



**Ravenscroft
Primary School**
Explore. Achieve. Fly.

PHYSICAL INTERVENTION POLICY

Rationale

The aims of this policy are to:

- Assist staff to maintain a safe and secure environment in school so that learning can take place
- Protect all pupils in school against any form of physical restraint which is either unnecessary, inappropriate, excessive, or unlawful
- To protect staff and minimise the risk to staff of any accusation of improper conduct towards a pupil

The school has a Behaviour Policy. Please refer to the policy for additional information.

Definition

Restraint – the use of restraint techniques (which may require specific training 'Team Teach') which physically prevent a pupil from continuing an action which may lead to significant harm to themselves, others or property.

For example:

- Acting in a way that is counter to maintaining good order and discipline at the school
- Injuring themselves, another child or adult
- Exposing themselves to danger, including attempting to run out of school
- Causing significant damage to property
- Committing a criminal offence

Physical intervention may also be used to search a pupil for dangerous items or stolen property.

Principles of Physical Intervention

The DCFS – Guidance 04/10 allows all school staff members to use reasonable force, however the use of physical intervention should, wherever possible, be avoided.

The school will apply the following strategies prior to physical intervention. These are personalised to each individual pupil e.g.

- Leaving classroom (choice)
- Distraction
- Verbal warning
- Adult intervention (talking to other adults)
- Time out

Things to consider

If physical intervention is deemed to be necessary then:

- It must only be carried out by members of staff who are Team Teach trained
- It should be both reasonable and proportional to the circumstances and be the minimum necessary to avert injury or damage to property. There should be no unnecessarily rough handling or shaking of the pupil
- It should be an exceptional circumstance or emergency
- It must be used in ways that maintain the safety and dignity, regarding gender and culture of all concerned
- It should be applied for the shortest period of time
- It must be recorded (Serious Incident Record)

Examples of acceptable forms of physical intervention are:

- A safe holding tactic by which a pupil is restrained until he/she calms down
- Physical escorting of a pupil from one place to another
- Removing a weapon or dangerous object from a pupil

Stages of Physical Intervention:

Stage 1

Before physical intervention where a pupil is deliberately refusing to cooperate or refusing to follow instructions then the teacher or member of staff should:

1. Give clear instructions to the pupil as to what is required of them
2. Give the pupil a warning of the consequences of not complying with the request from the staff member
3. Give the pupil time to reconsider and conform to the request
4. Keep calm and remain in control of the situation
5. Send another adult or responsible pupil to bring an appropriate member of staff. This could be the Head Teacher, any other member of the Senior Leadership Team or SEN leadership team or the person named in the child's risk assessment. This member of staff will go through these steps again when they arrive and attempt to persuade the child to accompany them and leave the room.

If stage 1 is not successful then:

Stage 2

There are two options - the most appropriate in the circumstances should be selected

<p>a) <u>Physical intervention</u> (Team Teach trained staff only)</p> <p>If the pupil still refuses to comply then the staff members should make an assessment as to whether physical intervention will succeed.</p> <p>Physical Intervention Serious Incident Record must be completed (Appendix 1)</p>	<p>b) <u>Alternative action</u></p> <ol style="list-style-type: none"> 1. Remaining by the pupil and giving him/her further time to calm down and reflect on the situation. <p style="text-align: center;">or</p> <ol style="list-style-type: none"> 2. Remaining by the pupil and arranging for the pupil's parents or carers to be contacted and asked to come to school to deal with the incident. <p style="text-align: center;">or</p> <ol style="list-style-type: none"> 3. Removing the other pupils to another room while the pupil calms down, if they are felt to be in danger. In this case there should always be two members of staff with the disruptive pupil
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Physical intervention techniques seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of attempts to keep people safe.

Recording Instances of Physical Intervention

Often, the Head Teacher or Deputy Head Teacher will have been involved at an early stage in dealing with an incident of extreme behaviour and will have sanctioned the use of physical intervention. If not, a member of staff who has used physical intervention with a pupil must immediately report the incident to the Head or Deputy. The Head or Deputy will ask the member of staff to make a written report (Serious Incident Record - Physical Intervention) on the incident. This should include:

- The name of the pupil and the date of the incident
- The location and time of the incident
- The circumstances and significant factors leading up to the incident
- A description of the pupil's behaviour
- Strategies used to control the behaviour
- The reason for using physical intervention
- A description of the physical intervention used
- Whether the pupil, other pupils, or staff experienced any injury

Every incident will be reviewed and risk assessed after the incident.

Parental or Carer Involvement

If a member of staff deems it necessary to use physical intervention above and beyond the standard provision (positive handling plans strategies) then the Head Teacher or Deputy Head teacher must be informed immediately. In cases of physical intervention outside the child's normal behaviour the parents or carers (and social worker, if relevant) should be informed on the day or as soon as possible after the physical restraint has happened and given an explanation of the incident. Paragraph 50 of the Children Act 1989 makes an exception to this when doing so is likely to result in significant harm to the pupil.

Responsibilities

Governors

It is the responsibility of the Governors to regularly review this policy and monitor incidents of physical intervention.

Head Teacher

It is the responsibility of the Head Teacher to regularly review the Behaviour Policy in order to promote good behaviour and ensure that there are clear guidelines for dealing with bad behaviour.

It is the responsibility of the Head Teacher to inform Governors, (as part of the annual Safeguarding report to Governors), of incidents where physical restraint has been necessary.

Staff

It is the responsibility of all staff to inform the Deputy Head for Inclusion if there is a pupil in their class who is displaying extreme behaviour, and to work with the Deputy Head of Inclusion to draw up a risk assessment.

It is the responsibility of staff to monitor the risk assessment and arrange with the Deputy Head of Inclusion for a review when necessary.

Deputy Head for Inclusion

In collaboration with the Class Teacher, the Deputy Head for Inclusion will compile a risk assessment for children who are identified as extremely disruptive or violent. Where appropriate, parents or carers are consulted, but permission is not required. The Deputy Head for Inclusion will give copies of the risk assessment to all staff who may work with the child.

This policy was agreed on	January 2018
Policy to be reviewed by	April 2020

Appendices (separate to policy):

1. Serious Incident Record - Physical Intervention

The following documents have been taken into account in the production of this policy:

- Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders LEA 0242/2002
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties LEA 0264/2003 Department for Education and Skills (2003)
- London Safeguarding Children Board: London Child Protection Procedures 5th edition 2017
- Team-Teach Training Materials 2015
- London Borough of Newham Education Department: Guidance on Appropriate forms of Physical Interventions in Newham Schools and other Educational Establishments (SP080)
- Searching, Screening and Confiscation – Advice for Head Teachers, Staff and Governing Bodies (2014) and Section 45 of the Violent Crime Reduction Act 2006. DfE Guidance
- Use of Reasonable Force Advice for Head Teachers, Staff and Governing Bodies July 2013 DfE Guidance