

**Christ Church School**  
**Policy on Physical Contact with Children**

**Aims of this policy**

- To ensure that the school's duty of care to both pupils and staff is fully and appropriately discharged
- To clarify for all stakeholders (including parents) the school's philosophy and position on physical contact between adults and children in school
- To provide a framework for physical contact between adults and children that is legal, effective, safe, appropriate and proportionate
- To give confidence to all staff in situations when physical contact with children is necessary and appropriate
- To set out the school's procedures to follow in certain circumstances of physical contact between children and adults, e.g. in circumstances of physical restraint
- To ensure that the school fosters an environment in which pupils, parents and staff will work together

**Development of this policy**

This policy was developed in consultation with (and alongside training for) all staff groups in the school, with the pupils, via school council, and with the Governors Behaviour and Safety committee. The policy is publicised to all parents in the school and copies made available via the school office and school website.

This policy was developed in line with the guidance contained in the Camden Local Authority Children Schools and Families document 'Physical intervention and restraint policy for schools and centres' (May 2010) and the relevant legislation and government guidance (Section 93 of the Education and Inspections Act 2006 and DCSF Guidance 2007, The Use of Force to Control or Restrain Pupil, and DfE additional updated Guidance from September 2010 and DfE Use of Reasonable Force July 2013). The school has also adopted the Guidance for Safer Working Practice for those working with children and young people in education settings (October 2015 version).

**Statement on physical contact with children**

All that happens at Christ Church School is based on the principles set out in our Mission Statement, which is reviewed annually with all staff and pupils.

**The Mission Statement of Christ Church School**

*At Christ Church School we respect and value each individual's contribution to our school community. We work to inspire our children with the love of learning and to strive for excellence in all aspects of school life.*

*We aim to make everyone's time at Christ Church School an enjoyable and rewarding experience and achieve our mission statement by:*

- *promoting the highest standards of teaching and learning*
- *providing a rich and stimulating curriculum*
- *encouraging the development of self confidence, self discipline and healthy living*
- *developing a spiritual awareness*
- *promoting a Christian ethos whilst respecting other people's faith*
- *welcoming the involvement of parents and other members of the local community*
- *expecting everybody to understand their own rights and take responsibility to respect the rights of others*
- *expecting everybody to make a positive contribution to our school, the wider community and our planet*
- *providing an environment where all feel safe from bullying and discrimination.*

At Christ Church School we believe that there are many circumstances when physical contact between adults and children in the school is appropriate and necessary. These circumstances include

instances of positive physical contact and the use of physical contact to restrain. We believe that staff members should have the confidence to use physical contact in these circumstances, within the framework of this policy and the wider legal framework, with the knowledge that they have the full support of the school's Headteacher, leadership team and Governing Body.

At Christ Church School we also acknowledge that no policy or guidance can cover every possible circumstance where physical contact between adults and children in school may occur and that staff members should have the confidence to use their own professional judgement, within the framework of this policy and the wider legal framework.

This policy should be read alongside and implemented within the framework of the school's Positive Behaviour and Anti Bullying Policy. This policy should also be read and implemented alongside the school's Safeguarding and Child Protection policies and procedures, Complaints Policy, Health and Safety Policy and relevant risk assessments and Staff Grievance and Discipline Procedures.

### **Positive Physical Contact between children and adults in school**

There are many regular circumstances of positive physical contact between children and adults in school. These circumstances, which never include restricting the movements of another person against their resistance, include:

- comforting, reassuring or calming children who are upset or anxious (e.g. an arm around the shoulder)
- refocusing children to their task (e.g. a gentle touch on the arm)
- guiding a child away from/to a situation, without force (e.g. holding hands leading a line of children, a guiding hand on the shoulder)
- giving first aid or helping a child to get changed (e.g. for a child who has wet themselves)
- supporting or guiding a child in certain lessons (e.g. providing support for a balance in gymnastics, demonstrating how to use a piece of equipment correctly, supporting or guiding a child in necessary therapy e.g. OT therapy)

At Christ Church School we believe that, within the framework of this policy, these instances of positive physical contact support children and help to keep them safe.

