



# **POLICY DOCUMENT**

## **Physical Intervention**

	<b>Name</b>	<b>Date</b>
Written By	Sam Burdett	January 2018
Review v1.1		

## **Physical Interventions Policy**

At Leeson Primary School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices.

The school is committed to ensuring that all our pupils and staff are able to live and work in a supportive and caring environment, demonstrating a mutual respect, so that teaching and learning can take place in order to maximise pupils' potential and achievement.

The school encourages and promotes good behaviour at all times and our behaviour policy is designed to ensure that early and preventive intervention is the norm. The use of restrictive physical intervention is minimised by the adoption of preventative strategies that are recorded and reviewed through pupils' individual behaviour and education plans. These will include strategies for using diversion, defusing situations, negotiation and establishing and maintaining good relationships.

In the rare circumstances that it becomes appropriate to use physical intervention, it will be used as an act of care and not punishment and staff will follow the guidelines outlined below. Staff are required while taking any of the action detailed in this policy to ensure that the pupil understands that this is a last resort and the security of the pupil her/himself is continually maintained.

Our policy for physical intervention is based upon the following principles:-

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Head teacher as soon as possible
- Parents will be informed of each incident

### **Circumstances when Physical Intervention might be appropriate to prevent:**

- injury to other children, service-users, staff or teachers
- self-harming
- damage to property
- a pupil absconding from class or trying to leave the school, in circumstances where that pupil could be at risk if not kept in a classroom or school.

A member of our 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 standing back and thereby allowing a pupil 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.

### **What Staff will do before and during any Physical Intervention**

Where possible, interventions should be planned. Staff should use prearranged, planned strategies and methods which will:

- Use the minimum necessary force
- Have been risk assessed
- Have been agreed in advance by a multidisciplinary team working in consultation with the pupil and parents
- Be reviewed each term
- Use techniques that staff are familiar with and able to use safely
- Be just one component of a broader approach to behaviour management, treatment or therapy
- Be described in writing and incorporated into the pupil's individual behaviour plan
- Be recorded afterwards as quickly as practicable in dated pupil incident records that are reviewed half termly

Before physically intervening, staff will:

- remain calm and attempt to engender calm
- tell the pupil to stop and explain to them what will happen if they do not
- use a range of non-physical interventions aimed at calming or defusing situations in order to prevent further escalation.

These might include:

- continuing to speak and listen to the pupil(s)
- employing an appropriate level of eye contact during any dialogue
- diverting, distracting, cajoling or humouring, where appropriate
- reasoning with and offering appropriate choices to the pupil(s)

Sometimes a teacher should not intervene in an incident without help. For example, when dealing with physically large pupils or with groups of pupils, or if the teacher believes s/he may be at risk or injury, the teacher should remove other pupils who may be at risk and summon assistance from a colleague or colleagues, or where necessary, telephone the Police. The teacher should inform the pupil(s) that s/he

has sent for help. Until assistance arrives, the teacher should continue to attempt to defuse the situation orally and try to prevent the incident from escalating.

### **Ways in which Staff may use Reasonable Force**

Whilst there is no legal definition of reasonable force, DfES Circular 10/98 advises that "*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*".

A potentially dangerous situation may involve staff in:

- physically interposing between pupils
- blocking a pupil's path
- holding
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back
- removing a disruptive pupil from the classroom where they have refused to follow an instruction to do so
- 
- using more restrictive holds (in more extreme circumstances only)

Staff are not permitted to act in a way that might cause injury, for example, by:

- holding a pupil round the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe
- slapping, punching or kicking a pupil
- twisting or forcing limbs against a joint
- tripping up a pupil
- holding or pulling a pupil by the hair or ear
- holding a pupil face down on the ground

The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force.

Sometimes there may have to be emergency or unplanned use of force that occurs in response to unforeseen events that cannot reasonably be anticipated. These should also be recorded in pupil incident records and should be reported as soon as possible to the Head Teacher.

Physical force cannot be justified in a situation that could clearly be resolved without force, for example, to prevent a pupil from committing a trivial misdemeanour.

## **Staff who are Permitted to use Reasonable Force to Control or Restrain Pupils**

Section 550A of the Education Act 1996 permits adults who have lawful charge or control of pupils to use reasonable force to control or restrain them. These include:

- teachers
- learning mentors
- teaching assistants
- midday supervisors
- other adults who may be working with pupils either on school premises or accompanying them on out of school activities, e.g. during field trips or on school journeys

*(The Head Teacher should identify clearly the staff authorised to use physical intervention, bearing in mind that any member of staff is entitled to intervene in an emergency.)*

### **Definitions of Restraint**

- **Manual guidance** which may involve assisting a person walking or holding a person's hands to prevent them hitting someone
- **Environmental change** which may involve the removal of the cause of distress, for example, adjusting temperature, light or background noise
- **Time out Room**, a designated room apart from a pupil's assigned class or activity. It is used to separate a pupil from others for the purpose of eliminating or at least reducing, the occurrence and/or intensity of harmful behaviour or to enable the student to regain composure and return to class or other activity. A pupil in a timeout room shall be appropriately monitored. If the circumstances suggest that a student poses a risk of harm to him/herself or others, s/he must be kept under direct observation of a staff member.

