



Annex: Supplemental Physical Intervention Policy during the reopening of schools May 2020

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1. Context

From 1st June 2020 EYFS, Year 1, Year 6, vulnerable children and children of critical workers are reintegrated back to school following the following Government Guidance:

<https://www.gov.uk/government/news/details-on-phased-wider-opening-of-schools-colleges-and-nurseries>

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers>

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

This annex to the school Physical Intervention policy reflects new protective measures and arrangements implemented in response to COVID-19. All other provisions in the Physical Intervention policy remain in force.

2. Protective Measures

School staff can use reasonable force to either control or restrain pupils. A number of staff members have MAPA training (Management of Actual or Potential aggression). For those pupils that have a Positive Handling Plan (PHP), a risk assessment for returning to school will be completed. This risk assessment will directly address the risks associated with the pupils behaviours and coronavirus, so that sensible measures can be put in place to control the risks for pupils and staff. Following completing the risk assessments, schools will need to update the pupils PHP and share both the risk assessment and PHP with parents/carers.

Due to COVID-19 and following guidance from CPI parents/carers will have a responsibility to come the school to help de-escalate a situation if handling becomes a probable action. If parents do not arrive before the risk of harm to self/others becomes great, pupils will be handled as detailed in their PHP.

If physical intervention is necessary due to challenging behaviour, ideally staff should wear personal protective equipment (PPE), including aprons, gloves and masks. However, staff may not have time to put PPE on if the pupil is hurting themselves and/or others, absconding and/or putting themselves and/or others at risk. Therefore, staff will take extra hygiene precautions in light of COVID-19, this includes adults MAPA trained and pupils with a PHP having a change of clothes within school and washing of exposed area (including pupil's arms, where they've been held), after de-escalation.

Staff MAPA trained will be trained in the correct use of PPE. PPE will be stored in each classroom, the pastoral office, SLT office and the main office so staff MAPA trained can access PPE easily if necessary.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. Our Physical Intervention Policy contains further details.

3. Training of staff

The school has adopted the techniques of Pivotal MAPA (Management of Actual or Potential Aggression). Key staff members have received MAPA training which is refreshed annually – see Appendix 2. If a member of staffs training has lapsed, they have a 3-month period where they are still trained. Pivotal MAPA instructors can offer advice to schools with regards to physical intervention.

4. Safe Spaces

At Greystoke there is one safe space room. The main safe space is the SLT office in the year 5/6 corridor however, if this room is being used to isolate a person unwell with covid symptoms it will be marked as in use on the door and the library must be used instead. This will be the case for 72 hours after the event with the room remaining marked as in use throughout this time. These spaces are viewed as a safe environment for children to calm from crisis and the main space is furnished with a tent, calm box and a weighted blanket. If a child needs to use the safe space this will be cleaned after use following the schools deep cleaning schedule. This will include, cleaning door handles with disinfectant wipes/solution, damp cleaning the tent and following with disinfectant wipe/solution.

5. Recording and monitoring

Incidents of restraints or disengagements must be recorded by staff, using the agreed Hold Till Calm (HTC) form kept on the school server.

Parents/Carers will be contacted prior to physical intervention taking place to inform them that their child's behaviour is escalating. When Parents/Carers arrive at school the following information must be provided:

- When and where the incident took place
- Why physical intervention was used
- What physical intervention was used
- Whether there were any injuries
- What follow up action (support and /or disciplinary) was being taken in relation to their child

6. Positive Handling Plans

Where specified in a risk assessment or after any incidence of restraint a Positive Handling Plan (PHP) must be drawn up by the SENDCo, Inclusion Manager and other relevant staff, using the agreed school proforma updated for COVID-19 – Appendix 3.

PHP's are working documents and must be reviewed by the SENDCo, Inclusion Manager and other relevant staff regularly to ensure that they are still effective and take into account relevant needs of individuals.

7. Roles and responsibilities

The Advisory Board:

The Advisory Board helps set down general guidelines on standards of discipline and behaviour, and, are kept informed of any restraints.

Headteacher:

The Headteacher has the responsibility for informing the Advisory Board of the rate of incidents of restraint on a termly basis. The Head Teacher will read and enforce the school's Physical Intervention Policy to ensure pupils and staff are kept safe.

SENCO:

SENCO will monitor PHP and risk assessments on a regular basis and review these in line with the latest government advice and guidance and update parents/carers to these changes.