### **Key issues to consider in any circumstances of physical contact between adults and children in school**

In any circumstances of physical contact between adults and children in school, (including the examples of positive physical contact described above,) there are a number of key factors for the adult involved to consider in making a professional and informed decision about whether the physical contact is appropriate. At Christ Church School we recognise that these factors will need to be considered immediately and, sometimes, in difficult and challenging circumstances.

#### Issues to consider:

- adult's knowledge of the child (background, history, circumstances)
- age of the child (and age difference between adult and child)
- relationship between child and adult
- gender of child and adult
- context and circumstances of the situation (including why, where, when and the presence or not of other adults or children)
- type of physical contact and where on the body physical contact takes place

### **Physical contact to restrain pupils**

Section 93 of the Education and Inspections Act 2006 establishes the powers of adults in schools to use *reasonable force* in order to prevent children:

- committing an offence

- causing personal injury to any person (including the pupil themselves) or causing damage to the property of any person
- prejudicing the maintenance of good order.

(See Appendix 1 for examples of situations that fall into these categories)

This applies to teachers, support staff and any other adults that the Headteacher has authorised to have control of children in the school.

A member of staff will sometimes need to rely on their professional judgement about whether or not to physically intervene by placing her/himself in a hazardous situation, or stand back and by that allow a child or colleague to face a potential hazard. Staff must balance the level and duration of their intervention against the seriousness and likely consequences of the incident.

At Christ Church School we believe there are several key principles to consider in the use of physical contact to restrain pupils:

- the use of physical contact to restrain children can be used in the extreme circumstances which fall within the legal framework set out above
- the definition of *reasonable force* will always be a matter of personal and professional judgement which will need to be justified and recorded
- any physical contact should be aimed to reduce the situation rather than provoke it and should never have the reasonable expectation of injuring another person
- the risk of not intervening should always be considered against the risk of intervening (this balance may be different for different adults)
- the adult intervening must consider that the action they are taking is in the best interest of the situation and that the force used is reasonable and proportionate to the circumstances
- physical restraint should only be used as a last resort and in exceptional circumstances, not in place of other strategies set out in our positive behaviour policy
- adults should always attempt to de-escalate the situation before considering the use of physical contact
- any adult considering the use of physical contact to restrain should also take into account the key issues set out above (age, gender, circumstances etc)
- all stakeholders should be aware that there is the potential of injury to both child and adult in any physical intervention

Although it is not possible to cover every circumstance where the use of physical contact to restrain might be considered, at Christ Church School these circumstances may include children fighting, a child self-harming, a child attacking an adult or child or a child attempting to leave a safe area or the school site itself (including leaving the group when participating in an offsite visit) to a more dangerous area.

Examples of the type of physical intervention which may be appropriate are: contact designed to control movement (e.g. holding arms by sides or holding arms or legs to prevent kicking/striking), the use of force (without causing injury) to remove a dangerous object from the child's grasp, a holding tactic (without causing injury) until a child calms down or physically preventing a child from leaving a safe area to prevent them exposing themselves to danger.

The procedure for any physical intervention to restrain a child should include

- the use of other techniques to de-escalate the situation (for example reasoning, referral to positive behaviour policy or consequences, removal of audience etc)
- a clear instruction to the child to stop (stop kicking!)
- a warning from the adult that they are going to intervene (stop kicking x or I will have to hold your leg to keep you/x safe)
- an attempt from the adult to summon another adult

- physical intervention with the minimum amount of force and for the minimum amount of time necessary, while continuing to talk to the child (if you stop kicking, I will let go)
- a record of the intervention made shortly afterwards
- a report of the incident made to the parents (if safe to do so for the child) as soon as is practicable

(See Appendix 2 for advice to staff on managing confrontation and physical interventions)

### **Management Responsibilities and Training**

It is the responsibility of the Headteacher, leadership team and Governors of the school to

- ensure that this policy is disseminated to all staff members so that it can be implemented as a whole school approach
- make relevant and appropriate training available to staff members (in both de-escalation and behaviour management strategies as well as in physical intervention techniques, as relevant); also giving consideration to the training requests of staff members
- provide appropriate support following an incident where physical intervention has been necessary; (this may include providing medical treatment or immediate time out of the classroom); also provide through informal and formal processes the opportunity for staff to discuss concerns about physical contact
- ensure that planning and processes are in place (including risk assessments and an effective Positive Behaviour Policy) to minimise the need for physical intervention as far as possible
- provide access to complaints procedures for children, parents and staff and implement these appropriately
- write and regularly review a risk assessment for the use of physical intervention in school.

