plan should be discussed with them. They may benefit from a simple symbolised version of the plan as an aide-memoir – the plan should be seen as supportive to/by the pupil. It may be beneficial to “rehearse” the plan so that they are comfortable with what will happen if they need support. The above is the responsibility of the class teacher, PSM or Keyworker. Plans must be shared with all staff and used consistently.

Parents/carers/those with parental responsibility

When a Behaviour Plan is first drawn up the parents/carers/those with parental responsibility will be invited into school to discuss the plan, why there has been a need to devise a plan, and the techniques that may be used, including any Restrictive Physical Interventions. Their views should be sought in relation to the plan. If parents/carers are not in agreement with the plan the

Headteacher will attempt to negotiate a solution. If a solution is not found it may be necessary to review the suitability of the continued attendance of the pupil at Moorbrook school. Parental permission will be sought to share the plan with other agencies involved with the pupil in order to encourage consistency of management, e.g., short-term break service/link family, after school club/Personal Assistants. Subsequent reviews of the plan will be sent home for approval and the plan will also be formally reviewed at the time of the Annual Review each year.

Bullying

Bullying can be defined as persistent action, criticism or personal abuse either in public or private, which humiliates, intimidates, undermines or demeans the individual involved. Where instances of bullying are discovered, the pupil will be taken to one side and the matter discussed. Further work on relationships and caring about others will be taught via the PSHE curriculum.

Planned and emergency physical interventions

A **planned intervention** is one that is described/outlined in the pupil's Behaviour Plan. This should cover most interventions, as possible scenarios will be identified through the Challenging Behaviour Risk Assessment and planned for when the Behaviour Plan is drawn up. These interventions may include the use of Team Teach techniques.

An **emergency physical intervention** may be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be **proportionate to the circumstances**. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Wherever possible assistance will be sought from another member of staff. Following any such incident, a Behaviour Plan will be devised (or the existing plan amended) to support effective responses to any such situations which may arise in the future.

Using Force

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it within Moorbrook school:

- Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.
- The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.
- Staff would be expected to follow the pupil's Behaviour Plan in the first instance to manage an incident/challenging behaviour
- If this was unsuccessful and the situation continues to escalate staff would then be expected to employ other Team Teach techniques that they have been trained in

Any use of force by staff outside of the Team Teach training framework would need to be judged on whether it was reasonable, proportionate and necessary in the particular circumstances concerned.

All the techniques taught take account of a young persons.

- age
- gender
- level of physical, emotional and intellectual development
- special needs
- social context

They also provide a gradual, graded system of response.

Acceptable measures of physical intervention (PI)

The use of Team Teach PI techniques can be justified if:

- (a) it is warranted by the particular circumstances of the incident.
- (b) it is delivered in accordance with the seriousness of the incident and the consequences which it is desired to prevent.
- (c) it is carried out as the minimum needed to achieve the desired result.
- (d) the age, understanding and gender of the pupil are taken into account.
- (e) it is likely to achieve the desired result.

Wherever possible assistance should be sought from another member of staff before intervening.

This form of physical intervention may involve staff:

- escorting a pupil.
- shepherding a pupil away.
- supportively holding a pupil to keep them or others safe until they have regained control of themselves or can be supported to an area to calm down.

Restrictive Physical Interventions

In some circumstances, trained staff may need to use more restrictive holds - Team Teach RPI techniques. Acceptable methods are taught as part of the training procedures made available to appropriate staff.

Any such measures will be most effective in the context of the overall positive and caring ethos of the school, the way in which staff exercise their responsibilities, and the behaviour change support strategies used.

Staff may need to rotate roles and have a break if the incident is prolonged (over 10 minutes) – you should follow the pupil's Behaviour Plan; at all times acting in the best interests of the child.

- It is acknowledged that with some disengagement techniques pupils may encounter some minimal discomfort when appropriate release techniques are used. However, this is very brief, transient and poses less of a risk than the behaviour they are employed in response to, e.g., biting, head butting.
- Most staff are trained in First Aid. Any of these may be called upon to implement First Aid or to seek further guidance from in the event of an injury or physical distress arising as a result of a physical intervention.

Time out and Withdrawal

Time out: This involves restricting the service user's access to positive reinforcements as part of the behavioural programme in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily literally mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding (it could be as simple as turning away from a child who is attention seeking, or positioning a child away from the class/group). This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area. The school has a Care and guidance Team who help pupils that may be struggling in class, by giving them the option to go to the quiet rooms to talk through any concerns or adjust their behaviour in a quiet environment. The C+G team will help disengaged pupils using a

'walk and talk' strategy that offers the opportunity to discuss concerns and/ or removes them from the situation they may have been struggling with.

Withdrawal: which involves removing the person from a situation which causes anxiety, high arousal levels, or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class/group to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress.

Recording of incidents

Where a Restrictive Physical Intervention has been used a record of the incident will be kept. Recording of incidents should be carried out in line with the flowchart for recording of incidents and accidents. All incidents of the use of Restrictive Physical Interventions should be recorded on an RF1 and a record should be made in the school's Serious Incident Book (SIB). The SIB is a hard-backed book, with numbered pages, retained by the Headteacher. Please ask for advice and support when completing an RF1 for the first time. RF1's will be completed as soon as possible after the incident, (within 24 hours) normally prior to staff going off duty and uploaded to CPoms.

Behaviour incident sheets can be used for recording less serious incidents, evidencing a chronology for recording antecedents, Behaviour and consequences. These are done online using the school system.

After the review of the incident, a copy of the details will be placed on the pupil's file as part of their educational record.

Reporting incidents

All Serious Incidents recorded on an RF1 or BIS and entered into the Serious Incident Book will be reported to parents. This should be by telephone by the staff member who undertook RPI or a member of SLT- depending on the nature of the incident.

Where there is any concern over the appropriateness of a response the Headteacher, Chair of Governors or the CSA Team Teach Adviser may refer the incident to the Lancashire Children's Safeguarding Board for clarification and/or investigation.

Whilst the physical interventions are intended to reduce risk, there is always risk when two or more people engage to use force to protect, release or restrain. Team Teach techniques seek to avoid injury to the service user and staff, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe. Any such injury will be reported using the skin map on the RF1. Any injuries to pupils as a result of incidents involving restraint will be reported in line with locally agreed LADO procedures.

Monitoring incidents

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour may require the restrictive physical intervention/s and/or an adjustment to the provision made for them at the school.

Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs. To safeguard pupils and ensure objectivity, and support the Headteacher & school, the School's Adviser and a school governor will also be involved in the monitoring of all incidents involving a Restrictive Physical Intervention.

Support following incidents

Physical interventions are not used in isolation and the school is committed to ensuring that as a result of incidents learning opportunities are created for children that allow them to 'own' and take responsibility for their behaviour at a level appropriate to their stage of development.

Review procedures are in place to ensure that appropriate support is provided and recorded for staff and pupils, and that following an incident pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained. Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible.

Review time with a member of staff to "discuss" the incident. Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary. Where staff have been involved in an incident involving a Restrictive Physical Intervention, they should have access to counselling and support as needed. Within the school, this will be made available/supported through the Headteacher or a member of SLT. Staff may also contact the Directorate's Counselling Line (01772 263346).

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure/s:

- ☐ Review of Behaviour Plan
- ☐ Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- ☐ Staff or Pupil Disciplinary Procedure
- ☐ School Behaviour Change Support Policy
- ☐ Suspension or Exclusions Procedure: in the case of violence or assault against a member of staff this may be considered
- ☐ The member of staff will be kept informed of any action taken.

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

In some circumstances it may be appropriate to provide additional training or professional support for particular staff in relation to the management of incidents where although the criteria for the application of the above procedures were not met, it is decided that the incident could have been managed more effectively.

Visits out of school

Our equal opportunities policy states that all pupils should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for each pupil prior to each visit into the community. Due consideration should be given to the following:

- ☐ Is the pupil able to cope with the demands of the proposed visit?
- ☐ Are there sufficient, suitably trained staff - particularly if there should be an incident?
- ☐ How will you contact school to get extra help if necessary and how will you get back?

Confiscation & Searches

Any prohibited items (listed below) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 or any other item that the school rules: identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons.
- alcohol.
- illegal drugs.
- stolen items.
- any article that the member of staff reasonably suspects has been or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
 - an article specified in regulations:
- tobacco and cigarette papers.
- fireworks.
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. See Keeping Children Safe in Education (KCSIE) and Working Together to Safeguard Children.

The member of staff conducting a search **must** be the same sex as the pupil, and there **must** be another member of staff present to witness, unless:

The person doing the search **must** believe there's a risk that serious harm will be caused if the search isn't urgently carried out.

In the time available, it's not reasonably practicable to use a staff member who is the same sex as the pupil or for a witness to be present. If the above is the case, the person doing the search should report it immediately

All incidents involving searches for prohibited items **must** be recorded by staff on an RF1, BIS or pink safeguarding sheet; reporting must be within 24hrs.

Health and Safety of Staff

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety.

Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' Behaviour Plans have a duty to report these to the Headteacher immediately as there may be an impact on their own safety and that of colleagues and/or pupils.

Staff Training

Training at some level will be available to all staff at Moorbrook School. For most staff this is intermediate Team Teach training in the use of positive handling and it is the responsibility of the Headteacher to ensure this training is kept up to date. No member of staff will be expected to use Team Teach techniques without appropriate training. Prior to the provision of training, guidance will be given on action to be taken in the event of an incident. Arrangements will be made clear as part of the induction of staff and training will be provided as part of on-going staff development.

Lancashire Children's Services Authority (CSA) and Moorbrook School is committed to using Team Teach. Team Teach Ltd is a training provider that is accredited through the British Institute of Learning Difficulties (BILD)

Most school staff working directly with pupils receive the 12-hour Basic Course in Team Teach. This is in line with County guidance and Team Teach policy. This level of training is required for most staff as they are expected to be able to actively support each other, and pupils, if an incident occurs and a physical intervention is needed to keep themselves and/or others safe.

This distinction in training and certification is considered a sensible risk-assessed approach to managing the training needs of all staff and is supported by Team Teach Ltd.

Authorised Staff

All teachers, support staff and therapists who the Headteacher has authorised to have control or charge of pupils automatically have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006 and the subsequent guidance 'The Use of Force to Control and Restrain Pupils' 2010.

Supply staff must ensure that they are familiar with this school's policy. Appropriate guidance will be given if they have not undertaken Team Teach training.

The school provides training for all authorised staff and the Headteacher retains a list of all those staff trained and authorised. The Headteacher will ensure that those authorised are aware of, and understand, what the authorisation entails.

Those whom the Headteacher has not authorised will be told what steps to take in the case of an incident where control or restraint is needed. All staff will receive training in Managing Behaviour as part of their Induction Training.

All members of staff are reminded that all pupils who have challenging behaviour will have a Behaviour Plan, which should be strictly adhered to. These plans are reviewed regularly, and staff are encouraged to make a contribution to the plans. A pupil's Behaviour Change Support Plan constitutes a Safe System of Work under Health and Safety Regulations.

Staff from the CSC and services working within the school

Support Services may have their own policies for Care and Control/Behaviour Support of pupils. When working within Moorbrook school it is the Headteacher's responsibility to ensure that colleagues from Support Services are aware of school policy and practice and comply with this.

Complaints

The availability of a clear policy about the use of reasonable force and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Where the nature of any complaint made by a pupil, parent or other person in relation to the use of RPI within the school indicates that an allegation of mishandling by a member of staff is being made which complies with the criteria contained in CSC guidance the matter will be reported to the Local Authority Designated Officer (LADO) in accordance with LA procedures.

In such circumstances the investigation of the complaint/allegation and any resulting action in respect of child protection, disciplinary or other procedures will be carried out in accordance with the guidance received from the LA.

Whistle Blowing

Whilst the training in TEAM TEACH provided to all staff encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare. Any such concerns, (short of immediate Child Protection concerns which should, of course, be passed to the DSL), should be raised with the Headteacher, Deputy Head Teacher, or with the Chair of Governors in order to allow concerns to be addressed and practice improved. Please see the staff code of conduct and safeguarding policy for further details.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[School suspensions and permanent exclusions](#)

[Restrictive interventions, including use of reasonable force, in school](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Reference documents

DCSF, The Use of Force to Control or Restrain Pupils – supersedes Circular 10/98 - <http://www.teachernet.gov.uk/doc/12187/ACFD89B.pdf>

Updated April 2026

The Violent Crime Reduction Act 2006 (screening and searching of pupils for weapons guidance for school staff), Department for Education and Skills, 2007 – www.teachernet.gov.uk/wholeschool/healthandsafety/schoolsecurity/

The Education and Inspections Act 2006 - Section 93 replaces section 550A of the Education Act 1996 - <http://www.opsi.gov.uk/ACTS/en2006/06en40-f.htm>

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties, Joint Guidance DfES and DoH, 2003 – www.teachernet.gov.uk/wholeschool/sen/piguide

Risk Assessment Pro Forma - <http://www.teachernet.gov.uk/docbank/index.cfm?id=5334>

Guidance on the use of restrictive physical interventions for staff working with Children who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders, Joint Guidance DfES and DoH, 2002 – www.teachernet.gov.uk/wholeschool/sen/piguide

The Children's Act 1989 http://www.opsi.gov.uk/acts/acts1989/Ukpga_19890041_en_1.htm

Physical Interventions: A Policy Framework, John Harris, et al, BILD, 2002