All staff:

All staff members will be trained in using PPE. MAPA trained staff will be required to bring in spare clothes incase PPE can't be accessed before physical intervention is necessary.

Where PPE has been used, staff will inform the office manager so PPE equipment can be replenished.

Ideally staff should wear personal protective equipment (PPE), including aprons, gloves and masks.

If a safe space has been used, staff involved in the physical intervention need to ensure the cleaning team are informed and no one enters the safe space until it has been cleaned thoroughly.

Where physical intervention has occurred, staff members are required to ensure washing of exposed areas, including pupil's arms, where they've been held has taken place.

Record incidents of restraint using the agreed method on the school's incident HTC forms and inform incidents of restraints with parents/carers.

8. Review

This annex will be reviewed by DSAT Behaviour Lead and shared with headteachers and the advisory board in line with the latest government advice.

Appendix 1: Example Risk Assessment

This form should be used to summarise the findings of the risk assessment for an individual child or young person who requires additional support and is undertaken by the school.

This form does not need to be returned to the Local Authority. It is for school use.

Activities covered by this assessment:	Covid 19 Risk Assessment						
School:	Greystoke Primary School						
Child's Name	XXXXXXXXXXXX			UPN		XXXXXXXXXXXX	
Please tick which apply:	Pupil is Looked After (LAC)		Pupil meets section 17 Definition		Pupil is Child in Need (CIN)		Pupil has EHCP
Parents Views							
Pupils Views							

Note: Children and young people with an EHC Plan should be risk-assessed by their school or college in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

The circumstances of each child are likely to change over time and schools will be well placed to identify this through the regular contact that they maintain with all vulnerable children. Individual risk assessments should be updated in the light of changing circumstances.

Each School in Leicestershire has been asked to complete one EHCP Risk Assessment Summary Form per school. This example EHCP Risk Assessment form can assist schools with recording their individual risk assessments if wished. This may help schools with completing the Summary Form. The School Summary Form includes identification of priorities for action. The Local authority is asking for the School Summary Form to be returned on a fortnightly basis or sooner if any risk assessments move into Priority for action 1. Further information is available in the Head Teacher’s Corona Virus Update 21st April 2020

The government guidance can be found here: <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

Updated guidance on risk assessments issued on 19th April 2020 can be found here: <https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>

Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989. Social care/safeguarding risk assessments have been completed by social care. If you have safeguarding concerns about any child/young person, including if you are unable to make contact with child/young person and/or parents/carers, please continue to follow your school, college or setting’s safeguarding procedures.

Hazard (Something with a potential to cause harm)	Risk	Initial Risk Rating			Further Controls- what is the offer? (What reasonably practicable control measures could be considered to further reduce the risk rating?) For example services they most need can be moved from their educational setting into their home; their parents can meet their needs full-time; they are able to follow hygiene and social distancing practices at home; moving either equipment or services into a child or	Residual Risk Rating			Action Required		
		Severity	Likelihood	Risk rating		Severity	Likelihood	Risk rating	Who: (Initial)	Date By: (--/--/--)	Done ✓/✗

					young person's home would enable them to be supported there such as physiotherapy equipment, sensory equipment, online sessions with different types of therapists; phone support for parents in delivering interventions;						
When he doesn't get his own way. If he doesn't have control. If an adult takes something he wants.	Risk of biting or hitting/kicking adults and breaking social distancing. Risk of MAPA hold which would break social distancing.	H	M		<p>Adults working with XXXX watch and observe his behaviours and pre-empt when lashing out might occur. They follow his behaviour plan and his LES plan and try to keep to routines which will engage him and remove the risk of him lashing out. There are rewards and consequences for his behaviours.</p> <p>In the event that he lashes out without any warnings, XXXX LES plan is followed which means he is taken to the head teacher and parents are called.</p>	H	L				
When he is playing and he is left out or misunderstands the game being played.	Risk of biting other pupils or hitting/kicking adults and breaking social distancing. Risk of MAPA hold which would break social distancing.	H	M		<p>Adults working with XXXX watch and observe his behaviours and pre-empt when lashing out might occur. They follow his behaviour plan and his LES plan and try to keep to routines which will engage him and remove the risk of him lashing out. There are rewards and consequences for his behaviours.</p> <p>In the event that he lashes out without any warnings, XXXX LES plan is followed which means he is taken to the head teacher and his parents are called to collect him.</p>	H	L				
If he has a set idea of what is going to happen and becomes fixated on something. If there's a change to his routine. If he gets distracted or the activity is not holding his interest	<p>Risk of XXXX running away from the classroom so that adults have to follow him. Possible risk of MAPA hold which would break social distancing.</p> <p>Doors and windows have to be open to keep air flowing through the building. This provides more opportunity for XXXX to run in and out of classrooms.</p> <p>Taking toys he shouldn't and playing with them which will spread germs and break social distancing.</p>	H	H		<p>Adults working with XXXX watch and observe his behaviours and pre-empt when lashing out might occur. They follow his behaviour plan and his LES plan and try to keep to routines which will engage him and remove the risk of him running out of the room. There are rewards and consequences for his behaviours.</p> <p>Adults working with XXXX think carefully about their positioning in the classroom and XXXX Adults working with XXXX always have an eye on the open doors and windows in the rooms as they have to be open to keep air flowing through the building.</p> <p>If XXXX runs to a different area of the school and plays with things he shouldn't, adult to stay with him and items he has touched should be sprayed with anti-bac after they have been used.</p> <p>In the event that XXXX runs out of the room despite measures put in place, adults follow him at a safe distance and other adults throughout the school are made aware that he is moving through the school. XXXX is walked back to class. If a MAPA hold has to be used, mum will be called to collect.</p>	H	H				
Unstructured playtimes	<p>Running away from the playground Coming into the classroom by himself</p> <p>Doors and windows have to be open to keep air flowing through the building. This provides more opportunity for XXXX to run in and out of classrooms.</p> <p>Taking toys he shouldn't and playing with them which will spread germs and break social distancing.</p>	H	H		<p>XXXX to have 1:1 support through all lunch times and playtimes. An adult must be aware of where XXXX is at all times.</p> <p>1:1 support to follow PPP, LES Plan, positive handling plan and all advice and guidance given by Oakfield and Megan Williams from Parkland as put in place before COVID-19. 1:1 support to use guidance to engage XXXX and use rewards and consequences as before.</p>	H	H				

					In the event that XXXX runs back into the building when he should be outside, adults follow him at a safe distance and other adults throughout the school are made aware that he is moving through the school. Adult to stay with XXXX and items he has touched should be sprayed with anti-bac after they have been used.						
Difficulties with social skills	XXXX can grab at other children while he is playing and this breaks social distancing. XXXX will often squeeze other children when he has a surge of energy which breaks social distancing. He can also kiss other children and this also this breaks social distancing. He has poor understanding of personal space and doesn't understand this in normal circumstances. XXXX is prone to taking other people's belongings and putting them in his mouth.	H	H		XXXX to have 1:1 adult support to remind him of personal space and current social distancing. Adult to pre-empt occurrences of breaking social distancing. Adults to follow PPP, LES Plan, positive handling plan and all advice and guidance previously given to engage XXXX and use rewards and consequences as before COVID-19. Objects that XXXX takes from others are disinfected before returning to the owner.	H	H				
Sensory needs	He likes to have something to fiddle with and we have used fiddle toys.	L	H			L	M				
Emotional regulation	XXXX uses a calm box and a safe space. Getting him to his safe space could be a risk and could involve MAPA holds which would break social distancing.	M	H		XXXX 1:1 to decide whether he should use his safe space and his calm box. Use of safe space will need modelling. He still uses calm box. As XXXX is the only child who uses the weighted blanket, this can still be used with him.	M	H				
Change to routine	XXXX may run out of class. XXXX may hurt others.				Adults working with XXXX watch and observe his behaviours and pre-empt when lashing out might occur. They follow his behaviour plan and his LES plan and try to keep to routines which will engage him and remove the risk of him running out of the room. There are rewards and consequences for his behaviours. Adults working with him think carefully about their positioning in the classroom and XXXX. Adults working with XXXX always have an eye on the open doors and windows in the rooms as they have to be open to keep air flowing through the building. If XXXX runs to a different area of the school and plays with things he shouldn't, adult to stay with him and items he has touched should be sprayed with anti-bac after they have been used. In the event that XXXX runs out of the room despite measures put in place, adults follow him at a safe distance and other adults throughout the school are made aware that he is moving through the school. He is walked back to class. If a MAPA hold has to be used, parents will be called to collect.	H	H				

Decision	Detail whether the pupil will attend school or stay at home and any additional measures in place
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During this activity, what could go wrong resulting in an emergency situation?	XXXXX could run away from adults and hurt himself or others. With all of the doors open in the school to ventilate the building could run into danger. XXXXX could break social distancing rules and put himself, staff members and other children in danger if he does not follow instructions when asked to sit or stand in a particular area of the playground or classroom.
How could this emergency situation be prevented / controlled?	Areas of danger, such as the swimming pool have been locked. XXXX will have 1:1 support throughout the day.
Who should respond to a potential emergency situation and how?	MAPA trained staff and the Head Teacher. In this instance, parents will also be phoned.