### **Recording and reviewing situations of physical contact**

This policy will be reviewed every three years to ensure that it covers the relevant circumstances in the school. Behaviour incidents are recorded in line with the school's Positive Behaviour Policy.

Following any incident which necessitates physical contact to restrain, the record should include details of the physical contact which took place. Separate debriefing sessions for both pupil and members of staff who have been involved in the intervention will allow opportunities to explore antecedents, consequences and alternative courses of action. The school's leadership team will review the incident to consider:

- whether the physical intervention was necessary, appropriate and proportionate
- whether the school's policy was followed
- whether any alternative or additional training or guidance is necessary for an individual member of staff or the whole staff team
- whether any further steps can be taken to reduce the need for physical intervention in the future
- whether steps were taken to ensure that physical intervention used causes a minimum of pain or distress

The Headteacher will report the outcomes of any such review and the actions taken to the Governors Behaviour and Safety committee.

'Significant incidents' which should be recorded and reported to parents, Governors and the LA are defined in the DfE September 2010 guidance as a) where unreasonable force has been used on a pupil, b) any incident where a significant degree of force has been used or c) the use of a restraint technique.

## **Children with behavioural, emotional and social difficulties (BESD) or severe learning or communication difficulties**

This policy is intended to cover the range of behaviours and situations usually found at Christ Church School, but it should be recognised that there may be individual children whose behaviour falls outside this range (on a long term or temporary basis) due to BESD, learning or communication difficulties or a change in circumstances.

In these circumstances, where physical intervention is needed more regularly, an *Individual Positive Handling Plan* will be draw up by the school leadership team with input from all relevant individuals, including parents and the child themselves. This Plan will operate alongside this whole school policy and the school's Positive Behaviour Policy.

The Individual Positive Handling Plan will include:

- basic information about the child (and where to find additional information)
- information about known situations when physical contact is required
- information about the physical intervention to take in these situations
- a procedure for when and how to record instances of physical contact
- a plan for progression to work towards the removal of the need for physical contact (this may be incorporated into a child's Personal Plan)
- a risk assessment including possible known trigger situations and times and the actions taken to mitigate the risk of physical intervention being necessary
- information about relevant training available for staff

The Individual Positive Handling Plan will be available for all adults working with the child and will follow the guidance set out in the *Camden CSF Physical intervention and restraint policy for schools and centres*, 2010. (See Appendix 3)

## **Review and Monitoring**

As set out above, the Governors Behaviour and Safety committee will monitor the number and type of instances where physical intervention in order to restrain children has been necessary.

Monitoring will include:

- whether the incidents needing physical intervention have increased or decreased
- ensuring that the length of time physical intervention is used is kept to a minimum
- the methods of physical intervention used and these will be checked against medical advice if necessary

It will also review the actions taken by the school's leadership in response to these instances.

This policy will be reviewed every three years by the school leadership and Governors Behaviour and Safety Committee, in consultation with stakeholders where and when appropriate, to ensure that it is a reflection of current best practice and relevant to the current circumstances of the school.

Katy Forsdyke  
Headteacher

Reviewed with amendments February 2014

Agreed by the Governors Behaviour and Safety committee February 2014.

Reviewed with minor amendments May 2017

Agreed by the Governors Behaviour and Safety committee May 2017.

## **Appendix 1: Practical Advice and Guidelines on the Use of Force**

Section 93 of the Education and Inspections Act 2006 establishes the powers of adults in schools to use *reasonable force* in order to prevent children:

- committing an offence
- causing personal injury to any person (including the pupil themselves) or causing damage to the property of any person
- prejudicing the maintenance of good order.

Examples of situations that fall within the first two categories listed in Section 93 of the Education and Inspections Act 2006 include:

- a. A pupil attacks a member of staff, or another pupil;
- b. Pupils are fighting;
- c. A pupil is committing, or on the verge of committing, deliberate and serious damage to property;
- d. 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;
- e. A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others;
- f. A pupil absconds from a class or tries to leave school other than at an authorised time. The judgement on whether to use force in this situation would depend on an assessment of the degree of risk to the pupil if he or she is not kept in the classroom or school (age and understanding would be critical factors).

