Breadsall CE Primary School

Physical Intervention Policy

Policy Statement

The Governing Body of Breadsall CE Primary School is committed to ensuring and maintaining a safe working environment for everyone at the school.

The Governing Body is also committed to the Safety and Welfare of all children and young people who attend the school.

To fulfil this commitment the Governing Body has agreed a Policy for Behaviour Management.

This Policy on Physical Intervention has been agreed by the Governing Body in the context of their Policy on Behaviour Management and the knowledge, context and requirements of relevant legislation; advice, and guidance. In this respect the Governing Body is aware that Section 93 of the Education and Inspections Act 2006 outlines the powers of "authorised staff" to use reasonable force.

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 Headteacher 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.

The Governing Body of Breadsall CE Primary School therefore requires that all "Authorised Staff" carry out physical intervention only as an exceptional measure in extreme circumstances. Physical intervention will be used only as a last resort when all other alternatives have been unsuccessful.

Examples of extreme circumstances are:

- preventing physical assault;
- stopping a distressed child or young person who has run from the school building from crossing a busy road;
- protecting children or young people whose safety and welfare is being challenged.

The only circumstances in which physical intervention is permissible are to prevent a child or young person from doing, or continuing to do, any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
- Causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Authorised staff should only use the degree and type of physical intervention which is appropriate and reasonable in the circumstances of the situation. Examples of appropriate actions by staff are included in this policy and associated Guidance on Physical intervention.

The Governors at Breadsall CE Primary School recognise 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. This is not a physical intervention when used in such a way, but must be used sensitively and appropriately, in line with our Child Protection protocols.

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, individual needs, 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: • guiding/shepherding a person from A to B • use of a protective helmet to prevent self-injury • removal of a cause of distress, such as adjusting temperature, light or background noise
Restrictive physical interventions	Prevent, impede or restrict movement or mobility. Restraint. To use force to direct. For example: • isolating a child in a room • holding a pupil • blocking a person's path • interpositioning • pushing/pulling • use of arm cuffs/splints to prevent self-injury
Emergency/unplanned interventions	Use of force which occurs 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 the behaviour of a pupil.

Staff need to be aware that their employment imposes on them a duty of care in order to maintain an acceptable level of safety. This duty of care has been defined and tested in a variety of case laws such as Ashton and Ward 1992. It is acknowledged that the behaviour of children and young people can on occasions become dangerous and physical intervention may be required. This is inevitably a high risk action. Written guidelines cannot anticipate every situation and, therefore, the sound judgement of staff at all times is crucial. This may also include not getting personally involved if this would put yourself at direct risk but could include summoning relevant assistance. It is not acceptable to simply do nothing.

Minimising the need to use Force

It is the expressed aim of Breadsall CE Primary School to avoid the use of force to physically restrain pupils in all but the most extreme circumstances. In order to do this the school will implement the following strategies to ensure the use of force is minimised:

1) Create a calm, orderly and supportive school climate that minimises the risk and threat of violence of any kind. The school will have clear rules in place regarding acceptable behaviours and these will be clearly communicated to pupils and consistently, fairly and openly applied.
2) Ensure that there are effective relationships between pupils and staff (e.g. through the school council) where pupils can be engaged and participate in ideas to create a calm and orderly environment.
3) Ensure all staff are fully aware of the school ethos regarding the use of force as a last resort and ensure staff have the necessary skills to use alternative deescalating strategies.
4) Use early and appropriate intervention with individuals or groups who are recognised as potentially at risk of involvement in violence.
5) Develop a whole school approach to developing social and emotional skills that pupils need in order to understand and manage their emotions appropriately and resolve conflict
6) Recognising that challenging behaviours are often foreseeable and have plans in place to deal with these eventualities.
7) Monitor all incidents where force is required to ensure any trends are identified so alternative strategies can be put in place to try to prevent the use of force in similar situations should they occur.
8) Whenever practicable issue a warning that force may need to be used before using it.
9) Plan for staff development in behaviour management so staff can attain the confidence and skills necessary to manage conflict.

