



Physical Intervention Policy



Reviewed September 2020

CONTENTS

Date for Policy review

The Legal Context

Accepted Physical Interventions to be used

Placing Physical Intervention in context / Risk Assessment

Reporting and Monitoring of Incidents

Training and Authorisation of Staff

Appendices

Appendix 1 - Letter - Use of physical control and positive handling

Appendix 2 - Positive Handling Plan

Appendix 3 - Physical Handling Report

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 document that concerns us most is Section 93 of the Education and Inspections Act 2006. This led to a Circular which sets out guidelines for the use of reasonable force.

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
Bear Hugs & 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
Wrap - Only to be used up until refresher is completed

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 staff 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 the Physical Handling Form. There needs to be an additional recording, that the Learning Support Room has been used. This is recorded in the Learning Support Room Record book, which is kept in the room. The following details are to be recorded-

- Pupils name,
- Pupils class,
- Date,
- Time pupil went into the room.
- Time pupil left the room,
- Staff present and the time the staff member was present and left the room,
- Was on-call used, if so whom, and the time the on-call member was present and left the room,
- The reason for the rooms use, consequence or withdrawal.

Planned Interventions and Positive Handling 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 a Positive Handling Plan (*see appendix 2*). The Positive Handling Plan will list the accepted strategies to be used. These strategies will include both de-escalation methods and Physical Intervention techniques. The plan will also detail any responses which for whatever reason would be inappropriate. These plans will be written jointly by the class teacher and a Team Teach trainer.

Positive Handling Plans will not be needed for all pupils. 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 Positive Handling Plan and in such circumstances Emergency Interventions would need to be undertaken.

Positive Handling Plans for all pupils are circulated to all Team Teach trained staff by e-mail.

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 Behaviour Watch recording system

The Behaviour Co-coordinator reviews the incident forms on a termly basis. This assessment is undertaken to assess patterns of behaviour or if areas of the school or specific locations are causing area of difficulty. The review also identifies if additional procedures such as an 'Individual Behaviour Plan' need to be implemented.

When a physical intervention has taken place (other than 'acceptable touching' and 'friendly hold') a physical intervention 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,
- Names of witnesses,
- 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,

If a serious incident occurs then a separate Physical Handling form is completed and attached to the Multi Use form.

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.



"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 School have completed an eight hour training programme in the positive management of child aggression and disruption. This included a variety of ways of calming down difficult situations, but when a child has lost 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 in writing of the reasons and why and subsequent action taken.

The LEA in developing a policy on the Use of Physical Control and this will be available shortly. Park School has its own Physical Intervention Policy 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

K Berry
Headteacher



Registered Charity No 1091560

Physical Handling Plan Appendix 2

News: **Formative Assessments**

Mr S Wilson | Safeguarding | Serious Incident | Physical Control | Bullying Incident | Homophobic Incident | Racist Incident | Contact Log

Slip

Student: Staff: Wilson Simon

Status: Open Date: 12 Jan 2018 Time: 9:22 am

CC: [Click Here to Inform Others](#)

Strengths/Positive Reputation

Strengths/positive reputation

Assessment Of Risk

Describe the behaviours

List who is affected by the risk

Measures To Be Employed

Proactive

Active

Cancel Print

News: **Formative Assessments**

Mr S Wilson | Safeguarding | Serious Incident | Physical Control | Bullying Incident | Homophobic Incident | Racist Incident | Contact Log | Put O

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Strengths/positive reputation

Assessment Of Risk

Describe the behaviours

List who is affected by the risk

Measures To Be Employed

Proactive

Active

Reactive

Cancel Print

Physical Handling Report

Appendix 3

Browser address bar: <https://gb4.behaviourwatch.co.uk/client/gb/html/infrastructure/index2.html.nc>

File Edit View Favorites Tools Help

Home Page Safety Tools

News: [Formative Assessments](#)

Mr S Wilson | Safeguarding | Serious Incident | **Physical Control** | Bullying Incident | Homophobic Incident | Racist Incident

Slip

Student **Staff** Wilson Simon **Victim** None

Description

Subject **Location** Boys Changing Room

Date 12 Jan 2018 **Period** Period 1 **Time** 9:19 am

Others Involved

Student 1 Student 2 Student 3

Incident/Behaviour Type

<input type="checkbox"/> Assault - Pupil	<input type="checkbox"/> Assault - Staff	<input type="checkbox"/> Damage to property
<input type="checkbox"/> Disability discrimination	<input type="checkbox"/> Disruption/Disruptive behaviour	<input type="checkbox"/> False accusation against staff
<input type="checkbox"/> Fighting	<input type="checkbox"/> Illicit substances	<input type="checkbox"/> Inadequate work
<input type="checkbox"/> Insolence	<input type="checkbox"/> Lunchtime incident	<input type="checkbox"/> Lying
<input type="checkbox"/> Missed detention	<input type="checkbox"/> Persistent lateness/absence	<input type="checkbox"/> Physical
<input type="checkbox"/> Sexist remarks	<input type="checkbox"/> Sexual inappropriate behaviour	<input type="checkbox"/> Smoking
<input type="checkbox"/> Swearing	<input type="checkbox"/> Theft	<input type="checkbox"/> Truancy
<input type="checkbox"/> Uniform	<input type="checkbox"/> Verbal abuse	<input type="checkbox"/> Violent behaviour
<input type="checkbox"/> Other		

Physical Control Details

Physical control

Staff/Student Injury

Was anyone injured?

Student Injury

Student injury details

Student injury treatment

Cancel Print

Windows taskbar: Internet Explorer, File Explorer, Word



News: [Formative Assessments](#)

- Mr S Wilson
- Safeguarding
- Serious Incident
- Physical Control**
- Bullying Incident
- Homophobic Incident

- Uniform
- Verbal abuse
- Violent behaviour
- Other

Physical Control Details

Physical control Total Duration:

Select Duration

Select Staff

- Select Hold
- Held by 2 or more
- Holding only
- Guided escort
- Taken to floor - sitting/kneeling prone
- Friendly hold
- Single elbow
- Double elbow
- Inside double elbow
- Figure of four hold
- Wrap - for smaller child
- Shield

Staff/Student Injury

Was anyone injured

Student Injury

Student injury details

Student injury treatment

Staff injury

Staff injury details

Staff injury treatment

Additional Details

Additional comments

Action Taken

Follow up talk

Recommended part time

Review meeting

Complete work missed

Refer to police

Other (please specify)

Exclusion

Letter to parent/carer