Examples of situations that fall into the third category are where a pupil – **this is not to suggest that all these cases would lead to or require the use of force:**

- g. Refuses to obey an order to leave a classroom;
- h. Is behaving in a way that is seriously disrupting a lesson;
- i. Blocks a door to prevent others from leaving;
- j. Is using a mobile phone to disrupt a lesson (an authorised member of staff could forcibly confiscate the phone by removing it from a hand or desk but could not lawfully search the pupil for the phone); and
- k. Resists attempts to search him or her for a weapon.

**In all these cases use of force would only be reasonable (and therefore lawful) if it was clear that the behaviour was sufficiently dangerous or disruptive to warrant physical intervention of the degree applied and could not realistically be dealt with by any other strategies.**

**Key question: Does the risk of not intervening outweigh the risk of intervening?**

There is no legal definition of reasonable force and that it is therefore not possible to set out when it is reasonable to use force, or the degree of force that may reasonably be used. This will always depend on the circumstances of the case and be a matter of personal and professional judgement.

The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the circumstances do not warrant the use of physical force. Therefore physical force could not be justified in order to prevent a pupil from committing a trivial misdemeanour, or in a situation that clearly could be resolved without force.

The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Types of intervention which may be appropriate:

- Any holding tactic in which a young adult is held without injury until the young adult calms down.
- Physical contact with a young person designed to control the young person's movements which pose a danger (e.g.: holding by the arms against the side of the body). Standing by the side of the young person is likely to minimise the risk to adult and young person.
- The holding of a young person's arms or legs to prevent/restrict striking/kicking.
- The use of sufficient physical force - without causing injury - to remove a weapon/dangerous object from a young person's grasp (if foreseeable this requires specialised training).
- Physically preventing a young person from exposing themselves to possible danger by leaving the premises.

Where children have been identified as possibly requiring the use of physical interventions, it is strongly recommended that staff working with these children are trained in the use of appropriate techniques. However, *all* staff have a duty of care in this respect.

Pupils should not be placed on the floor unless staff have received specialist training.

Where risk assessment has taken place it is imperative that techniques are outlined within the pupils' Positive Handling Plan. Following ground-holds, pupils should be monitored every fifteen minutes for at least three hours. All relevant authorities, including the parents/ carers, must be informed as soon as possible following the incident.

The member of staff should advise the young person calmly and repeatedly that he/she could stop the restraint by applying self-control.

The young person should be released from restraint as soon as is safely possible. Release must always be carried out in a planned and controlled way.

As far as is possible staff should avoid any actions that could be viewed as sexual. If a member of staff feels that a necessary restraint action may be viewed by a young person as having a sexual content, the staff member should describe what he/she intends to do and why, giving the young person an opportunity to avoid it. If the action remains necessary, while carrying it out, the staff member should repeat why it is necessary, stressing that it is in the young person's power to remove the need for restraint.

If restraint is required for an extended period because the child cannot be released safely the senior member of staff on duty will monitor the situation closely with a view to safeguarding the young person and the staff concerned. Best practice during a long intervention would be to rotate the staff involved; this requires training.

As far as possible actions should be calculated to reduce the need for restraint or, when restraint is used, to reduce the length of time for which it is necessary.

Only a court may judge what is reasonable in terms of the amount of force used in physical restraint and obviously does so retrospectively.

The following actions are examples of what would be deemed as unreasonable:

- Striking a person
- Exerting excessive pressure on any part of a young person's body

- Causing actual injury to a young person
- Forcing a young person's arm up his/her back
- Squeezing a young person's windpipe
- Sitting on a young person
- Lifting a young person off the floor in order to intimidate
- Pulling a young person's hair

The following are also prohibited as forms of control

- Corporal Punishment

**It is totally illegal to use corporal punishment in all state-maintained schools. Corporal punishment may be defined as any act or threat of an act, such as hitting, kicking, slapping, punching, poking, prodding, biting, throwing an object, rough handling etc, which causes or threatens harm.**

- Restriction of liberty (e.g. locking someone up)
- Deprivation
- Requiring the wearing of distinctive or inappropriate clothing (clearly this does not include wearing of school uniform or school sports-wear)
- Fines
- Intimate physical searches

## **Appendix 2 - Managing Confrontation and Physical Intervention**

### **Advice for staff**

At all times try to manage your own emotions – maybe take a deep breath – and don't become involved in a '**conflict spiral**'. Situations are rarely personal.

