



## Spa School Camberwell Physical Intervention Policy

*This policy has been developed in accordance with the Equality Act 2010 and the Behaviour In Schools 2022*

This policy should be read in conjunction with the Spa School Camberwell Behaviour Policy  
Calm Room Protocol  
Communication Guidelines  
ASD Handbook  
Health & Safety Policy  
Code of Conduct for staff.

### **Behaviour and Autism**

Pupils with autism may display challenging behaviour at times. This can impact on their quality of life and can prevent access to learning. Careful behaviour support can prevent anxiety and stress and has a very high priority at Spa Camberwell. All staff receive regular training in behaviour support and are supported by the leadership team and other specialists.

### **Underlying Principles**

We aim to help our students develop self-awareness, self-control and awareness of others. We avoid physical interventions wherever possible and focus on preventive strategies. On occasions where behaviour support requires physical interventions the safety and dignity of all concerned must be maintained.

### **Preventive Strategies:**

- appropriate staffing levels matched to pupil support needs
- staff are well trained in the teaching of pupils who can present challenging behaviours
- ongoing Team Teach training for all staff
- focus on de-escalation
- avoidance of situations that are known to trigger challenging behaviours
- Behaviour Support Plans matched to each pupil's needs
- An engaging and interesting curriculum allowing pupils to enjoy meaningful activities which include opportunities for choice and a sense of achievement
- talking to pupils and carers about ways students prefer to be supported when they pose a significant risk to themselves or others
- high degree of communication support
- high degree of visual support
- strategies that support pupils with ASD are used across the school
- working collaboratively with parents/carers to use consistent behaviour management strategies in home and school

## **Physical Intervention**

Pupils with autism may require physical support as part of their learning. Examples include to redirect them, guide them to the right place, support with personal care, structured support for seating and hand over hand direction. These interventions are planned and are not restrictive.

### **Restrictive Physical Intervention:**

Restrictive Physical Intervention involves the use of force to control a person's behaviour and can mean using bodily contact or changes to a person's environment.

This could be through:

- bodily contact such as holding a pupil's hands to prevent them from hitting someone
- environmental change such as moving to a different place in the school

Restrictive Physical Intervention is only acceptable when used to prevent:

- injury to the pupil
- injury to others
- severe damage to property.

Restrictive Physical Intervention should only be used where:

- other strategies have been used to try to de-escalate the behaviour
- the risks of using physical intervention are judged to be lower than the risk of not doing so
- staff have been trained and are authorised by the school to carry out physical intervention, and are aware of the pupil's risk assessment and behaviour support plan.

It must be remembered that:

- physical intervention is an exceptional rather than routine method of management
- only a minimum amount of force must be used – that is the minimum needed to avert danger – and for the shortest period of time
- any physical intervention should maintain pupil dignity.

### **Procedures after each incident:**

SMT must be informed immediately. Any incident of restrictive physical intervention must be logged on CPoms as soon as possible after it has occurred. The CPoms log will show:

- the date and time of the incident
- what led up to the incident
- what strategies were used to avoid physical intervention
- the reason for using physical intervention
- a description of the physical intervention
- the duration of the physical intervention
- pupil/s involved
- staff involved
- how the incident was resolved
- any pupil injury
- any staff injury
- any follow up
- when carers have been told and by whom.

The incident will be reviewed by the Executive Headteacher and members of the Senior Management Team. Only the Executive Headteacher can close the incident record on CPOMS. Summaries are provided to trustees in full trustee meetings.

A member of the Senior Management Team will join the class team at de-brief to discuss strategies and offer advice. All incidents are monitored regularly. Incidents are analysed to identify improvements to policies and practices.

Parents and carers will always be informed by a member of the Senior Management Team if physical intervention has been used.

### **Calm Room**

Spa School Camberwell has a designated Calm Room on each floor. This is a small room with padded walls and a padded floor. It cannot be locked and it is impossible to lock a pupil in the Calm Room and leave them.

The Calm Room is a 'place of safety' that provides a facility for staff to support pupils exhibiting extreme and challenging behaviour; helping them to calm whilst preserving the safety of the pupil, of other pupils and staff. It is only used for the shortest possible amount of time needed

Some pupils with autism are touch sensitive. The use of the calm room may be a more appropriate method of de-escalating a situation. The uncluttered, padded space can help pupils to calm, away from the stimulating and distracting environment of a busy classroom. It can be used only in the following circumstances:

- if behaviours presented present a serious and immediate risk of injury or significant damage to property and can't be safely managed in other areas
- to support a pupil as part of a written Behaviour Management Plan approved by the SMT and shared with the parents and carers
- when a member of the SMT is notified immediately and attends to support.

Staff will continue to support the pupil to reduce stresses, maintain safety and promote calm. Pupils are never left unattended in the Calm Room.

Parents and carers are always informed if their child has needed to use the Calm Room. All use of the Calm Room is recorded on CPoms.

### **Policy review**

This policy will be reviewed annually in line with the Behaviour and Safeguarding Policies.

The policy will be reviewed by the SMT and approved by the Headteacher

*This policy has been updated in accordance with:*

HM Government: Reducing the Need for Restraint and Restrictive Intervention June 2019

Review Date: January 2024

Behaviour in schools: Advice for headteachers and school staff September 2022

[https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour\\_in\\_schools\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/651d42d86a6955001278b2af/Behaviour_in_schools_guidance.pdf)

Positive Environments Where Children Can Flourish – October 2021:

<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish/positive-environments-where-children-can-flourish>

## **-Calm Room Protocols**

The calm room is used to help pupils to calm whilst preserving the safety of other pupils and staff. The calm room allows staff to support pupils showing extreme distress.

It can only be used when behaviours present a serious and immediate risk of injury or significant damage to property and cannot be safely managed elsewhere.

- SMT must be notified immediately if the calm room is being used.
- SMT will attend to support the pupil and staff.
- Staff work with the pupil to promote calm.
- Pupils are never left unattended in the Calm Room.
- A CPOMS incident form must be completed any time the calm room is used.
- The form must be completed on the same day.
- The incident report should detail how long, why and when the room was used.
- SMT will join the class debrief to review the incident and future support with the team.
- Parents and carers are informed the same day.

**All staff should be familiar with the school's Behaviour Policy and Physical Intervention Policy.**