

## Policy Essential Information

**Title:** Physical Intervention Policy

**Date Approved:** July 2013

**Date Last Reviewed:** July 2018

**Status:** Non - Statutory

**Delegation:** Head Of School

**Responsibility:** DHT Discipline and Conduct

**Review Frequency:** As required

**Policy Locations:** Website/Staff Shared Drive/Hard Copy

# Physical Intervention Policy

## Statement of intent

Central to this policy is the understanding that the use of any physical intervention 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 vast majority of time, there will be no need for physical intervention and other de-escalation and behaviour management strategies should be employed.

Staff implementing this policy should be aware of and have access to:

- The Children's Act 1989.
- Guidance for Restrictive Physical Interventions/Department for Education and Skills. (July 2002).
- DfEE Circular, the Use of Physical Interventions to Control or Restrain Pupils in SEN Settings.
- Team-Teach Training Manual.

**This policy should be read in conjunction with the behaviour policy.**

## Ethos

- Work with students is done within an atmosphere of co-operation and mutual respect
- Boundaries and behaviour expectations are clear and appropriate (see behaviour policy).
- Students and staff are aware of the system of rewards and sanctions. Positive behaviour is encouraged through high-quality first teaching supported by strong pastoral structures and established classroom routines that effectively support behaviour for learning.

## Expectations

- The expectations of behaviour and the Code of Conduct is set out clearly in the school's behaviour policy.
- The school will provide a safe, positive environment.
- Staff will be aware of the strategies for effectively managing the behaviour of individual students and implement these.
- Students will be encouraged to manage their own behaviour appropriately.
- Where a student is displaying difficult and challenging behaviour, the aim is to de-escalate the situation and maintain the safety of students and staff.
- Physical intervention will only be used rarely and as a last resort.
- Parents/carers, students and staff will be familiarised with the situations where physical intervention might be necessary.
- Staff will be trained to use CALM- Crisis, Aggression, Limitation and Management

- All incidents leading to the use of physical intervention will be recorded and logged in an incident book and on the appropriate incident report form.
- Students will be given the opportunity to reflect on the incident either immediately afterwards or the following day. This will be recorded.
- Staff will be given the opportunity to discuss the incident and be debriefed.
- Parents/carers will be informed as necessary.
- Only staff trained in team-teach will employ physical restraint techniques.

### Physical contact

- Staff should always maintain appropriate relationships with students.
- Physical contact can describe a range of behaviours including appropriate demonstrations of affection; staff should not be deterred from consoling and appropriately comforting a student in distress.
- Staff need to be aware of personal boundaries for themselves and the students.

### Physical restraint

- Physical intervention should be an act of care and behaviour control, not a punishment or form of discipline.
- Physical restraint is the positive application of force with the intention of protecting a student from harming themselves or others or seriously damaging property.
- Physical restraint will always be seen **as a last resort.**

### Defining physical intervention

Any form of physical contact with the intention of containing the behaviour of a student. Physical intervention includes a range of actions from an arm around a shoulder to a restraint.

Physical intervention should only be used as a measure of control when there is a situation that involves:

- Risk of serious harm to the student or other persons present;
- Serious damage to property is likely to occur;
- Action where a student is behaving in a way that is compromising good order and discipline. However, staff must keep in mind that physical restraint will always be seen **as a last resort** and must never replace the 'ladder of consequences' in the Behaviour Policy.

The principles relating to the use of physical intervention may be summarised as below:

- i) Staff should have good grounds for believing that immediate action is necessary to prevent a student from significantly injuring himself/herself or others, or causing serious damage to property.
- ii) Staff should take steps in advance to avoid the need for physical intervention e.g. through dialogue and diversion and the student should be warned verbally that physical intervention will be used unless he/she desists.
- iii) A dialogue should be kept up with the student.
- iv) A student may be successfully diverted from destructive or disruptive behaviour by being led away by the hand, arm, or by an arm around the shoulder;
- v) Only the minimum force necessary to prevent injury or damage should be applied; physical restraint should only be used when there are sufficient staff;
- vi) Every effort should be made to secure the presence of other staff before using physical intervention. These staff can act as assistants and witnesses.
- vii) As soon as is safe the physical intervention should be relaxed to allow the student to regain self-control.
- viii) Physical restraint should be an act of care and control; not a punishment.

- ix) Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.
- x) It is important that the issues of age, gender, size, personal history and background and the relationship between the student and the staff involved are considered wherever possible.
- xi) There must be care about the way in which a student is held to avoid any contact with intimate parts of the body.
- xii) When physical intervention is being used a staff member of the same gender should be present wherever possible.
- xiii) If staff are not confident about their ability to deal with a particular situation or type of behaviour, consideration should be given to involving the police

### **Recording and reporting incidents**

- Staff must record all incidents of physical intervention. These forms and records are held centrally and signed by staff and senior leaders. This must be completed within 24 hours of the event and forwarded to the Headteacher.
- Significant incidents must be recorded.

### **Monitoring, evaluation and review**

- Staff should be clear about the expectations for informing senior leadership and parents and also for recording incidents.
- Records will be checked monthly to ensure that they comply with policy and procedures and to monitor trends and practices.
- There will be an annual review of practices and staff training needs.
- A list of all staff team-teach trained will be maintained.
- All cases of
- A student involved in a physical intervention should have access to a debrief session, (a discussion about strategies that the young person could use in the future).

### **Monitoring, evaluation and review**

This effectiveness of the school's curriculum and behaviour policy are regularly monitored to establish how effectively they are supporting students to meet expectations of behaviour. This is done through the school's self-evaluation schedule which:

- Gives all stakeholders a voice
- Highlights the strengths of the procedures and systems in place
- Informs the school improvement plan
- Informs the staff CPD plan
- Informs the curriculum (particularly SMSC)
- Informs the development of this policy and the behaviour policy.