



# HIGHFIELD ACADEMIES

## PHYSICAL INTERVENTION POLICY

THIS POLICY WAS APPROVED:	SUMMER 2022
THIS POLICY WILL BE REVIEWED:	SUMMER 2024
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	DANNY MILLS

It is the policy of the school that all staff are trained in 'Step On - a therapeutic approach to behaviour' strategies. Only identified staff in classrooms/departments of the school where there is an assessed need for Restrictive Physical Intervention (RPI) will be trained in 'Step Up- RPI training.' Staff who continue to use RPI's due to dangerous behaviour in their classroom will be refreshed yearly.

## **1.0 Introduction**

- 1.1 This policy is based on Department for Education guidance, 'Use of reasonable force. Advice for head teachers, staff and governing bodies – July 2013' and 'Keeping Children Safe In Education- September 2020.'
- 1.2 Highfield Academies recognise that there is a need, reflected in common law, to intervene when there is an obvious risk of safety to its pupils, staff and property.
- 1.3 Highfield Academies are committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving difficult and behaviour, and only use physical intervention as a last resort in line with DfE and LA advice. If used at all it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff.

## **2.0 Objectives**

- Maintaining the safety of pupils, staff and visitors
- Preventing serious damage to property

## **3.0 Our Approach to Best Practice**

- 3.1 Staff will view physical intervention or restraint of pupils as a last resort. If pupils are behaving anti-socially, every effort will be made to manage behaviour positively to prevent the need for restrictive physical intervention.
- 3.2 All physical interventions at this school are conducted within the framework of 'Steps' therapeutic approach to behaviour management. The school behaviour policy is intended to prioritise the pro-social feelings of everyone in the school community. We aspire for equity rather than equality for all of our learners. We aim to help our pupils develop internal discipline in order to create long lasting behavioural change.
- 3.3 Staff will gather evidence using tracking tools (Behaviour tracker and Anxiety Mapping) to analyse behaviour and make comprehensive plans on how they can support this student to self-regulate their behaviour over time (Risk Calculator, Early Prognosis Tools', Roots and Fruits and Individual Behaviour Plans (IBP). Leaders will risk assess the need for staff to be trained in Step Up for the those learners that may need RPI to keep them safe (Steps Audited Need Form).
- 3.4 Through training, staff will understand the importance of listening to and respecting children to create an environment that is generally calm and

supportive especially when dealing with pupils who may have emotional and behavioural needs that may increase their despair and aggression.

- 3.5 Staff will be trained to avoid hand holding with children to reduce the risks associated with the potential pulling and dragging leading to injured staff and students (See Appendix 1)

#### **4.0 Alternatives to Restrictive Physical Intervention (RPI)**

- 4.1 A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:
- Show care and concern by acknowledging unacceptable behaviour and requesting
  - Use negotiation and reason
  - Give clear directions to the pupils to stop
  - Remind them about rules and likely outcomes
  - Remove an audience or take vulnerable pupils to a safer place
  - Make the environment safer by moving furniture and removing objects which could be used as weapons
  - Ensure that colleagues know what is happening and get help
  - Use positive touch to guide or escort pupils to somewhere less pressured (See appendix 1 for Step on trained guides and escorts)

#### **5.0 Physical Intervention/Restraint Approaches that can be regarded as Reasonable in Appropriate Circumstances**

- 5.1 We recognise that most of the time physical intervention will be used as a last resort to maintaining a safe environment. 'Reasonable force' may include guiding a pupil to safety by the arm through to more extreme circumstance such as breaking up a fight. However, it should be using no more force than is needed.
- 5.2 All members of school staff have a legal power to use reasonable force.
- 5.3 The power applies to any member of staff at the school. It can also apply to people whom the Head of School has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school-organised visit.
- 5.4 Best practice will be monitored. Frequent sessions to practise the use of techniques, as well as to disseminate any revised information will be included as part of the school's normal schedule of staff meetings.
- 5.5 When RPI is being used, leaders need to make a risk assessment of safety, planned response and consideration of the need to train identified staff in Step Up (RPI.) (Appendix 2 shows the trained techniques.)

#### **6.0 Our Practice re: Specific Incidents**

- 6.1 Staff intervening with children will seek assistance from other members of staff at as early a stage as possible since single-handed intervention increases the risks of injury to both parties and does not provide a witness.

- 6.2 All staff who become aware that another member of staff is intervening physically with a pupil have a responsibility to provide a presence, and to offer support and assistance should this be required and their training permits
- 6.3 Before intervening in a non-emergency, consideration will be given to whether or not other staff are available to assist.
- 6.4 Where possible, staff who have not been involved in the initial confrontation leading up to an incident may be in better position to intervene or restrain the pupil if this proves necessary.
- 6.5 A pupil's behaviour may be adversely affected by the presence of an audience. Wherever possible, the audience will be removed, or if this is not possible, the pupil will be removed from the audience. The pupil and member(s) of staff will withdraw to a quiet, but not completely private, place (e.g. two members of staff should be present or a door left open so that others are aware of the situation).
- 6.6 Staff will be aware of the need to tell the pupil being restrained, in a calm and gentle manner that the reason for the intervention is to keep the pupil and others safe. Staff will explain that as soon as the pupil calms down, she/he will be released.
- 6.7 All staff are aware that the school operates back-up system's to enable staff to call for help in emergencies (e.g. All groups offsite have risk assessed pupil groups against appropriate staffing levels and have mobile phones to use when calling for additional assistance.) Staff requesting emergency assistance in school should call a 'code 1' (Ely) or 'code red' (Littleport) on their walkie talkie.