**Name the inappropriate behaviour; express clearly the desired behaviour** – calmly, confidently and assertively.

**Use 'language of choice'** – put the responsibility/ownership of behaviour with the child/pupil

**Remaining Calm** - the ability to try and remain calm and appear relaxed is less likely to provoke.

**Calm Stance** - Think of the values of stepping back from a situation, both physically and emotionally.

**Pacing and Chasing** - Angry people often pace around in tense situations. Try to remain still when attempting to help a student calm down.

**Awareness of Space** - Try to be aware of the space around you and avoid stepping in to another individual's personal/intimate space.

**Intonation** - When people are anxious or angry they tend to talk faster, higher and more loudly. In a crisis situation staff should deliberately speak slower, lower and more quietly. How we deliver a message is as important as what we say.

**Help Script** – Particularly useful when addressing an agitated student. Connect by using student's name; recognise the feelings – "I can see you are upset"; "I'm here to help"; Give direction but not promises.

### **Diffusing body language responses**

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

### **Physical Interventions:**

**On extremely rare occasions** it may be appropriate for staff to intervene physically with or between students. These include:

- Injury or risk of injury to another student
- Injury or risk of injury to a member of staff
- Serious damage to property

All staff owe a **duty of care** to students. To take no action, where the outcome is that a child injures him/herself, or another, including staff, could be seen as negligence.

### **Physical intervention procedures:**

As soon as a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or serious damage to property, then she/he should:

- a) Give clear instruction, warning the young person of the consequences of failure to comply. Note: this warning must not comprise any threat of unlawful assault.
- b) If at all possible, summon a second adult – this can help to:
  - Reduce the risk of injury (to staff or child)
  - Act as a witness to the situation (for the protection of adult and child)
  - Diffuse the situation – the second adult may not be the focus of anger and could indeed take over
  - Remove other children from the situation
- c) While intervening the member of staff must:
  - Employ minimum physical force necessary for the minimum period needed to restrain the young person;
  - Keep talking to the young person for example: ‘if you stop kicking I will release my hold’ (unless an individual protocol is in place);
  - Avoid committing any act of punitive violence
  - Keep his or her temper under control
  - Ensure that there is a record of the incident

Any intervention should be a last resort and be **‘proportionate’, ‘reasonable’ and ‘appropriate’**. Any intervention should be done with the aim to **reduce not provoke**.

**Staff are strongly advised not to physically stop students from leaving their room unless absolutely necessary – give choice and consequences.**

#### **Application of Force (DCSF guidance to schools 2007)**

Staff should NOT act in a way that might reasonably be expected to cause injury. This includes:

- Slapping, punching, kicking or tripping a pupil
- Twisting or forcing limbs against joints
- Indecently touching, holding or pulling a pupil by the hair or ear
- Other than in circumstances that are exceptional, using reasonable force to hold a pupil face down on the ground

**In the event of a serious incident** e.g. a fight, staff should:

- Make their presence felt – “stop fighting, stop fighting”
- Send for assistance
- Spell out sanctions
- Remove the ‘fuel’ by clearing the ‘audience’ away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk

**But** should not ignore or walk away.

**Key question:** Does the risk of not intervening outweigh the risk of intervening?

## Appendix 3 – Before, During and After – Some Advice and Scripts

### BEFORE

#### De-escalation to prevent the crisis

##### *What we say*

- Express desired behaviour
- Use ‘Thanks’ when requesting compliance – conveys authority and expectation
- Calm, even and assertive tone
- Offer a way out / support to sort it out (but not promises you can’t deliver)
- Language of choice, add consequences where appropriate – ‘if you carry on choosing to do this, x will happen’ or ‘you can do this or this’
- Take-up time – means not standing over ‘watching’ whilst he/she does as requested
- Acknowledge feelings – ‘I can see you’re upset’
- Deflection – alternative activity, compromise, humour
- Partial agreement – ‘maybe so, but here the rule is...’
- ‘We’ can sort this out
- Personal boundaries that model acceptable behaviour – ‘I’m not shouting, talk respectfully as I am to you’
- Positive self-talk (coping / confidence) – ‘I’ll get through this’, ‘I can manage this’
- Talk *to* the young person, not *at*

