



Physical Intervention Policy



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Physical Intervention Policy

1. Introduction

“The Governors and staff of Park Community Academy aim to provide high quality educational provision in a caring, safe and secure environment for all pupils.”

This policy provides a framework for the use of Physical Intervention within Park Community Academy and takes into account information provided in Section 93 of the Education and Inspections Act 2006.

The school has trained tutors in the Team Teach method; aims and guidelines central to this approach are incorporated within this policy.

Central to this policy is the understanding that any Physical Intervention used by staff must be in accord with the idea of “Reasonable Force” and used only as a last resort once all other strategies have been exhausted.

There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

It is essential that any discussion of Physical Intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. For the majority of the time there will be no need for physical intervention and other methods can be used to de-escalate situations or prevent inappropriate behaviour.

Parents are fully informed of the school policy on ‘Physical Control and Positive Handling’ at initial non-prejudicial visits and are given written information setting out the context for use at their pre-admission meeting with the school liaison worker. See appendix 1.

2. The Legal Context

The documents that concern us most are the Education and Inspections Act 2006 (Section 93) which sets out guidelines for the use of reasonable force. Alongside the Department for Education’s (2013) ‘Use of reasonable force’, Advice for Head-teachers, staff and governing bodies guidance.

With regards to these documents. When circumstances justify, staff can :

- Hold a pupil using agreed Team Teach techniques,
- Physically interpose between pupils,
- Move a pupil using agreed Team Teach techniques.

Decisions on whether the precise circumstances of an incident justify the use of significant force must be reasonable. Sometimes such decisions have to be made quickly, with little time for reflection. Nevertheless, staff need to make the clearest possible judgements about:

- a) the seriousness of the incident, assessed by the effect of the injury, damage or serious disorder. The more severe, the more likely it is that using force may be justified;
- b) the chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely it is that using force may be justified; and
- c) the relative risk associated with the physical intervention compared with using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force may be justified.

Examples of situations.

- a) a pupil attacks a member of staff, or another pupil;
- b) pupils are fighting, causing risk of injury to themselves or others;
- c) a pupil is committing, or on the verge of committing, deliberate damage to property;
- d) a pupil is causing, or is at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- e) a pupil absconds from a class or tries to leave school other than at an authorised time.
Refusal of a pupil to remain in a particular place is not enough on its own to justify use of force. It would be justifiable where allowing a pupil to leave would;
 - i) entail serious risks to the pupil's safety (taking into account age and understanding), to the safety of other pupils or staff, or of damage to property; or
 - ii) lead to behaviour that prejudices good order and discipline, such as disrupting other classes;
- f) a pupil persistently refuses to follow an instruction to leave a classroom;
- g) a pupil is behaving in a way that seriously disrupts a lesson; or
- h) a pupil is behaving in a way that seriously disrupts a school sporting event or a school visit.

3. Accepted Physical Interventions to be used

Listed below are the accepted Team Teach strategies that have been taught to staff.

A range of personal safety responses to deal with:

Wrist & Hair grabs
Neck holds
Bites
Punches & Kicks

Guides, escorts and restraints:

These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force. Restraints where 2 people are used will be deemed as a more restrictive hold. As the level of physical intervention increases so does the risk of injury to all concerned; staff need to make a risk assessment based on the situation as to the level at which they are going to intervene.

Techniques for one person.

1 Person Standing / Walking
Acceptable touching
Guiding away (two elbow)
Friendly Hold
Double Elbow
Shield
Small Person Hold to seat (towards beanbag- then accompanied by another adult))

Techniques for two people.

Single Elbow (stationary hold, not to be used to move pupils)
Figure of Four (stationary hold, not to be used to move pupils)
Double Elbow - This can be used to move pupils but every effort should be made to allow the pupil to sit in an appropriate chair.
Small Person Hold - (Use of a bean bag required, child to sit on bean bag whilst supported by adults)

NB. Ground Recovery holds are the most restrictive and carry the highest risk. Therefore, apart from two Team Teach tutors, staff are not taught floor holds. Exceptions may occur if the child is already on the floor when a Physical Intervention has begun.

Training on Physical Intervention given to staff will include sections on the background, theory and rationale behind the Team Teach approach as well as an understanding of personal space and body language before any physical intervention techniques are taught.

Any Physical Interventions used will need to take account of age, cultural background, gender, stature and medical history of the student involved.

4. Placing Physical Intervention in Context / Risk Assessment

Physical Intervention is never seen in isolation at Park Community Academy. It is but one strategy available to staff and should always be seen as a last resort when all other strategies have failed. Physical interventions can be placed in 2 broad categories:

Emergency Interventions

Emergency Interventions will involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response.

