



Middlezoy Primary School and Othery Village School **Physical Intervention Policy**

The school behaviour policy outlines how staff at both schools 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 schools' SEN policy, the Health & Safety policy, and the Child Protection and Safeguarding 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 of School will be responsible for ensuring that staff and parents are aware of the policy. They will ensure that any necessary training/awareness-raising takes place so that staff know their responsibilities.

Physical touch

The staff at both schools believe that physical touch is an essential part of human relationships. In our schools, 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 schools, the Head of School 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• demonstration during PE• removal of a cause of distress
Restrictive physical interventions	Prevent, impede or restrict movement or mobility. Restraint. To use force to direct.	<i>For example:</i> <ul style="list-style-type: none">• isolating a child in a room• holding a pupil• blocking a person's path• interpositioning• 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

When is restrictive physical intervention permissible at Middlezoy Primary School and Othry Village School?

Restrictive physical intervention is rarely used at our schools. However, it will be necessary when its aim is to prevent a pupil injuring themselves or others (For example, pupils behaving in a dangerous manner) or to prevent them damaging property (For example, pupils throwing a heavy object at/near to expensive computer equipment). [Section 550A, DFES Circular 10/98]. Such an intervention is also allowed when its aim is 'to prevent a criminal offence'.

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. 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.

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?

All school staff are authorised. Supply staff and peripatetic staff will not be authorised to use restrictive physical interventions except if they have been specifically authorised by the headteacher.

Parents and volunteers in the schools 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 the schools might intervene

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.

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;
- wherever possible, have another member of staff/adult in line of sight.

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.

A pupil absconding can only be restrained if they are putting themselves at significant risk by leaving school.

Section 550A 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 force for this purpose is unlikely to be acceptable educational practice particularly with pupils in KS2 and above**. In many cases, the use of force to achieve compliance will exacerbate the problem. You should be extremely circumspect about using a physical intervention for such a reason. Most attacks on staff are triggered by a member of staff initially touching the pupil.

It is more possible with a KS1 child that limited restraint (e.g. holding a reception child's hand without significant struggle; gently holding them back - again without significant struggle) will be appropriate and acceptable. However, it is essential that such action has the *child's best interests at heart* and that it is not used simply for convenience.

The use of a restrictive physical intervention becomes increasingly inappropriate with older pupils.

Examples of acceptable restrictive physical intervention:

- Pupil A is angry and out of control and banging his head on a wall. It would be appropriate to lead pupil away from wall with a member of staff on each side and gently hold the head to prevent neck injuries.
- Pupil B is walking to village hall for PE and is oblivious to approaching car. It would be appropriate to hold the shoulders if calling pupil's name has not achieved gaining attention.

Examples of unacceptable restrictive physical intervention:

- Pupil A is admonished for playing roughly and walks away from member of staff. It would not be acceptable to use restrictive physical intervention to bring child to senior staff or to remove from the playground.
- Pupil B is kicking and screaming in the classroom on the carpet. The lesson is disrupted and other children are upset. It would not be appropriate for pupil B to be physically removed from the classroom but rather the other pupils should leave the room while an appropriate adult stays with pupil B.

In all cases of planned or emergency intervention, staff must summon assistance by sending red cards with location on to the nearest member of staff.

The place of restrictive physical intervention within broader behavioural planning

If, through the school's special needs 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. A copy will be sent to the SCC 'Health & Safety' department.
- 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 or outside agencies if appropriate.

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 Head of School 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, following SCC guidance.

MIDDLEZOY/OTHERY SCHOOL

INCIDENT FORM – USE OF PHYSICAL INTERVENTION

1. GENERAL DETAILS

CLASS: _____ TERM: _____ NUMBER: _____ DATE: _____

NAME(S) OF PUPILS INVOLVED: _____

LOCATION: _____ TIME: _____

WITNESSED BY: **Adults:** _____
Pupils: _____

STAFF WRITING THIS REPORT: _____

REPORTED TO HEAD: _____ (Date/time)
 FORM RETURNED: _____ (Date/time)

2. DESCRIPTION OF THE INCIDENT (WHAT HAPPENED?)

	<i>Nature of incident</i>	<i>Effects</i>
Pupil to pupil <input type="checkbox"/>	Verbal abuse/outburst <input type="checkbox"/>	Disruption <input type="checkbox"/>
Pupil to adult <input type="checkbox"/>	Threatened violence <input type="checkbox"/>	Distress to self (pupil) <input type="checkbox"/>
Self harm <input type="checkbox"/>	Risk of injury <input type="checkbox"/>	Distress to others <input type="checkbox"/>
Damage to property/equipment <input type="checkbox"/>	Physical abuse/attack <input type="checkbox"/>	Injury <input type="checkbox"/>

Antecedents (What lead up to the incident): _____

Behaviour: _____

Action taken to manage/de-escalate the behaviour prior to use of physical intervention: _____

Description of the physical intervention used:

- Was this a planned (IBP)/unplanned intervention? (delete as appropriate)
- Duration of physical intervention: _____
- Was anyone injured? YES/NO If YES, give details of injury and any medical support given: _____

3. CONSEQUENCES

Incident reported to Headteacher /Other member of SLT (specify) _____

Parents Contacted – Phone/Letter Time: _____ By Whom: _____

In School/Class Sanctions: _____ Date: _____

Outside Agencies Involved YES/NO If YES, who? _____

Accident/Incident form/book Health and safety form/book

Other recording (specify) Other notification

Signed: _____ (Member(s) of Staff)

Date: _____

4. FURTHER ACTIONS

Post Incident Support:

Staff

Staff 'Debrief' Requested YES/NO

Provided by _____ Date _____

Follow Up Session Requested YES/NO

Details _____

Pupil

Post Incident Support given by _____ Date _____

Signed _____ (Member of Staff)
Date _____

Signed (optional) _____ (Pupil)

PLANNING AND FURTHER ACTIONS

Do any of the following need review and possible change? Please tick appropriate ones.

- Pupil individual programme (e.g. IBP/PSP)
- Teaching targets/curriculum offered
- Teaching groups
- Aspects of physical environment
- Defusing and calming strategies
- Staffing

What steps have/will be taken to address identified areas?

Was any further, related action taken by Head YES/NO

Specify:

Signed: _____ (Head of School)

Date: _____