Risk Assessor(s) Name(s):		Shared with Parent (s) Name(s)			
Authorised By:		Authoriser Signature:			
Date Conducted:		Date Review Required:		Date of Last Review:	
		Date Review Required:		Date of Last Review:	
		Date Review Required:		Date of Last Review:	

Appendix 2: Staff members MAPA trained

Staff Name	Role/Year Group	Expiry Date
Andrew Hayes	Asst head	November 2020
Ashley Simpson	Senco	November 2020
Carren Arscott	TA – year 3/4	November 2020
Lisa Foster	TA – Year 5/6	February 2021
Karin Roberts	Asst head	June 2020
Leigh Howell	TA – year 1/2	June 2020
Preeti Wilson	Class teacher -Year 2	June 2020

Appendix 3: Updated PHP – COVID-19

 <p>MAPA – Positive Handling Plan</p>	
Pupil Name: xxxxxxxxx	DOB: 00.0.0000
Date of Plan: 22/08/2018 Updated: 08/03/2019, 05/07/19, 05/10/19, 08/01/2020, 23/03/20, 29/04/2020	Review Date of PHP: September 2020
<p>COVID-19 UPDATE: 29/04/2020: Parents to be called if behaviour escalates and handling becomes a probable action. If parents do not arrive before the risk of harm to self/others becomes great, pupil to be handled as detailed below. Staff will take extra hygiene precautions in light of COVID-19, this includes adults handling children having a change of clothes within school and washing of exposed area (including pupil's arms, where they've been held) after de-escalation.</p>	
<p>What are common triggers, contexts or environmental factors which have led to a dangerous situation in the past?</p>	

- Writing Tasks
- Being hurt by another child accidentally or deliberately
- Feeling hungry
- Following adult instructions when he feels he doesn't want to / can't do so
- Unstructured activities – both social times and during transition in class and around school
- Assembly (****'s choice whether he attends).
- Constructive criticism or any form of challenge
- Something happening at home
- Incident during break/lunchtime
- Forgetting his PE kit

What does the behaviour look like?

Escalating Behaviours

- Switching off to adults and simply not responding to instructions
- Distracting others from their learning by wandering around the classroom and interfering in their tasks.
- Throwing equipment
- Shouting out and over staff
- Leaving the classroom
- Drawing on himself
- Trying to harm himself with a ruler
- Putting his hood up and not engaging
- Trying to climb in dangerous places

Crisis Behaviours

- Tearful
- Anger
- Pushing chairs and tables
- Running out of the classroom
- Stopping children and adults entering or leaving the environment
- Hitting out at those within his reach (both staff and peers)
- Locking himself in the toilet.
- Escaping through windows
- Climbing on top of lockers, bookshelves and buildings outside

Key adults who may support:

De-escalation skills	Try	Avoid	Notes
Verbal advice and support			It is important that **** is encouraged to make the correct choices even when he is escalating his behaviours as **** will not process lots of language at this time. Use small step targets to support him.
Giving space			**** will have already been offered this as part of the trying to prevent crisis happening strategies - he will have already been offered options to have his own space outside the classroom.