As outlined in the paragraph 32 of the guidance, Park Community Academy makes Risk Assessments where it is known that force is more likely to be necessary to restrain a particular pupil. These Risks Assessments are undertaken as part of the completion of the Positive Handling Plans in accordance with paragraph 23b.

Use of the Learning Support Room

When a physical Intervention has taken place, in the Learning Support Room, a record of the physical Intervention needs to be recorded using Park Community Academy's behaviour tracking system (CPOMS). The following details are to be recorded:

- Pupils name,
- Pupils class,
- Date,
- Time of the incident
- Staff present
- Was on-call used, if so whom,
- The reason for the rooms use, consequence or withdrawal.

Planned Interventions and Behaviour Plans

Planned interventions involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section as an agreed response to an identified behaviour. This will be documented in pupil risk assessments and pupil specific behaviour plans (*see appendix 2*). These plans will be written jointly by the class teacher/key stage leader and a Team Teach trainer.

Behaviour Plans will not be needed for all pupils. However, if a pupil has had to be restrained on one or more occasions, a behaviour plan must be put into place for them. Pupils may demonstrate certain behaviours which are causing concern and it is these behaviours which are targeted. Pupils may behave in a manner other than that identified on the Behaviour Plan and in such circumstances Emergency Interventions would need to be undertaken.

Pupil risk assessments and behaviour plans for all pupils are accessible on the shared drive and are circulated to all Team Teach trained staff by e-mail. Any changes to pupil behaviour plans and/or risk assessments are also shared with staff promptly via email.

Reducing the likelihood of situations arising where use of force may be required.

The 'Use of Force' guidance states that 'Although preventative measures will not always work, there are a number of steps which schools can take to help reduce the likelihood of situations arising where the power to use force may need to be exercised'.

At Park Community Academy the use of strategies designed to deal with situations in a non-physical manner are at the forefront of all pupil management.

This can be evidenced by:

- a) The work undertaken as part of the Team Teach training and ongoing re-training, which focuses on the 95% use of non-physical pupil management methods.
- b) The Behaviour and Discipline Policy, which outlines the schools use of positive pupil management, interaction and de-escalation techniques. It also takes into account the extensive work the school has undertaken with regard to the work of 'Bill Rodgers', and his positive behavioural management techniques.

5. Reporting and Monitoring of Incidents. (see appendix 3)

Incidents involving Physical Intervention are to be recorded using the schools CPOMS recording system

The Assistant Head teacher responsible for behaviour, reviews the incident forms termly. The review identifies if additional procedures such as an 'Individual Behaviour Plan' need to be implemented or adapted.

When Team Teach has taken place (other than 'acceptable touching' and 'friendly hold') a form will be completed, detailing:

- Date and time of intervention,
- Name of child,
- Pupils class and year group,
- Place of intervention,
- Name of staff involved,
- Reasons for intervention,
- Description of lead up to intervention,
- De-escalation techniques used,
- Details of the incident,
- Forms of physical intervention,
- Details if pupil was injured during intervention and medical treatment given,
- Follow up action taken,

Parents/carers are contacted on the day of the incident.

6. Training and Authorisation of Staff

The staff to which the power to use reasonable force are defined in Section 95 of the Education and Inspections act 2006. They are-

- a. any teacher who works at the school,
- b. any person whom the head has authorised to have control or charge of pupils, This :
 - i) Includes support staff whose job normally includes supervising pupils, learning mentors and lunchtime supervisors.
 - ii) Can also include people to whom the head has given temporary authorisation to have control or charge of pupils, such as paid members of staff whose job does not normally involve supervising staff.

Only staff who have satisfactorily completed Team Teach training are authorised to use the taught Physical Intervention techniques. A list of staff who have completed this training is held with the schools Team Teach tutors. Once staff have received their full training, refresher training will take place annually.

Training is treated as a high priority for newly appointed staff. Staff who are not trained are offered guidance and support by trained members of staff during the interim period.

7. Covid 19 (the management of pupil's behaviour during Covid will vary in line with the changing government guidance)

Management of pupil's behaviour

The PCA Coronavirus Risk assessment states ' Staff should exercise a level of professional judgement that avoids conflict with children at all times.'

Contained within this policy and the schools behaviour policy are many behavioural strategies which staff at Park Community Academy regularly utilise to successfully manage the behaviour of pupils.