When May a Restrictive Physical Intervention be used?

Restrictive physical intervention is rarely used at Breadsall CE Primary 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 damaging property (for example, pupils throwing a heavy object at/near to expensive computer equipment). (Section 93, DCFS guidance "The use of force to control or restrain pupils").

Section 93 also allows the use of force 'to prevent a pupil from engaging in any behaviour prejudicial to maintaining good order and discipline….'. However, the use of restrictive physical intervention for this purpose is acceptable only in rare circumstances at Breadsall CE Primary School.

E.g. Where such behaviour prejudices the safety of the whole group on a school trip.

Who May Use Restrictive Physical Interventions?

Only "Authorised staff" may use restrictive physical interventions within Breadsall CE Primary School. The term "Authorised Staff" means any member of staff who works at the school, or any person who, with the Authority of the Headteacher, has lawful control or charge of children and young people at the school or during school activities off site. Authorisation may be on a long term or short term basis for a specific event such as a field trip. **Under no circumstances will the school give authorisation to other pupils (e.g. prefects) to be involved in the use of force.**

The Place of Physical Intervention in Breadsall CE Primary School

As previously stated physical interventions in the school will only be used in very exceptional circumstances.

The school expects that staff will only use force in circumstances where:

- The potential consequences of not intervening were sufficiently serious to justify considering the use of force;
- Achieving the desired result of the intervention by other means had either been tried and exhausted, or are low;
- The risks associated with not using force outweigh those of using force.

In making this judgement the authorised staff are expected to use professional judgement and must be aware of the expressed circumstances where the use of physical intervention is acceptable as outlined earlier in this policy. The Headteacher will ensure all authorised persons are aware of these circumstances.

The two types of physical interventions likely to be required in the school are:

a) **Planned Physical Interventions**

These will take place where it is known that a young person is likely to behave in a way that may require a physical intervention (either from prior knowledge before the pupil attends the school or through a history of incidents at the school).

In these cases the headteacher will ensure that:

- an individual plan is in place which takes account of the needs of the pupil and identifies ways of addressing these
- appropriate support services have been consulted and their advice sought
- a physical intervention plan and specific risk assessment for the intervention is in place.

The headteacher will ensure that for these situations;

- The plan includes any known triggers for the pupils' behaviour;
- The plan includes all strategies to try to control the behaviour without the need to resort to physical interventions;
- The physical interventions that are to be used if necessary and the points at which they are to be used;
- The Behaviour Support Service have been involved in drawing up the plan;
- That parents/carers, staff and where practical the pupils have been involved in drawing up the plan and that all are clear about the specific actions the school may need to take;
- That any Special Educational Needs (SEN) and/or disability that the pupil may have and the consequences of these on the plan and risk assessment have been fully considered. This will include seeking medical advice where necessary regarding how restraint could affect a pupil with disability or medical condition.

Once the plan has been drawn up and agreed, the headteacher will ensure that:

- The plan and risk assessment is effectively communicated to all those authorised to use force in the school who need to be aware of it.
- That all those who may be temporarily authorised to use force (e.g. volunteers on school trips are made aware of the plan and risk assessment as necessary).
- That appropriate training on the plan, and the specific restrictive physical interventions is available and that those who require it are made to attend.
- That appropriate resources are available to ensure the plan is effectively implemented.
- That the plan is reviewed on an annual basis or after every intervention (whichever is the soonest) to ensure it is still appropriate.

b) **Unplanned Physical Interventions**

These by their very nature are more difficult to deal with and will certainly involve staff making on the spot decisions about whether or not to intervene and indeed the best way to intervene.

The school will attempt to identify situations where these events may predictably occur, (e.g. playground fights, rough play in the playground, serious disruption of a teaching activity), and will put in place agreed protocols to deal with such events. These will be communicated to staff and any necessary training will be provided.