### **Training**

Our school will ensure that a copy of this policy will be given to all permanent and long-term supply staff and fully explained to them. A copy of this policy will be available to all short-term supply and casual staff, as well as to any other person authorised by the Head Teacher to have care of pupils.

Our school aims to identify, address and review the training needs of school staff, with a view to developing a shared awareness of:

- how and when to intervene

- how to prevent, defuse and/or resolve disputes, including the appropriate use of anger management, de-escalation and conflict resolution skills and techniques

Appropriate training will be made available to all school-based staff, in line with the LA's policy and guidelines.

### **Other Physical Contact with Pupils**

Our school believes that some use of appropriate, positive, physical contact with pupils can contribute to its development as a safe and friendly school. Some physical contact may be necessary or unavoidable when staff are working with:

- younger children who may need encouraging or guiding
- pupils with special educational needs who may need physical prompts or help
- pupils requiring First Aid
- pupils receiving coaching in sport or as part of another curriculum activity
- pupils in distress

Our staff will make professional and sensitive judgements about the nature and extent of their physical contact with pupils. We will have particular regard for cultural sensitivities and gender differences, for the needs of adolescent pupils and of those who may be particularly vulnerable following previous trauma or abuse.

### **Record Keeping**

Our school keeps a record of all incidents where physical intervention has been necessary in a folder in the Head teacher's office. The Head Teacher or nominated senior member of staff will be informed at the earliest possible time after an incident.

### **Pupil incident records should indicate:**

- **The names of the staff and pupils involved**
- **The reason for using a physical intervention (rather than another strategy)**
- **The type of physical intervention employed**
- **The date and the duration of the physical intervention**
- **Whether the pupil or anyone else experienced injury or distress and, if they did, what action was taken?**
- **The views of the pupil involved in the incident**

This designated person will decide how and when to report the incident to the pupil's parent/carer; this should not be left beyond the end of the day of the incident. The written record will be completed within one working day and discussed with the nominated person. A copy of the school's Incident Recording Form is attached as an appendix to this policy. If the incident included a physical or verbal assault on a teacher/adult or another pupil, the LA's accident/incident form

should be completed. The teacher/adult involved may seek guidance from a senior colleague and/or their Trade Union representative before filling in their report.

We will discuss the incident with any pupils or staff who were present and, where appropriate, collect a written account from them. In line with our commitment to working with parents, we aim to maintain an open dialogue for the duration of any relevant process which may follow an incident.

We will review regularly the number and type of incidents in which force has been deemed necessary. This will be used to ensure that there is adherence to this policy and to identify improvement needed in other policies and procedures of the school.

### **Sharing of Information**

All members of the school community should know of the existence of this policy. In principle, as few people as possible should know of any specific incident and staff should maintain confidentiality to the greatest possible extent. In part, this is to enable Governors and staff involved in any consequence or complaint to do so without having acquired hearsay knowledge.

### **Complaints**

Complaints following a dispute about the use of force by an adult should, in the first instance, be referred to the Head Teacher or the school's nominated person. This will generally result in an investigation, which will take account of the written or verbal reports which have been collected. Where disputes cannot be resolved informally within school, complaints should be pursued in accordance with the school's complaints procedures

## PHYSICAL INTERVENTION INCIDENT RECORDING FORM

This form should be completed following an incident involving Physical Restraint and kept by the school for future reference (it may be fixed so as to avoid removal to the numbered page in the book used for recording such incidents).

**School Name**

**Name of Pupil(s)**

**Date**

**Time**

**Ethnicity**

**Gender**

Male

☐

Female

☐

### Nature of the Incident\*

Verbal abuse

☐

Threatening behaviour

☐

Refusal

☐

Kicking

☐

Punching

☐

Fighting

☐

Other (please specify)

☐

\_\_\_\_\_

### Involving\*

Staff

☐

Pupil(s)

☐

Property

☐

Equipment

☐

Other (please specify)

☐

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### Why was Physical Intervention required?

- The circumstances that led to the incident.
- When and where the incident took place.
- The name(s) of any staff or pupils
- How the incident began and progressed, including details of:
  - the pupil's behaviour/response;
  - what was said by each of the parties involved;
  - the steps taken to defuse or

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| <ul style="list-style-type: none"><li>• who witnessed the incident.</li><li>• The circumstances and reason for using Physical intervention.</li><li>• The danger perceived.</li></ul> | <ul style="list-style-type: none"><li>➤ calm the situation;</li><li>➤ the degree of force used, and the restraint used;</li><li>➤ how it was applied and for how long;</li><li>➤ any injury.</li></ul> |
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*Please state:*

*(Continue on a separate sheet if necessary)*

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