

Swainswick Primary School

Policy for Physical Intervention

The schools Behaviour Policy outlines how staff at our school create and maintain good order and relationships through positive approaches. These approaches are successful for the vast majority of the time. This policy on the use of restrictive physical interventions supplements the main behaviour policy. Both should be read in conjunction with the school SEND policy, the Health & Safety policy, and the Child Protection policy.

PURPOSE OF THIS POLICY

This policy aims to give all members of the school community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the values and principles described above. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff at school will fulfil their responsibilities in those circumstances.

The head teacher will be responsible for ensuring that staff and parents are aware of the policy. He/she will ensure that any necessary training/awareness-raising takes place so that staff know their responsibilities.

PHYSICAL TOUCH

Staff at our school believe that physical touch is an essential part of human relationships. In our school, adults may well use touch to prompt, to give reassurance or to provide support in PE.

To use touch/physical support successfully, staff will adhere to the following principles. It must:

- Be non-abusive, with no intention to cause pain or injury
- Be in the best interests of the child and others
- Have a clear educational purpose (e.g. to access the curriculum or to improve social relationships)
- Take account of gender issues

At our school the head teacher is responsible for ensuring that relevant staff are aware of any pupil who finds physical touch unwelcome. Such sensitivity may arise from the pupil's cultural background, personal history, age etc.

WHAT DO WE MEAN BY 'PHYSICAL INTERVENTION'?

It is helpful to distinguish between:

Definition	Example	
Non-restrictive physical interventions. (As already stated touch/physical contact is a small but important and natural part of teacher-pupil relationships in our school).	Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish	For example: <ul style="list-style-type: none"> • Guiding/shepherding a person from A to B • Use of a protective helmet to prevent self-injury • Removal of a cause of distress
Restrictive physical interventions	Prevent, impede or restrict movement or mobility. Restraint. To use force to direct.	For example: <ul style="list-style-type: none"> • Isolating a child in a room • Holding a pupil • Blocking a person's path • Inter-positioning • Pushing/pulling

and between:

Emergency/unplanned interventions	Occur in response to unforeseen events

Planned interventions	In which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment and recorded in an individual plan for the management of a pupil
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WHEN IS RESTRICTIVE PHYSICAL INTERVENTION PERMISSIBLE AT OUR SCHOOL?

Restrictive physical intervention is rarely used at our school. However, it will be necessary when its aim is to prevent a pupil injuring themselves or others (for example, pupils playing in a dangerously rough manner) or to prevent them seriously damaging property (see Able Training materials in Appendix A, and the Physical Intervention Report pro-forma in Appendix B for more details)

RISK ASSESSMENT

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy and training received. It is avoided whenever possible and will not be used for staff convenience.

Restrictive physical intervention will only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate. Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's best interests at heart. Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation.

Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

WHO MAY USE RESTRICTIVE PHYSICAL INTERVENTIONS?

At our school employed/ contracted staff are authorised by the head teacher to have control of pupils and must be made aware of this policy and its implications.

Supply staff will not be authorised to use restrictive physical interventions except if they have been specifically authorised by the head teacher.

Parents and volunteers in the school are not given authorisation. Staff from the local education authority may have their own policies about the care and control of pupils but, whilst on the premises, they will be expected to be aware of, and operate within, the policy of this school. This means that visiting staff will need to ask the headteacher for authorisation.

HOW STAFF AT OUR SCHOOL MIGHT INTERVENE

When a restrictive physical intervention is justified, authorised staff who have been trained in Able Training 'Physical Intervention' or Team Teach, can use the full range of strategies to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to pupil and to staff.

Any physical intervention used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

Staff will:

- Use the minimum amount of force for the minimum amount of time;
- Avoid causing pain or injury; avoid holding or putting pressure on joints;
- In general hold long bones.
- Never hold a pupil face down on the ground or in any position that might increase the risk of suffocation.

During an incident the member of staff involved will tell the pupil that his or her behaviour may be leading to restraint. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

In an emergency, staff must summon assistance by other trained staff.

THE PLACE OF RESTRICTIVE PHYSICAL INTERVENTION WITHIN BROADER BEHAVIOURAL PLANNING

If, through the school's SEND assessment procedures, it is determined that a restrictive physical intervention is likely to be appropriate to help a pupil make progress, a risk assessment will be carried out following the school's guidelines.

If appropriate, an individual management plan will then be drawn up for that pupil. This plan will aim to reduce the likelihood of the need for restrictive physical intervention as well as describing how such intervention will be carried out. This plan will be discussed with parents/carers. When it involves the use of a restrictive physical intervention, medical colleagues will be consulted.

Before the plan is implemented, any necessary training or guidance will be provided for the staff involved. The headteacher will be responsible for establishing staff needs and for organising necessary training.

WHAT TO DO AFTER THE USE OF A RESTRICTIVE PHYSICAL INTERVENTION

After the use of an unplanned restrictive physical intervention, the following steps will be taken.

- Details of the incident will be recorded by all adults involved immediately on the attached form (Appendix B).
- Recording will be completed within 12 hours whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- Any injuries suffered by those involved will be recorded following normal school procedures.
- The headteacher will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the headteacher will follow the school's child protection procedures and also inform parents/carers.
- Parents/carers will be informed by the headteacher on the day of the incident. If this is initially done by phone, it will be followed up in writing. Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions. This will be provided by headteacher.

Arrangements for recording and informing parents in the case of a planned restrictive intervention will be followed as agreed beforehand but broadly will follow the same pattern as above.

The headteacher will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The headteacher will report on this information to the Governing Body annually.

COMPLAINTS PROCEDURE

Any complaint will first be considered in the light of the school's child protection procedures. If child protection procedures are not appropriate, the school's Complaint procedures will be followed.

REPORT ON THE USE OF PHYSICAL INTERVENTION

Report compiled by: _____ Name of pupil: _____ Year: _____

Date and time of incident: _____ Where incident occurred: _____

Staff involved: _____ Pupils involved: _____

What type of physical intervention was used? (*Non-restrictive control, restrictive control, defensive tactics?*)

Why was the physical intervention necessary? (Please circle as appropriate)

To prevent injury to myself...	...other staff...	...the pupil...	...other pupils.
Risk of serious damage to property.	To protect the pupil from danger.	To separate the pupil from a 'trigger'.	To prevent pupil breaking laws
To prevent disruption to the setting.	To prevent or stop violence.	To prevent absconding.	<i>Other?</i> <i>(Prevent serious emotional distress to young children)</i>

Please give details of the need(s) identified above:

What lesser interventions (physical or non-physical) did you consider or use before physically intervening?

Give a brief account of how the incident progressed, including (where relevant) what was said by each party, what steps were taken to defuse or calm the situation, the type of physical intervention used and for how long: (*PTO if necessary*)

What was the outcome of the incident, including the need for any medical treatment?

Follow-up action: (*Debriefing for staff? Change in physical environment? Change in routine? Additional support needed? External support needed?*)

How are parents being/been notified about this incident? (*Immediate phone-call? Verbal at end of day? Written report?*)

Signed:

(*Head-teacher/Senior Leader*) **Date:**