ALL STAFF MUST BE AWARE THAT THE SCHOOL DOES NOT CONDONE AND WILL NOT TOLERATE THE USE OF PHYSICAL RESTRAINT TO PUNISH OR DISCIPLINE A PUPIL OR TO DELIBERATELY CAUSE PAIN TO OR HUMILIATE A PUPIL. STAFF MUST NEVER USE PHYSICAL RESTRAINT OUT OF ANGER OR FRUSTRATION.

Methods of Restrictive Physical Intervention

When a restrictive physical intervention is justified, staff will use "reasonable force". This is the degree of force "warranted by the situation". It will "be proportionate to the circumstances of the incident and the consequences it is intended to prevent". Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time, and the physical intervention must:

- Not involve hitting the child or young person;
- Not involve "punitive" acts such as deliberately inflicting pain on the child or young person; for example, joint locks or finger holds;
- Not restrict the child or young person's breathing; for example, throat or neck holds or pressing the child or young person's face into soft furnishings;
- Avoid the genital area, buttocks or breasts of the child or young person;
- Avoid the adult putting undue weight upon the child or young person's spine or abdominal area;
- Avoid holding near to or pulling on joints.

During any incident of physical intervention adults must, as far as possible, seek to:

Minimise the need for, or length of, any physical intervention.

- Lower the child or young person's level of anger or distress during the physical intervention by continually offering verbal re-assurance and avoid fear of injury in the child or young person;
- Cause the minimum level of restriction of movement of limbs consistent with the level of risk to safety and welfare. For example, not restricting the movement of the child or young person's legs when they are on the ground unless flailing legs are likely to be injured; or cause injury to others;
- Take account of the potential for accidental injury during the physical intervention by using a method appropriate for the environment in which it is taking place. For example, on a paved surface the adult should seek to avoid placing the child or young person on the ground;
- Work together as a team, with one member taking the lead, and avoid personal risk;
- Exclude any other child or young person from assisting with the physical intervention;
- Avoid moving the child or young person during the physical intervention. This is only justifiable in situations when remaining in the original location would be more dangerousand the use of minimum force to move the child will prevent further harm.

The Governing Body recognises that there is no legal definition of reasonable force. The Governing Body acknowledges:

- The use of physical intervention is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical intervention cannot be justified to prevent a child or young person from committing a trivial misdemeanour, or in a situation that could clearly be resolved without physical intervention;

- The physical intervention must be in proportion to the incident and the seriousness of the misbehaviour. Any physical intervention should always be the minimum needed to achieve the desired outcome.

The Governing Body is aware that The DCFS Guidance "The Use of Force to Control or Restrain Pupils" provides the following examples of the types of force which staff may use in situations which require physical intervention:

a) Passive physical contact resulting from standing between pupils or blocking a pupils' path.
b) Active physical contact such as:

- Leading a pupil by the hand or arm;
- Ushering a pupil away by placing a hand in the centre of the back;
- In more extreme circumstances, using appropriate restrictive holds, which may require specific expertise or training.

The Governing Body recommends that wherever practicable other strategies should be used. These may include:

- Using de-escalation techniques;
- Offering time-out to the child or young person;
- Issuing verbal warnings to the pupils.
- In circumstances where force has to be used then the following basic points should be considered when undertaking the physical intervention as a minimum.
- Minimising movement as quickly and as safely as possible;
- Holding clothes instead of skin;
- Ensuring limbs are held above a major joint if possible;
- Avoiding pressure on vulnerable areas such as neck and stomach;
- Avoiding pressure on areas which will restrict blood flow;
- Avoiding contact with sexual areas;
- Sensitivity to the child or young person so that control can be returned to the child or young person as soon as possible.

Staff who have received specific training on physical restraint must always act in accordance with that training.

Induction and Training

The Headteacher will ensure all staff are aware of and understand this Policy and the Local Authority's Guidelines on Physical Intervention.

The Headteacher will ensure all staff know the procedures for physical intervention, who incidents should be reported to, and where and how they should be recorded.All new staff appointed to work at the school will be given an explanation of the school's Policy on Physical Intervention and who is authorised to use physical intervention as part of their induction programme. The Governing Body believes this is particularly important for Newly Qualified and Supply Teachers

The Headteacher will ensure that all staff receive appropriate training relating to this policy if required and training in methods of physical intervention for authorised staff. This will be organised via the Local Authority Behaviour Support Service, who use PROACT SCIPr as the preferred system for physical restraint.

Risk Assessments

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. 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 (or in an emergency situation). 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. For planned interventions where there is a behaviour and intervention plan and specific risk assessment in place, the headteacher will make sure all staff are aware of these.
It is the responsibility of every member of staff to ensure they act in accordance with these plans and risk assessments. Additionally staff should make the headteacher aware of any shortcomings in these plans and assessments.

In emergency or unplanned situations staff will need to carry out a dynamic risk assessment based on the circumstances at the time and their professional judgement coupled with the information available in this policy and any training they have received.

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.

However, any physical intervention involves a degree of risk; the assessment of the level of risk to the child or young person, themselves, others, and the circumstances of the situation must be considered before deciding to intervene. Staff should think clearly and carefully before acting.

Physical intervention on a child or young person should calm the situation and not lead to greater injury or an escalation of violence. There are many things to consider and the following are examples of factors which could be taken into account when evaluating the risks involved and in determining the techniques to be employed in any particular situation:

- Any known SEN/care or disabilities;
- Individual needs and appropriate systems for clear communication;
- The age, relative physiques, and known medical conditions of both the adult restrainer and the child or young person;
- The relative genders of staff and child or young person;
- The presence of a second, or other adults, available to assist, supervise, and become involved in the physical intervention;
- The opportunity to secure the presence of a second, or other adults;
- Spectacles, hearing aids, jewellery and clothing worn by the child or young person;
- The restrainers capacity to act calmly and systematically;
- The location of the incident and the potential for the physical intervention to be carried out safely;
- The potential outcomes of not intervening;
- Whether other techniques not involving force have been used and not worked.

What to Do After the Use of a Restrictive Physical Intervention

Recording Events and Actions

The Governing Body acknowledges the importance of ensuring accurate and detailed records of incidents of physical intervention are made and kept for future reference.

Restrictive Physical Intervention Incident Reports

The Governing Body and Headteacher will establish arrangements to ensure that all significant incidents of physical intervention are reported and recorded by the member(s) of staff involved as soon as possible

after the event. The incident should be recorded on the attached incident report form (Appendix 1). A copy of this form will be kept securely and confidentially at the School and a copy sent to the Children and Younger Adults Health and Safety Section, marked confidential.

The school considers any of the following incidents to be significant and therefore requires that staff complete an incident record:

a) Any incident which caused injury or distress to a pupil or member of staff (where an injury is involved the schools accident reporting guidance must also be followed);
b) Any incident which is sufficiently serious in its own right to require an incident record to be completed (even though there was no apparent injury or distress). Any use of restrictive holds will as an example fall into this category.
c) Any incident where a written record is needed to be able to justify the use of force. (This is relevant where the staff involved feel the judgement was very finely balanced).
d) Any incident where a record will help the school to identify and analyse patterns of pupil behaviour or will help to inform future training.
e) Any incident which involved other agencies e.g. the police.

The form must be completed by the member(s) of staff concerned who should sign and date the record of physical intervention. This is in line with guidance from the DCSF and in order for staff to receive the full backing of the Local Authority the form must be completed. The report must include:

- The name(s) of the child(children) or young person(s) involved
- The name(s) of the staff involved;
- When and where the incident took place;
- The name(s) of other staff or children or young people who witnessed the incident;
- The reason why physical intervention was necessary;
- How the incident began and progressed, why the physical intervention was used, details of the child's or young person's behaviour, what was said, what steps were taken to defuse the situation, the degree of physical intervention used , how it was applied and for how long;
- The child's or young person's response and the outcome of the incident;
- Details of any injury suffered by the child or young person or others and subsequent medical attention.
- Details of any damage to property;
- A description of any action taken after the incident;
- Records should be reviewed at the end of each term.

