



Longmoor

Community Primary School

Together we grow, explore, discover.

Physical Intervention Policy

DFE:	Non-Statutory	Category:	HR	Review:	Legislation Changes
Last Reviewed:	September 2021		Reviewed by:	SIL / Mark Garside (HT)	
Status:	ACTIVE				

Version Log		
1.0	H&S Compliance Policy Personalised for LCPS	March 2022

Contents

Introduction	3
Rationale	3
Purpose of this Policy	3
Definitions of Physical Intervention	4
Terminology	4
Circumstances when Physical Intervention Might be Appropriate	4
What Staff Will Do Before and During Any Physical Intervention	5
When Physical Restraint Becomes Necessary	5
Reasonable Force	6
Actions After an Incident	6
Risk Assessments	7
Other Physical Contact with Pupils	7
Links to Other Policies	7
Appendix 1: Physical Intervention Report Form	8

Introduction

At Longmoor Primary School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. On rare occasions circumstances may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned. Incidents must be recorded and reported to the Headteacher as soon as possible.
- Parents will be informed of each incident.

Rationale

Every child has a right to the best education which can be provided in partnership between school, parents/carers, the authority and the community. Staff have a right to teach in an environment which is not subject to disruption or aggression. Good pupil behaviour and skilled management by staff of pupils' behaviour are essential pre-requisites for an effective learning environment. Behaviour which challenges good order is a barrier to learning and teaching. Therefore, this policy is linked closely to the school's behaviour policy.

However, there can sometimes be occasions in any school when pupils' behaviours challenge the ability of staff to maintain good order, or a situation of clear danger or extreme urgency occurs. A pupil's behaviour may disturb other pupils, may risk damaging property, or may place that pupil or others at risk of harm. Conflict and aggression can be minimised by using effective de-escalation techniques. All staff need to know the appropriate steps to take to de-escalate situations, to minimise their severity, and to avoid physical intervention or restraint becoming necessary.

Purpose of this Policy

This policy deals with all situations where physical intervention or physical restraint may be used. These situations include, not only those pupils for whom risks have been assessed and protocols agreed for the use of restraint or physical intervention, but also those pupils whose behaviour is unforeseeable and unpredictable e.g. a pupil who for no anticipated reason displays behaviour which could endanger her/himself, a member of staff, other pupils or a visitor.

This policy will assist staff to be aware of the type of situation where they may or may not require to intervene physically, and those situations where it is acceptable or unacceptable

to physically restrain a pupil and calm them with a brief Restrictive Physical Intervention, that is un-resisted after a few seconds.

Definitions of Physical Intervention

“Restrictive physical interventions involve the use of force to control a person’s behaviour and can be employed using bodily contact mechanical devices or changes to the person’s environment”

(Restrictive forms of physical intervention) ... are designed to prevent movement or mobility or to disengage from dangerous or harmful physical contact ...” (DOH/DFES 2002)

In the rare circumstances that it becomes appropriate to use physical intervention, it will be used as an act of care and not punishment and staff will follow the guidelines outlined below. Staff are required while taking any of the action detailed in this policy to ensure that the pupil understands that this is a last resort and security of the pupil is continually maintained.

Terminology

Physical intervention refers to the actions by which one or more people restrict the actions of another.

Physical restraint is the positive application of force with the intention of holding a pupil. Both are acts of care and control aimed at ensuring safety of the pupil and of others.

Circumstances when Physical Intervention Might be Appropriate

Section 550A of the Education Act 1996 sets out the circumstances in which reasonable force may be used by members of staff in schools:

- When a pupil is committing an offence
- When a pupil is causing personal injury or damage to property
- When a pupil is engaging in any behaviour prejudicial to the maintenance of good order and discipline in a school or among any of its pupils
- Where action is necessary in self-defense
- Where a pupil attacks another pupil or a member of staff
- Where a pupil absconds from class or tries to leave the school, in circumstances where that pupil could be at risk if not kept in the classroom or school

Members of staff will need to rely on their professional judgement about whether or not to physically intervene by placing themselves in a hazardous situation or standing back and thereby allowing a pupil or colleague to face a potential hazard. Staff must balance the level and duration of the intervention against the seriousness and likely consequences of

the incident. The safety and wellbeing of all staff and pupils is an important consideration. Under certain conditions this duty must be an over-riding factor.

What Staff Will Do Before and During Any Physical Intervention

Before physically intervening, staff will:

- Remain calm and attempt to engender calm
- Tell the pupil to stop and explain to him/her what will happen if he/she does not stop
- Use a range of non-physical interventions aimed at calming or defusing situations in order to prevent further escalation, especially if it would make the overall situation more destructive and unmanageable

These might include:

- Continuing to speak and listen to the pupil
- Employing an appropriate level of eye contact during any dialogue
- Diverting, distracting, cajoling or humoring, where appropriate
- Reasoning with and offering appropriate choices to the pupil

Sometimes it might be more appropriate to remove other pupils from the classroom whilst waiting for help. The teacher should inform the pupil that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation orally and try to prevent the incident from escalating.

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

Reasonable Force

Whilst there is no legal definition of reasonable force, DfES Circular 10/98 advises that the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent.

- The use of force is unlawful if the particular circumstances do not warrant it
- The use of force is lawful if doing nothing may be deemed as negligence
- The degree of force should take into account the age, understanding and sex of the child
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned.
- In any situation, a person should be able to demonstrate that any action taken was not based on revenge, retaliation or punishment.
- Failure to comply with the above should be dealt with under disciplinary procedures.

Actions After an Incident

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.

- The head teacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised.
- An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.
- All incidents should be recorded immediately on the Pupil Restraint Report Form (attached). All sections of this report should be completed so that any patterns of behaviour can be identified and addressed. In the event of any future complaint or allegation this record will provide essential and accurate information.
- A copy should be filed in the child's appropriate file and recorded on the CPOM system in order to inform individual and school risk assessments.
- A member of the leadership team will contact 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.
- If the behaviour is part of an ongoing pattern, it may be necessary to address the situation through the development of a behavioural IEP, which may include an anger management programme, or other strategies agreed by the SENCO. This may require additional support from other services.
- In some circumstances an Early Help Assessment may be appropriate to help identify an additional need for a particular child. It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

Risk Assessments

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 will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff

Other Physical Contact with Pupils

Our school believes that some use of appropriate, positive physical contact with pupils can contribute to its development as a safe and friendly school. Some physical contact may be necessary or unavoidable when staff are working with:

- younger children who may need encouraging or guiding
- pupils with special educational needs who may need physical prompts or help
- pupils requiring first aid
- pupils receiving coaching in sport or as part of another curriculum activity
- pupils in distress
- children in toileting situations if a child has an "accident",

Our staff will make professional and sensitive judgements about the nature and extent of their physical contact with pupils. We will have particular regard for cultural sensitivities and gender differences and of those who may be particularly vulnerable following previous trauma or abuse.

Links to Other Policies

- Safeguarding and Child Protection Policy
- SEND Policy
- Behaviour Policy
- Intimate Care Policy

Appendix 1: Physical Intervention Report Form

Person Completing Form:			
Name of Child: Date of Incident: Staff Involved:		Class: Time: Place:	
Any other witnesses:			
Details of the incident: <i>(summary of what happened before physical intervention was used, describe how physical intervention was applied, describe the behaviours which required physical intervention and the criteria under which they were used)</i>			
Actions taken to de-escalate the situation:			
Were any pupils injured? Yes No			
Were any staff injured? Yes No			
Are any external agencies involved in the care of the child? Yes No			
Actions:			