



## Spa Education Trust Physical Intervention Policy

**This policy should be read in conjunction with the Spa Education Trust**

Behaviour Policy  
Communication Guidelines  
ASD Handbook  
Health & Safety Policy  
Code of Conduct for staff.

**This policy has been written and updated in accordance with:**

- *The Equality Act 2011*
- *Behaviour in Schools 2022 (updated with Behaviour in schools: Advice for headteachers and school staff - February 2024)*
- DfE: Reducing the Need for Restraint and Restrictive Intervention June 2019
- DfE: Use of Reasonable Force July 2013
- Ofsted, Positive Environments Where Children Can Flourish – October 2021

### **Behaviour and Autism**

Students with autism may present with behaviours that challenge at times. This can impact their quality of life and can prevent access to learning. Careful behaviour support can prevent anxiety and stress and is a very high priority at Spa Education Trust. All staff receive regular training in behaviour support and are supported by the leadership team and other specialists.

### **Physical Intervention**

Students with autism may require physical support as part of their learning. Examples include redirecting them, guiding them to the right place, supporting them 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 restrictive holds to support a student experiencing behaviours that challenge. This could be through using a recognised technique to guide a student to a different environment to prevent them from hurting someone.

Restrictive Physical Intervention is only acceptable when used to prevent:

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

Restrictive Physical Intervention should only be used where:

- other behaviour support and de-escalation strategies have not been sufficient to reduce risk
- the risks of using physical intervention are judged to be lower than the risk of not doing so
- staff have completed Team Teach training
- physical intervention is an exceptional rather than routine method of behaviour support
- physical intervention is reasonable, proportionate and necessary
- physical intervention is in the best interest of the student
- physical intervention is the minimum required for the shortest period to prevent injury and maintain safety.

### **Staff training**

- All our staff receive induction and ongoing training in understanding autism and supporting behaviours that challenge.
- All staff are familiar with the Trust Behaviour Policy and Physical Intervention Policy.
- All long-term staff receive Team Teach Training, which includes training in positive behaviour support.
- Team Teach is accredited through ICM (Institute of Conflict Management) and the CPD Accreditation Service and certified by the BILD ACT Association of Certified Training, complying with the Restraint Reduction Network Training Standards.
- Staff receive annual reaccreditation training.
- Spa Education Trust keep an up-to-date register of Team Teach qualified staff.

### **Underlying Principles**

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

### **Preventive Strategies:**

- appropriate staffing levels matched to student support needs
- staff are well trained in the teaching of students who can experience behaviours that challenge
- ongoing Team Teach training for all staff
- focus on de-escalation
- avoidance of situations that are known to trigger behaviours that challenge
- Behaviour Support Plans matched to each student's needs
- An engaging and interesting curriculum allowing students to enjoy meaningful activities which include opportunities for choice and a sense of achievement
- talking to students 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 students with ASD are used across the school

- working collaboratively with parents/carers to use consistent behaviour support strategies at home and school.

### **Procedures following a Restrictive Physical Intervention:**

- The Senior Management Team 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, time and location of the incident
  - the trigger details for the incident
  - the behaviours
  - a description of 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
  - if a pupil was prevented from leaving a space
  - name of the member of SMT called
  - length of time a pupil was prevented from leaving a space student/s involved
  - staff involved
  - any student injury
  - any staff injury
  - a body map to indicate injuries
  - any follow-up
  - when carers have been told and by whom.
- The incident will be reviewed by the Head of School and members of the Senior Management Team. The Executive Headteacher is notified of any physical intervention through CPOMS for monitoring and review.
- 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.
- Students and staff involved in a restrictive physical intervention incident will receive immediate post-incident support.
- Half-termly summaries are shared with the Executive Headteacher, and termly reports are provided to the Local Governing Body and Trustees.

### **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 Executive Headteacher.