## **7.0 Reporting and Monitoring Incidents**

- 7.1 Reporting and monitoring is of paramount importance for a number of reasons:
- Can relate the physical intervention to the Individual Behaviour Plan (IBP) and make appropriate changes, if necessary
  - Protection for staff and pupils
  - Keeps a record of incidents, so times/areas that most incidents occur can be tracked
  - Can evaluate the effectiveness of physical intervention
- 7.2 All incidents where any physical restraint has been used on a pupil is recorded in the Physical Intervention Record book (bound and numbered book) which is kept in the Head of School's office and is accessed through the Executive head, Head of School or Assistant Head.

## **8.0 Debriefing Arrangements**

- 8.1 The pupil and the member of staff will be checked for any sign of injury after an incident. First aid will be administered in accordance with the Health and Safety Policy to anyone who requires it.

- 8.2 The pupil will be given time to become calm while staff continue to supervise her/him. When the pupil regains complete composure, an appropriate member(s) of staff (or her/his nominee) will support the pupil and try to ascertain the reason for its occurrence. If appropriate, the incident will be discussed with the pupil where they will have the opportunity to explain things from her/his point of view. All necessary steps will be taken to re-establish the relationship between the pupil and the member(s) of staff involved in the incident. Where a pupil has significant learning difficulties that would impair this process, every effort will be made to discuss the incident and the reason for it but it is recognised that in some cases this is not always possible.
- 8.3 In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the pupil returns to school
- 8.4 All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. If required a senior member of staff (or her/his nominee) will provide support to the member of staff involved.
- 8.5 The Head of School will be informed at the earliest possible opportunity of any incidents where physical intervention or restraint was used. The Head of School (or his/her nominee) will ensure that the recording process has been completed in line with the school's agreed practice (see 7.0) and will review each incident to ensure that any necessary lessons are learned. Governors will be made aware of incidents as deemed necessary by the Head of School and/or the Exec Head.

## **9.0 Arrangements for Informing Parents**

- 9.1 Parents will be informed of the school's policy regarding physical intervention in the following ways:
- A section about the school's legal obligations to maintain a safe environment and the possible use of physical intervention (as a very last resort) with pupils will be included in the school brochure
  - Staff who work with particular children may need to use specific techniques routinely to manage dangerous behaviour. Such arrangements will be discussed with parents/carers in advance and would be part of the child's Individual Behaviour Plan. All interventions will be routinely recorded (See section 7.0)
  - All parents will be informed after a non-routine incident where physical intervention is used with a child

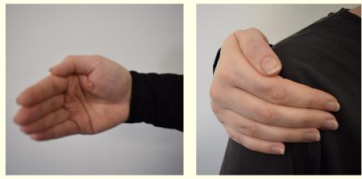
## **10.0 Complaints**

- 10.1 If a parent/carer or child is concerned about any aspect of the management of an incident requiring physical intervention, he/she should inform the Head of School of their concern.

# Appendices:

## Appendix 1: Step on Guides and Escorts'

Closed mitten



Cambridgeshire Steps November 2021

Open mitten



Cambridgeshire Steps November 2021

Offering an arm (to support, guide or escort)



Cambridgeshire Steps November 2021

Supportive hug (to support, guide or escort)



Cambridgeshire Steps November 2021

Supportive arm (to support, guide and escort)



Cambridgeshire Steps November 2021

Supportive arm (to support, guide and escort)



Cambridgeshire Steps November 2021

Open mitten guide (to protect or turn)



Cambridgeshire Steps November 2021

Open mitten guide (to communicate)



Cambridgeshire Steps November 2021

Open mitten guide - paired



Cambridgeshire Steps November 2021

Open mitten escort (to support, guide and escort)



Cambridgeshire Steps November 2021

Open mitten escort - paired



Cambridgeshire Steps November 2021

## Appendix 2: Step Up- Restrictive Physical Intervention Elbow Tucks:

Elbow tuck – rescue shape



Context:  
The rescue shape is not designed to be maintained but is used as a familiar shape to return to between transitions

Elbow tuck – figure of 4



Cambridge Police Training Council

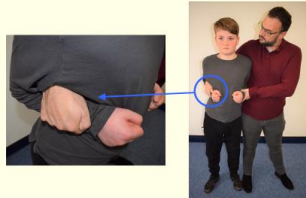


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Elbow tuck – figure of 4



Elbow tuck – lone worker

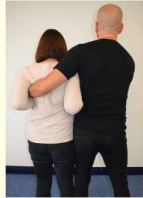


Cambridge Police Training Council



Cambridge Police Training Council

Elbow tuck – lone worker



Elbow tuck – braced



Cambridge Police Training Council



Cambridge Police Training Council

Elbow tuck – braced



Elbow tuck – additional support



A closed mitten can support the shoulder to restrict forward movement or biting



Cambridge Police Training Council



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Elbow tuck – dead weight down



Transition

Elbow tuck – dead weight



Shape



Shape

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