



St John's C of E Primary Academy

Physical Intervention Policy

Author: S. Brackpool
Date of issue: January 2017
Review date: January 2018

Key Personnel

Principal: Sarah Cockshott

Chair of Governors: Fr Roger Gilbert

St. John's C of E Primary School
Physical Intervention Policy

Introduction

At St John's we are committed to providing a safe, caring and inclusive environment for pupils, staff and visitors.

Our Behaviour Policy details how we aim to achieve a positive, caring ethos.

This policy also connects to policies on Health and Safety, Child Protection and safeguarding and Equal Opportunities.

Some children, because of the nature of their difficulties, will need additional support to help manage their behaviour in a crisis situation, which may result in the need for physical intervention.

Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Principal 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:

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline'

Physical intervention should not be used to gain compliance from the child, however where the lack of compliance poses a danger or potential danger to the child themselves or others physical intervention may be considered.

Advice for school staff and governing bodies is also available in the DfE document, 'Use of Reasonable Force', July 2013.

What Physical Intervention is

Physical intervention occurs whenever a member of staff, using intentional force, physically restricts a child's movement against his or her will.

We must differentiate between children being escorted and the use of physical intervention. Staff will need to make their own assessment as to whether they have employed a physical intervention in order to control behaviour but any restrictive interventions including a single elbow both sides of the child would be considered a physical intervention. All physical interventions must be recorded (see section on recording) and parents/guardians informed.

What Physical Intervention is not

Physical restraint does not include the use of gentle physical prompting or guidance where the child is happy to comply and the aim is to assist him or her to participate appropriately in activities.

There are other situations where physical contact may be necessary eg; demonstrating exercises in PE lessons; administering first aid; or offering comfort to a distressed pupil. This does not constitute restraint but staff should be conscious of pupil perceptions and recognise that for some pupils touching may be unwelcome and misinterpreted despite good intentions.

The Role of Physical Intervention

The role of physical intervention is very much a minor role in the school's positive strategy for the management of children's behaviour. Physical intervention must be seen as the last resort and it is expected that staff will have exhausted all other strategies in order to avoid the aggression. These strategies include:

- Redirection
- Planned ignoring
- Calm talking

The school will ensure that where it is anticipated that physical intervention is likely to be required by a pupil, a personalised risk assessment and a behaviour plan will be produced.

Once completed both the behaviour plan and personalised risk assessment will be shared with parents and, where appropriate, the social worker for the child.

The use of physical intervention will be based on the risk assessment made by staff in each individual circumstance, and factors that need to be taken into account include:

- The environment in which the situation is taking place
- The number and vulnerability of people nearby
- The ability to remove other children/people from the immediate environment
- Whether or not alternative strategies are appropriate in the individual circumstances.

The school currently has 2 members of staff trained in Managing Actual and Potential Aggression (MAPA) who will be called as the first response, however, all teachers and support staff (LSP 3) have been authorised by the Principal to use physical restraint only when the risks involved in doing so are outweighed by the risks in NOT using restraint.

Should a member of staff find him/herself alone with the child, they should seek assistance before implementing a restrictive intervention.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

Actions after an Incident

Any physical intervention **must** be recorded on the Physical Intervention Record Form. These must be done immediately following an intervention and must be handed to SENCO / PRINCIPAL who will notify parents and ensure that the school behaviour policy is adhered to. Failure to record this information will be treated under disciplinary rules. The recording of interventions is necessary to monitor the situation with each child and to provide protection for staff involved.

Following a physical intervention staff will receive support and an opportunity for a debrief. It is recognised that having to undertake such an intervention is very stressful to the staff involved and staff often need time to unload. Time must also be given after the situation has calmed for the child, where appropriate, to be able to talk about the situation and their feelings. This may prove difficult for some children but staff must endeavour wherever possible to provide this opportunity.

It is the responsibility of the Principal to monitor the use of physical interventions in the school. Where a number have occurred with an individual child it may be necessary to revisit the child's behaviour plan.

Complaints and Allegations

A clear physical intervention 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, either under the complaints disciplinary or allegation management procedures. It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

We will review this policy on a yearly basis.

APPENDIX

Physical Intervention Record Form



School DCSF No.....Year Group.....

Name of child/young person

Is this young person a looked after child/SEN/vulnerability?

When did the incident occur?

Date	Day of week	Time	Where?
------	-------------	------	--------

Staff involved

Name	Designation	MAPA trained?	Involved: physically? (P) as observer? (O)	Staff signature

Please describe the incident and include:

1. What was happening before?
2. What do you think triggered this behaviour?
3. What de-escalating techniques were used prior to physical intervention?
4. Why was a PI deemed necessary?
5. Any other information relevant to include.

Team Teach technique(s) used (tick as appropriate)

Technique	Standing/escort	Sitting/chairs	Kneeling	Ground
Breakaway/defensive				
One person				
Two people				

Please give details below of hold, e.g. single elbow, double elbow, wrap, etc.

.....

How long was the child/young person held?

If the child/young person was held on the ground: Did they go to ground independently?*

Were they taken to ground by staff?*

**tick as appropriate*

Good practice dictates that schools should review what happened and consider what lessons can be learned, which may have implications for the future management of the pupil. These need not be added to this form but should be incorporated in the individual plans for the child.

Has the child/young person been held before?

Yes/No

A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.

Does the individual support plan need to be reviewed as a result of this incident?

Yes/No

Does the risk assessment need to be reviewed as a result of this incident? Yes/No

If yes, who will action and when? (less than four weeks)

Who was the incident reported to, and when?

.....

Was there any medical intervention needed? Yes/No

Include names of any injured person and brief details of injuries

.....

.....

Please specify any related record forms

Accident Book Anti Bullying and Racist Incident Record Form

Skin Map Violent Incident Record Complaints recorded

Other (please specify)

Was the pupil debriefed? Yes/No

Were staff offered a debrief? Yes/No

Was it taken up? Yes/No

Parents/carers were informed

Date	Time	By whom?	By direct contact, telephone, letter?

Form completed by:	Name	Designation	Date and time