



Spa Bermondsey Restrictive Physical Intervention Policy

This policy has been developed in accordance with the Equality Act 2010 and the Behaviour and discipline in school's guidance for headteachers and staff (2016)

This policy should be read in conjunction with the Spa School Bermondsey Behaviour Policy
Safe Room Protocol
ASD Handbook
Communication Guidelines
Staff Handbook

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 Bermondsey. 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, structured support for seating and hand over hand direction. The use of a guided walk will involve a member of staff linking arms with a pupil to guide them in the right direction or to the right place. Such a walk is not restrictive and a pupil may pull away at all time. 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:

- self-harming
- 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
- student/s involved
- staff involved
- how the incident was resolved
- any student injury
- any staff injury
- any students' views
- any follow up
- when parents and carers have been told and by whom
- that the alert has been read by Headteacher, or in his absence of a member of the Senior Management Team

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

Safe Room

There is a designated Safe Room on the Key Stage 5 corridor and on the first floor of the Key Stage 3 building. These are small rooms with padded walls and

floor. The doors on both cannot be locked. It is impossible to lock a student in the safe room and leave them.

The Safe 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 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 Safe 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 Safe Room.

Parents and carers are always informed if their child has needed to use the Safe Room. All use of the Safe 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
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf

Department for Education: Behaviour and discipline in schools. Advice for headteachers and school staff January 2016
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

Department for Education: Use of reasonable force. Advice for headteachers, staff and governing bodies July 2013

Spa Bermondsey Physical Intervention Policy: January 2022
Review Date: January 2023

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf