

Physical Physical Intervention Policy Including COVID19 amendments



**Westminster Primary Academy,
Blackpool**

Introduced: 2010
Last reviewed: September 2020

COVID Amendments

During the COVID19 pandemic our behaviour expectations will remain the same but consideration will be given to those who are struggling due events and experiences they have endured.

We have currently closed our Focus and Bridge facilities to prevent the crossing of year group bubbles.

As far as possible behaviours are dealt with in class or within the year group bubble through use of calming spaces and other strategies and techniques. If this needs to be escalated a member of the Senior Leadership Team will intervene and take the child to an appropriate space to calm down whilst following social distancing guidelines where possible.

For persistent behaviours a member of SLT will speak to parents to determine any circumstance that may have caused the issue.

Classes with key children in are currently trialling the Zones of Regulation strategies. This will be fed back to other classes and rolled out as appropriate.

Physical Intervention

As usual this will only be used in extreme circumstances or where a class, child or member of staff is in danger. However extra considerations and precautions (PPE) will be used in any planned situations.



Policy for Restrictive Physical Intervention to Control or Restrain Pupils - Sept 2020

At Westminster Primary Academy we are committed to safeguarding all our pupils – the safety of pupils is paramount and a major consideration when dealing with incidents requiring reasonable force/intervention to control or restrain pupils.

The Academy Council of Westminster Primary Academy recognise that there are occasions when the use of force/intervention to control or restrain pupils is necessary. This policy is intended to raise staff awareness of the possibility of such occasions and assist staff in preparing and planning a response if such action is required. It is also intended to inform parents and carers about school procedures.

1. REASONABLE FORCE

There is no legal definition of 'reasonable force'. Therefore, it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may be reasonably used. It will always depend on the circumstances of the case. However, Westminster Primary Academy accepts the considerations outlined below.

There are two relevant considerations:

- the use of force/intervention can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force/intervention is unlawful if the particular circumstances do not warrant the use of physical force/intervention. Therefore physical force/intervention could not be justified to prevent a pupil committing a trivial misdemeanour, or in a situation that clearly could be resolved without force/intervention.
- the degree of force/intervention employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force/intervention used should always be the minimum needed to achieve the desired result.

2. TYPES OF INCIDENT

Westminster Primary Academy recognises that there are a wide variety of situations in which reasonable force/intervention might be appropriate or necessary to control or restrain a pupil.

The school acknowledges that these fall into three broad categories:

1. Where action is necessary in self-defence or because there is imminent risk of injury
2. Where there is a developing risk of injury, or significant damage to property
3. Where a pupil is behaving in a way that is compromising good order and discipline

Examples of situations that fall within the first two categories:

- a pupil attacks a member of staff or another pupil
- pupils fighting
- a pupil engaged in, or is on the verge of committing deliberate damage or vandalism to property
- a pupil is causing, or at risk of causing injury or damage by accident, by rough play, or misuse of dangerous objects/materials
- a pupil is running in a corridor in a way in which he/she might have or cause an accident likely to injure him or herself or others



- a pupil absconds from a class or tries to leave school – (this only applies if a pupil could be at risk if not kept in the classroom or at school)

Examples of situations that fall into the third category are:

- a pupil persistently refuses to obey an order to leave a classroom
- a pupil is behaving in a way that is seriously disrupting a lesson

3. AUTHORISED STAFF

In an emergency situation to protect a child or others from immediate harm (category 1 in section 2 above):

In this situation all employees at Westminster Primary Academy are authorised by the Headteacher, under the direction of the Academy Council, to use reasonable force/intervention to control or restrain pupils. Staff are informed of such authorisation at Staff Briefings when the policy is distributed and reminded of their responsibilities at regular intervals when the Behaviour Policy is reviewed and discussed. To ensure that all staff fully understand what the authorisation involves Senior Leadership will arrange training/guidance in this area.

Such holds should be brief and safe following the principles set out in section 4. Wherever possible, a wrap technique or shoulder guide is the preferred method of physical intervention. Communicate at all times to the pupil concerned and other adults what you are doing, why and what will come next.

In a situation which is escalating and disruptive but not immediately harming another person or themselves (categories 2 and 3 in section 2 above):

Staff working on de-escalation of the situation will use the school radio system to call for Team Teach support and two of the higher trained staff will attend.

They will communicate clearly with the child, each other and anyone else in the vicinity what actions will be taken, why and where.

Appropriate Team Teach holds will be used to remove the child to a safe calm down space. Appropriate safe spaces include the Focus Room, The Bridge, Nurture Room, Early Years group room, KS1 or SLT office.

This authorisation applies when staff are on school premises and have lawful control or charge of the pupil concerned elsewhere e.g. on an Educational Visit or Out of School Activity.

In line with Safeguarding Children in Education 2004: “It is not realistic to suggest that teachers should never touch pupils and they and other staff in schools have the right to use reasonable force to control or restrain pupils in certain circumstances.”