Relationship development is a priority within PCA and this positive relationship, means that the majority of pupil behaviours can be managed successfully.

Pupils find security in routine, and as such, the planned immediate implementation of the updated necessary routines, will give the pupils reassurance within the new regime.

Previously used behaviour strategies will still be employed i.e. tactically ignoring, partial agreement, non-verbal communication, diversion, humour, re-direction etc.

Opportunities will be available for pupils to talk about their experience during lock-down. This will allow the pupils to bring up any anxieties they may have, which can then be supported appropriately.

Staff will be a vital resource for pupils, in terms of the management of these potential anxieties. Therefore, the staff will present themselves as open, friendly, accessible and positive. Safeguarding procedures will be followed.

Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak such as anxiety, stress or low mood. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust to their educational setting; others may have enjoyed being at home and be reluctant to return; a few may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be keen and ready to return.

Consideration should be given to the provision of pastoral and extra-curricular activities designed to:

- support the rebuilding of friendships and social engagement
- address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- support pupils with approaches to improving their physical and mental wellbeing

There is a possibility that adverse experiences or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education upon return to school, resulting in increased incidence of poor behaviour. Staff should work with those pupils who may struggle to engage in school and are at risk of being absent or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.

Use of physical intervention

There may be occasions when pupils are in crisis. The PCA Coronavirus Risk assessment section states ' Staff should avoid becoming involved in the use of physical intervention of any kind unless it reaches a critical point.' However, if physical intervention is unavoidable, the minimum of staff will be involved, and will use the least intrusive method possible, for the shortest amount of time.

Some pupils may repeatedly display behaviours which could potentially impact on the safety of others. The PCA Coronavirus Risk assessment section states ' Where children's behaviour is presenting high risk in school the Headteacher/ SLT should be informed immediately.

Parents/ Carers will be contacted and appropriate intervention will be taken.

Appropriate PPE equipment to be made available to staff when using team teach techniques if requested.



"We grow together, we learn together, we will achieve our best together"

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Dear Parent/Carer

Use of Physical Control and Positive Handling.

All Staff at Park Community Academy have completed a twelve-hour training programme supporting their understanding of the causes of challenging behaviour, along with respectful, supportive and practical strategies for de-escalation and crisis intervention. This training includes a variety of ways of calming down difficult situations, but when a child has lost behavioural control then staff will take control of the situation using safe physical control methods designed specifically for children. Such control is carried out within a legal framework agreed with the Local Education Authority and would be applied in the following situations:

- action due to imminent risk of injury;
- action due to developing risk of injury or significant damage to property;
- action where a pupil is behaving in a way that is compromising good order and discipline.

Wherever staff use physical control, you will always be notified of the reasons and why and subsequent action taken.

Park School has its own Physical Intervention Policy, in line with the Department for Education's, Guidance about the use of physical restraint in schools (2013) which is available to all parents.

If you wish to discuss this matter further, please do not hesitate to contact me at school.

Yours sincerely

G. Hughes
Headteacher

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lod Lane, Haslingden, BB4 8HQ



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Pupil:
Completed by:

Class:
Date:

Assessment of Risk

Describe the behaviours	
Who is at risk	

Measures to be employed

Proactive	
Active	
Reactive	

Park Community Academy Individual Pupil Risk Profile

CHILD'S NAME:

COMPLETED BY:

DATE:

NATURE OF RISK	CHARACTERISTICS WHICH MAY LEAD TO RISKS	ACTIONS OR PRECAUTIONS REQUIRED

Date Reviewed:	Signature	Essential Requirements: <i>School Medical records to be provided prior to any medical treatment being administered.</i> Assigned adult during off site activities.

Student

Incident

Categories

- Adult Protection
- Assessments
- Attendance / Punctuality
- Bullying only if decided by SLT
- Child Protection Concern
- Child Protection Plan
- CIN (Child in Need)
- Communication
- Consequences / Support
- Early Help
- Encompass/PVP
- Family Context Pressures
- FIN
- Friendships
- Inappropriate Behaviour, Conduct and Attitudes
- Inappropriate Language
- Learning Support Room
- Medical
- Non Routine Admission
- Observation
- On Line Safety
- Open to Social Worker
- Our Child / Looked After
- Positive /Modification Support Plans
- SEND
- Team Teach - Over 5 minutes
- Team Teach under 5 minutes
- Therapeutic support
- Welfare
- Well Being and Involvement

Linked student(s)
Type a student's name to link them to this incident.

Maps 

Date/Time

Status

Assign to

Files

Alert Staff Members

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Agency Involved

Add to planner