The Headteacher or a senior member of staff should be informed of any incident of physical intervention as soon as is practicable.

It is good practice for the school member of staff with lead responsibility for safeguarding to check the record and for the school to provide the member (s) of staff involved in the incident with a copy of the final version.

Witness Statements

Where there is an incident and a physical intervention is required statements will be taken from witnesses. This will be carried out by the Headteacher or a senior member of staff as soon as possible after the incident. This should be carried out a quickly as possible so that witnesses do not have the opportunity to influence each other's statement.

Follow Up Action

All senior staff involved must record details of their involvement at every stage, together with details of all follow-up action.

The children or young people and staff involved in an incident of physical intervention will have an opportunity to discuss the matter with The Headteacher or an appropriate senior member of staff.

Any lessons learned as a result of this discussion will be used by the school to update behaviour and restraint plans and risk assessments.

Parents and carers of children or young people involved in an incident of physical intervention will be informed of what has happened to their child or young person and offered an opportunity to discuss this with the Headteacher or a senior member of staff.

Any member of staff involved in an incident of physical intervention may need time to recover and regain their composure. They will also be given the opportunity to discuss how the incident of physical intervention has affected them personally with an appropriate colleague, friend or Professional Association or Trade Union Representative.

For planned physical interventions the risk assessment should be reviewed. For repeated interventions other professional colleagues e.g. psychologists should be included in the review.
This could result in a number of actions aimed at meeting needs and reducing the risk of incidents and harm to other pupils and staff, such as:

- preparation of individual plans to address a range of needs such as a multi element plan
- avoidance of known triggers
- addressing environmental factors
- changing aspects that maybe contributing to the risk of incidents such as timetables, class groups

Handling Complaints

Complaints about physical contact or intervention will be considered in the light of existing statutory routes of investigation. These are:

- Child Protection (Local Authority advice);
- Disciplinary Procedures (School policies/Local Authority advice).

The Headteacher or a senior member of staff will consult with the School's Child Protection Coordinator, and Authority's Child Protection Officer.

If there are no grounds for continuing with either of these procedures the complaint will be dealt with through the Governing Body's normal Complaints Procedure.

Monitoring

The Headteacher and Governing Body will review the implementation of the Policy on Physical Intervention at appropriate intervals. All staff will be involved and asked to contribute to the review.
All staff will be informed of the outcome of the annual review.

Adopted by governors April 2021

To be reviewed in 3 years' time or before if needed

APPENDIX 1

INCIDENT REPORTING - WHAT TO DO

1. A copy of the attached "Restrictive Physical Intervention Record of Incident" form must be completed following every Physical Intervention. The form to be completed as soon as possible in line with the guidance in the school policy.

2. The form must be passed to the Headteacher immediately it is completed.

3. All witness statement taken in accordance with the guidance should be attached to the form by the Headteacher/relevant senior member of staff who undertakes the witness interviews.

4. A copy of the form should be filed confidentially in the School's record system and a copy should also be sent under confidential cover to the Children and Younger Adults Health and Safety Section at County Hall.

CONFIDENTIAL

RESTRICTIVE PHYSICAL (RESTRAINT)
Record of Incident

Date of Incident:	
Name of School:	

1) Names of those Involved:
Staff: **Others:**

Pupil(s):

2) Time of Incident:

Location:

3) Events leading up to physical intervention (including alternative strategies used):

4) Account of actual incident (include details of actions, method of restraint, words used, witnesses, etc)

5) Outcome/resolution of incident:

6) Follow up actions (advice to carers, support for staff ands pupils involved etc):

7) Names of witnesses and attached witness accounts (signed by witness):

8) Record if any injury/damage to property:

9. When and how those with Parental Responsibility were informed

10. Has any complaint been logged YES/NO

Report completed by……..……..	**Report checked by……..……..**
Signed…….……	**Signed…….……**
Position…….……	**Position……**
Date ……	**Date ……**

To Be Kept in a Central School File