##### *What we do*

- Observe – who, what, when
- Praise for doing the ‘right’ thing, making the right ‘choice’
- Remove the trigger if possible
- Active listening – listen and refer back to show listening and to check accuracy
- Give information about what is happening / what’s happening next
- Give feedback
- Invite, rather than demand compliance
- Keep our word (or if not able to, explain why, make alternatives, acknowledge own responsibility)
- Safe distance – avoid intimidation through proximity
- Signal non-aggression, e.g. sit down
- Communicate with colleagues – avoid being alone – or let others know where you are who you are with
- Find privacy to talk
- Same level talk – e.g. both sitting
- If we need to give a sanction keep it proportionate – ‘*certainty not severity*’

##### *And what we don’t do*

- Use humiliation
- Plead
- Shout
- Pre-judge and/or bring up the past
- Use inappropriate threats/sanctions or threats/sanctions we cannot/don’t have the authority to carry through
- Use ultimatums
- Talk too much – clear and concise is best
- Use lots of questions – they can lead to further argument / irritation

- Blame
- Use accusing and depersonalising language e.g. “you lot...”
- Apologise for our own correct behaviour – we can be sorry they feel like that about the rule or boundary, but not for the rule or boundary itself

Body language - best avoided:

- Moving into personal or intimate body space
- Use body size or height to intimidate
- Straight forward, square shouldered body stance
- Arms crossed
- Unrelenting eye contact
- Fist shaking or clenched
- Finger pointing/ shaking

Danger signs to watch for

- “I don’t care”
- Depersonalised language, e.g. ‘you lot’
- Degrading language, e.g. abusive, sexualised, racist
- Repetition
- Increasing volume
- Emotional content evident (e.g. short sharp delivery)
- Bragging about capacity to harm
- Threats of harm – these socialise people towards action
- Clenched fists
- Twitching - facial
- Movement
- Peer reactions – encouragement, excitement, fear, tension

## **During**

**Strategies during the crisis**

**Calm yourself first!**

*What we say*

- Clear and simple assertive language and instruction – ‘I need you here, now’, ‘Put that down’(avoid wind-ups, threats, questions)
- ‘Broken record’ – repeating the instruction (several times if necessary) can help, be sensitive to response
- ‘We’ not ‘you’
- Refer to previous successes
- State clear consequences

*What we do*

- Make a professional judgement based on experience, knowledge, context and relationship
- Protect yourself and others
- Be aware – others, objects/weapons
- Avoid an audience – can you remove them? – Think .... Audiences fuel fights
- Be aware of own stress responses: think ‘calm’ to modify body language (slow breathing,

- drop shoulders, drop voice)
- Non-threatening stance, palms open
- When supporting colleagues, identify who will lead – avoid lots of different voices
- Consider taking the place of your colleague if they are the focus of the anger/confrontation e.g. ‘I’ll take over’ or ‘there’s an urgent phone call for you’
- State facts – ‘I saw this happen’

*And what we don't do*

- Shout
- Allow your exit to be blocked
- Use physical restraint except as a last resort - in general when there is a risk of injury
- Blame
- Take things personally

### **After the crisis is over**

- Reassure
- Provide space to calm down – don't address consequences immediately unless there are safety issues
- Plan when to address consequences later if need be – communicate at least that some-one will be in touch
- Record incident to protect yourself:
  - Antecedents, the incident, consequences,
  - What type of physical handling was used, if there was physical contact, and for how long
  - Injuries sustained to service user and/or adult
  - Witness statements if need be ...
  - All this should be described in the centre's policies and procedures, for example a standardised format
- Debrief with staff
- Agree what follow-up is needed and with whom?
- Repair relationship – allow time, space and opportunity for response
- Describe what happened what you saw/did and why – state facts/'reality'
- Raise issues at an organisational level – does the procedure need amending? Do you need training in physical interventions? Are your current arrangements appropriate and safe?

*And what we don't do*

- Try to talk about it too soon – it may trigger another event
- Take it personally!

### **And Finally A few thoughts...**

- The only thing we can control is our own behaviour and our responses to the behaviour of others
- What we do can determine whether a situation escalates or de-escalates
- We all work within a team and it is okay to ask for help
- We need to be teaching and modelling the skills children need to learn