



"Aiming high to achieve success!"

Physical Intervention Policy

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1. AIMS

- 1.1 **Abbott Community Primary School** encourages pupils to make positive behaviour choices. However, pupils sometimes do make the wrong choices. On rare occasions, this may result in a situation that requires some form of physical intervention by staff.
- 1.2 Our Restraint Policy is based upon the following principles:
 - 1.2.1 Physical intervention is used only as a last resort when other appropriate strategies have failed.
 - 1.2.2 Any physical contact is only the minimum required.
 - 1.2.3 Physical intervention is used in ways that maintain the safety and dignity of all concerned.
 - 1.2.4 Incidents are recorded and reported to the Head Teacher or Deputy Head in her absence.
 - 1.2.5 Parents are informed of each incident.

2. THE LEGAL FRAMEWORK

- 2.1 Section 93 of the *Education & Inspections Act 2006* allows teachers and other persons, who are authorised by the Head Teacher, and who have control or charge of pupils, to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:
 - 2.1.1 causing injury to his/herself or others
 - 2.1.2 committing an offence
 - 2.1.3 damaging property
 - 2.1.4 prejudicing the maintenance of good order & discipline
- 2.2 This policy has been written with DFE [Use of reasonable force in schools](#) advice for Head Teachers, staff and governing bodies, July 2013

3. DEFINITIONS OF REASONABLE FORCE AND RESTRAINT

- 3.1 The DFE guidance (2013) on the [Use of reasonable force in schools](#) defines and explains these terms in the following way:
 - 3.1.1 The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career, which involve a degree of physical contact with pupils.

- 3.1.2 Force is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm, through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 3.1.3 'Reasonable in the circumstances' means using no more force than is needed.
- 3.1.4 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 3.1.5 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention.
- 3.1.6 School staff should always try to avoid acting in a way that might cause injury, but in extreme cases, it may not always be possible to avoid injuring the pupil.
- 3.1.7 All members of staff who can use reasonable force have a legal power to use it. This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school-organised visit.
- 3.2 The DFE Guidance 2013 on 'Use of reasonable force' states that schools can use reasonable force to:
 - 3.2.1 remove disruptive children from the classroom, where they have refused to follow an instruction to do so;
 - 3.2.2 prevent a pupil behaving in a way that disrupts a school event, trip or a visit;
 - 3.2.3 prevent a pupil leaving the classroom, where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others;
 - 3.2.4 prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
 - 3.2.5 restrain a pupil at risk of harming themselves through physical outbursts.
- 3.3 Schools cannot use force as a punishment - it is always unlawful to use force as a punishment.
- 3.4 In addition to the general power to use reasonable force described above, Head Teachers and authorised staff can use such force as is reasonable, given the circumstances to conduct a search for the following 'prohibited items': knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- 3.5 Force cannot be used to search for items banned under the school rules.

4. OUR APPROACH

- 4.1 We aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy.
- 4.2 It is not possible to define every circumstance in which physical restraint would be necessary or appropriate. Staff exercise their own professional judgement in situations which arise within the above categories.
- 4.3 Staff act within our school's policy on behaviour and discipline, particularly in dealing with disruptive behaviour. Once again, it is stressed that physical intervention is only used when all other strategies have failed to have the desired effect on a pupil's behaviour.
- 4.4 It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- 4.4.1 Examples of where touching a pupil might be proper or necessary:
- 4.4.1.1 Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- 4.4.1.2 When comforting a distressed pupil
- 4.4.1.3 When a pupil is being congratulated or praised
- 4.4.1.4 To demonstrate how to use a musical instrument
- 4.4.1.5 To demonstrate exercises or techniques during PE lessons or sports coaching
- 4.4.1.6 Give first aid.
- 4.5 Staff are aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care'. They therefore take reasonable action to ensure the safety and well-being of all pupils. This being said, staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

5. USE OF PHYSICAL RESTRAINT

- 5.1 Physical restraint is applied as an act of care and control, with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It never takes a form that could be seen as punishment.
- 5.2 Staff are only authorised to use reasonable force in applying physical restraint i.e. only applying force necessary to stop or prevent danger, in accordance with the guidelines below. In all circumstances, alternative methods are used as appropriate, with physical intervention or restraint a last resort.

- 5.3 Members of staff are trained in the pre-emotive and responsive positive handling strategy and physical restraint techniques of TEAM TEACH.
- 5.3.1 The TEAM TEACH system is recognised by the Local Authority and accredited through BILD – British Institute of Learning Disabilities.
- 5.3.1.1 Staff undergo a one or two day course (depending upon the severity of behaviour of the children they are working with) led by qualified trainers, with a single day refresher course undertaken every two years.
- 5.3.1.2 Although any member of staff may be required to physically intervene with a pupil who is endangering themselves or others, we would expect accredited staff to take over as soon as possible.
- 5.4 Before using physical controls we take effective action to reduce risk by:
 - 5.4.1 Showing care and concern by acknowledging unacceptable behaviour and requesting alternatives, using negotiating and reasoning.
 - 5.4.2 Giving clear directions for pupils to stop
 - 5.4.3 Reminding them about rules and likely outcomes
 - 5.4.4 Removing an audience or taking vulnerable pupils to a safe place
 - 5.4.5 Making the environment safer by moving furniture and removing objects which could be used as weapons
 - 5.4.6 Using positive guidance to escort pupils to somewhere less pressured
 - 5.4.7 Ensuring that colleagues know what is happening and call for help.

6. ACCEPTED PHYSICAL RESTRAINTS

- 6.1 A range of guides, escorts and physical interventions from least intrusive to most intrusive are outlined as acceptable. These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force.
- 6.2 Restraints where two people are used will be deemed as a more restrictive hold. As the amount of restriction/ number of people increases, so does the risk. Staff need to make a risk assessment based on the situation, as to the level at which they are going to intervene.
- 6.3 Any Physical Interventions used will need to take account of age, cultural background, gender, stature and medical history of the pupil and staff involved.
- 6.4 Ground Recovery Holds are the most restrictive and carry the highest risk. Generally, staff are not taught floor holds and are encouraged to avoid going to

ground wherever possible. Exceptions may be if the child is already on the floor when Physical Intervention has begun, or circumstances are of such high risk that the ground recovery strategy is perceived and documented as being the appropriate strategy to employ.

6.4.1 If a ground recovery hold is the only strategy left to use then Team Teach trained staff will be called upon.

6.5

Increase in Level of Intrusion	<u>1 Person Standing/Walking</u>						Associated Increase in the level of risk
	Friendly Hold						
	Single Elbow						
	Figure of Four						
	Wrap		Double Elbow		Shield		
<u>2 Persons Standing/Walking</u>			<u>1 Person to Chairs</u>				
Friendly Hold			Friendly Hold				
Single Elbow			Single Elbow				
Figure of Four			Figure of Four				
Wrap		Double Elbow		Shield			
<u>2 Person to Chairs</u>							
Friendly Hold							
Single Elbow							
Figure of Four							
Wrap		Double Elbow		Shield			
<u>1 Person to Ground Recovery</u>							
Friendly_Hold							
Single Elbow							
Figure of Four							
Wrap		Double Elbow		Shield			
<u>2 Person to Ground Recovery</u>							
Friendly Hold							
Single Elbow							
Figure of Four							
Wrap		Double Elbow		Shield			

7. ACTIONS AFTER THE INCIDENT

7.1 Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil.

7.2 The Head Teacher is informed of any incident as soon as possible and takes responsibility for making arrangements for debriefing, once the situation has stabilised.

7.2.1 An appropriate member of the teaching staff debriefs the pupil concerned: the debrief includes consideration of the circumstances that precipitated the incident and exploring ways in which future incidents can be avoided. Any other individuals involved in the incident are offered support.

- 7.3 If the behaviour is part of an ongoing pattern it will probably be necessary to address the situation through the development or review of an Individual Behaviour Plan (IBP), which may include a risk assessment; an anger management programme and possible involvement of external agencies.
- 7.4 All incidents are recorded immediately on a Physical Restraint Incident Form (Appendix B). All sections of the report are completed so that any patterns of behaviour can be identified and addressed. In the event of any future complaint or allegation this record provides essential and accurate information. A copy is filed in the child's appropriate file, a central copy is kept by the Head Teacher and this is logged on CPOMs.
- 7.5 A member of the SLT contacts parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

8. RISK ASSESSMENT

- 8.1 If we become aware that a pupil is likely to behave in a disruptive way, that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning (recorded on an IBP) addresses:
- 8.1.1 Strategies to be used prior to intervention
 - 8.1.2 Ways of avoiding 'triggers' if these are known
 - 8.1.3 Involvement of parents to ensure that they are clear about the specific action the school might need to take
 - 8.1.4 Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
 - 8.1.5 Identification of additional support that can be summoned if appropriate
 - 8.1.6 The school's duty of care to all pupils and staff

9. COMPLAINTS AND ALLEGATIONS

- 9.1 This clear physical intervention and restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation under our Complaints Procedure.
- 9.2 If following preliminary investigations it is deemed necessary, the Head Teacher will contact the LADO in line with our Child Protection Policy and Procedures.
- 9.3 It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

9.4 We will review this policy annually.

APPENDIX A: Related Policies

School Policies:

ACPS-010 Behaviour Management Policy

ACPS-001 Safeguarding Policy

ACPS-00.. Child Protection Policy

ACPS-016 Anti-Bullying Policy

Guidance for Safer Working Practice for Adults who Work with Children and Young People in School Settings

10. PARENTAL INVOLVEMENT

- 10.1 As ever, we seek to encourage a partnership of parents, children and the school working together. All stakeholders sign a Home School Agreement, at the start of each academic year in agreement of this partnership. All parents receive information regarding the school rules and expectations when their children start at Abbott and annually, as they move through the school. Efforts are made to keep the parents informed of any changes to behaviour or policy, and of their child's progress in school through continual feedback.
- 10.2 The school operates an 'open door' policy and parents are encouraged to discuss concerns or problems with Class Teachers, SLT or Governors. Building relationships with parents/carers is pivotal in terms of preventing and reducing exclusions. We work extremely hard to build positive relationships, particularly with parents whose children require a more personalised and individual system to help manage behaviour.

11. WORKING WITH OUTSIDE AGENCIES

- 11.1 The school refers all serious incidents of sexually inappropriate behaviour to the local children's social care services in accordance with safeguarding procedures.
- 11.2 The school also works closely with outside agencies with children who have emotional and behavioural difficulties, who support us in developing Individual Behaviour Plans.