Reassurance			When **** is becoming more agitated it is important to reassure him that it is not the end of the world and we are here to help him make the right choices, offering him an alternative.
Help scripts			It is important to be consistent in the messages that we use with ****, for example: "We are here to help you ****" etc...
Negotiation			Negotiation is sometimes required to get **** back on task. Break each lesson into small chunks, giving **** chance to have a positive time in class.
Choices			Give limited choices to **** as this makes it easier for him to make an informed choice.
Humour			Humour doesn't always work with **** but try. It is important you know what interests **** as this helps to calm him down in crisis. For example, pets and Xbox.
Consequences			Consequences work with ****, but make sure that he is calm and understands why the consequences have been put into place and follow his LES plan.
Planned ignoring			This can escalate his behaviour try to de-escalate the situation through using distraction or giving a choice and providing take-up time.
Take up time			Unless in a dangerous situation do not expect an immediate response to an instruction, request or question. Give **** take up time to respond and then check in in with him a short while later. It does not help **** if adults wait over him as it can raise his anxieties. If he doesn't respond remain calm and introduce choices and consequences etc...
Time-out/time away/out of class			This works well but it can take a long time for **** to return to class. Sometimes it its best just to leave **** and give him space.
Supportive touch			This can further escalate ****'s behaviour so neds to be avoid.
Transfer adult (fresh face)			**** responds to key staff as stated above so where possibly make sure one of these are there. **** responds well to a change of face immediately.
Success reminded			**** likes success, so it is important on re-entering the classroom **** is clear in what he is expected to do. Make it clear it is a fresh start and give **** a clear success reminder, for example, we have 15 minutes left I need you to complete 4 questions.
Simple listening			Keep language to a minimum to allow simple listening. Our listening needs to be non-judgemental, if you know the facts, listen to **** first and then support him in understanding his actions and the consequence given and how we can move on.
Acknowledgement			Always acknowledge how **** is feeling and explain that we can work together to sort this out, but we need to be calm first. Encourage **** to use words which

			explain his feelings. For example; ‘**** I can see you are angry, That is ok, but it is not ok to....’
Apologising			We are supporting **** to ‘fix and mend’ the damage he has done. It is important that we use this strategy to demarcate the end of an incident. If **** is unable to apologise for whatever reason, try using a sorry letter in staff pigeon holes or for a child drawing a picture to give to them.
Agreeing			If ****’s perception is that someone triggered his behaviour, agree with his point of view but then go onto unpick it to show that his actions where not proportionate to the event. If others have done wrong explain to ****, their consequences as well as his.
Removing audience			**** will often remove himself from the classroom. If not, the key adults will need ask the other children to leave the area.
Others			Try giving **** something to fiddle with from his own fidget box if he is showing signs of escalations but make sure its soft e.g. soft toy/stress ball
Diversions and distractions (Describe interest, words, objects etc. which may divert attention away from an escalating crisis) <ul style="list-style-type: none"> • Conversation of interests (Xbox, Pets etc.) • Computer (will need be wiped down after use) • Going outside with a ball • Class motivators • Reminders to use his safe space (amphitheatre) 			
Praise points/potential strengths(Areas that can be developed further and built upon) <ul style="list-style-type: none"> • Helpful towards others • Having a job to do (**** is very eager to please) • Maths 			
Any medical conditions to be taken into account before using Physical interventions? None known			
Optional Physical Intervention to be used			
	Low	Medium	High
Disengagements	<i>If ****’s behaviour is starting to escalate, we will use escort to move **** to a safe environment. We will ensure that we block and move if strikes occur. If **** takes hold of wrist or hair, we will use pull/ push or lever technique to disengage.</i>		
Young Person Standing Hold	<i>This can be used to support **** in escorting him to a safe place when he is at crisis. It is important to risk assess the situation and use the lowest level of hold suitable for the time.</i>		

Young Person Seated Hold	<i>Wherever possible **** is escorted to a safe place and held in a seated position this will enable **** to regain control quicker. This was he can fix and mend sooner and return back to class without one incident ruining the rest of the day for him.</i>
Infant Hold Standing	
Infant Seated Hold (on a chair)	
Infant Seated Hold (kneeling)	
Other	<i>When calm **** may ask to be left alone in the safe space. It is imperative that adults present continually check on ****, by opening the door slightly asking are you ready and responding appropriately to his answer. For example, Are you ready ****– No go away – Ok I’m here when you are I’ll give you space.</i>

Are there any factors to consider when debriefing? E.g. communication aids, staff etc.

It is important to debrief with ****, clearly talking with **** where his choices went wrong and what he could do next time. **** also needs to take ownership of his behaviours and time should be taken to explain how we can mend what we did wrong also that will try and think about our actions in future to prevent the same events occurring. It is important that he is set a learning task when returning to class which is small and achievable.

How should we record incidents- who, when and how?

If a hold was used then a HTC form needs to be completed. This can be found on the shared drive under Behaviour Folder in Holding Till Calm Form folder. When completing remember to state facts only, be non-judgemental and use initials to show which staff members involved. Remember to explain escalation and crisis. Parents need to be contacted if any restraints are used, including escorts.

Role	Name	Signature
Headteacher		
SENCO		
Parent/carers		