4. Westminster Primary Academy – APPLICATION OF FORCE/INTERVENTION

Physical intervention can take several forms;

- physically interposing between pupils
- blocking a pupil’s path
- holding
- leading a pupil by the arm
- shepherding a pupil away by placing a hand in the centre of the back
- in more extreme circumstances using restrictive holds

At Westminster Primary Academy Staff WILL NOT act in the following ways:



- hold a pupil around the neck, or collar, or in any way that might restrict the pupil's ability to breathe;
- slap, punch, or kick a pupil;
- trip up a pupil;
- hold a pupil face down on the ground.

Under NO CIRCUMSTANCES is CORPORAL PUNISHMENT permitted.

5. PRACTICAL CONSIDERATIONS

Staff members will use their own professional judgement when they feel a pupil needs this kind of support. Unless it is an emergency hold, the action should be discussed with a colleague (section 2, point 1).

Before intervening physically the staff member should, wherever practicable, tell the pupil who is misbehaving to stop and what will happen if he/she does not. The staff member should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or physical intervention will stop as it ceases to be necessary. A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish a pupil.

Another staff member should not intervene in an incident without help if he/she believes that there is the risk of personal injury.

The age and level of understanding of the pupil and the severity of the incident are important factors to consider.

6. RECORDING INCIDENTS

The School Policy indicates that all incidents which necessitate the use of force/physical intervention to control pupils **must be recorded** as soon as possible and the Headteacher, Deputy Headteacher or a member of the leadership team must always be informed. This is done by completing the physical intervention log book on google drive and the associated google form and logging the incident leading up to this on CPOMS.

Appendix 1 - hard copy of information collated in the report

Appendix 2 - Positive Handling Plan template - to be completed with the parent and child (dependent on age). To be established when it is felt that a child is in need of such. This is usually when multiple interventions have been used in a short period of time.

Parents/carers/social workers will always be informed of physical interventions on the same day – either told orally or in writing.

Additional guidance for staff completing the record can be found in the front of the Team Teach file in the Headteacher's Office.

7. COMPLAINTS

Complaints should initially be directed to the Headteacher and the Complaints Policy outlines the actions that will be taken.

8. MONITORING & REVIEW

Anonymised information about incidents that have required the use of reasonable force/intervention will be reported to the Academy Council each meeting. Information will be analysed to ensure a consistent approach with Authority Guidance and Policy.



9. LINKS TO OTHER POLICIES/GUIDANCE

This policy should be read in conjunction with:

- Blackpool Local Authority: Restrictive Physical Intervention Policy for Safe Practice 2010
- DfEE Circular 10/99 Protecting Children From Abuse.
- Safeguarding Policy
- Behaviour Policy



Westminster Primary Academy

This is a hard copy of the information gathered using the electronic google form. This can be used in the event of having no access to the internet ie: residential, school trip

Physical Intervention Recording

If a child has a positive handling plan then this form does not need completing. However the child's plan should be updated in full.

Name of Child	Class	Log Number

Date of Incident	Time of Incident	Duration of Intervention	Where did the Intervention happen?

Staff involved in Intervention

Name	Relationship to child/role	Signed to confirm accurate record of event.

Witnesses - full names for adults. Initials and class for children.

Adult(s)	Children/Class

Incident - A serious incident (white form) should be completed about the behaviours/actions prior to Intervention being used by the appropriate person and attached to this form.

Strategies used to de-escalate the situation prior to Intervention and the pupil's response to these.	
Intervention technique used and by who (initials should link to names above). Note responses by the pupil.	



Follow up actions for pupil.	
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Injuries - an accident form should also be completed if there is anything recorded in the table below.

Please note any injuries to the child:	
Please note any injuries to the staff from the Intervention:	

Reporting the Intervention to parents:

Parents Informed by whom:	Time & method parents Informed:

Name of staff member completing report: _____

Date report completed: _____

Report checked by: _____

Signed: _____

Date: _____



Pupil name:

Class:

Date of Planning meeting:

Name	Relationship to child	Name	Relationship to child

Medical Information: *(Consider impact as plan is developed below.)*

Information to inform plan from any previous physical interventions:

Are there any patterns or known triggers to the incident(s) that have needed physical intervention?	What techniques have been used before and how did the pupil respond to them?	Any other information from previous incidents relevant to this plan?

Managing an incident plan:

Stage of Crisis	Topography of behaviour (Describe what the behaviour looks/sounds like)	Preferred supportive/intervention (Describe strategies that should be attempted at each stage, including critical friends)
Anxiety		
Defensive/ Escalation		
Crisis		
Recovery		
Follow Up		How should parents/carers be informed?

Preferred type of intervention: *(Describe preferred holds, standing, sitting.)*

The Positive Handling Plan Recording Sheet will be completed for all interventions and parents informed by the method agreed above.

Parent/carer signature:

Date:

Print name:

