

PHYSICAL INTERVENTION POLICY

Document Summary

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FYI: Version control should be used for all formal documents and managed as:-

- ▶ 0.1 (1st draft version)
- ▶ 0.2 (2nd draft and so on..... 0.3. 0.4 etc)
- ▶ 1.0 (Once document has been approved)
- ▶ 1.2 (during review/approval of a lifecycle document i.e. policies)
- ▶ 2.0 (2nd approved document) and so on.

Amendment History

Version	Amendment Date	Author	Amendment Summary
V0.2	15/12/16	Mo Jones	Reformatting Only
V0.3	16/01/17	Dan Coney	Reformatting and minor edits/comments
V1.0	02/02/17	Dan Coney	Updated approval status
V1.1	20/03/20	Hannah Hornig	Reviewed policy
V1.2	01/05/20	Ruth Owen	Updated following confirmation from PB on the legislation and references
V1.3	22/01/21	Ruth Owen	Updated Childrens Act 2004 ref.
V2.0	29/01/21	Ruth Owen	PB amended links, final updates following governor approval

Policy

Our school Behaviour Policy outlines how staff create and maintain good order and cultivate effective positive relationships between staff and pupils. We aim to achieve a culture within our school where pupils behave well, enjoy learning, feel safe, engage enthusiastically in activity and achieve high standards. Our approaches to supporting pupils to achieve these things are successful in the vast majority of cases. This policy covers the use of restrictive physical interventions and supplements the Frampton Cotterell CE Primary School Behaviour Policy. Both should be read in conjunction with the school SEND, Health & Safety and the Safeguarding policies. We are committed to sharing information about our policies and procedures with the parents and carers of pupils at FCCE. To this end we have included a summary of this policy for parents as Appendix A at the back of this document.

Purpose of this policy

This policy aims to give all members of the school community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the values and principles described and follows the National Framework relating to Physical Intervention within schools. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response, and how staff at FCCE will fulfil their responsibilities in those circumstances.

Senior leaders will be responsible for ensuring that staff and parents are aware of the policy. The Head Teacher will ensure that all necessary training/awareness-raising takes place so that staff know their responsibilities.

Physical touch

At FCCE, we believe physical touch can be an essential part of pupil staff relationships. In our school, adults may well use touch to prompt, to give reassurance or to provide support, for example in a PE lesson.

To use touch/physical support successfully, staff will adhere to the following principles.

Touch must:

- be non-abusive, with no intention to cause pain or injury.
- be in the best interests of the child and others.
- have a clear and positive purpose (e.g. to access the curriculum or to improve social relationships).
- take account of gender issues.

Class teachers and the SENCO are responsible for ensuring that relevant staff are aware of any pupil who finds physical touch unwelcome. Such sensitivity may arise from a range of reasons including Special Educational Needs, the pupil's cultural background, personal history, age, etc.

Physical Intervention - definitions

It is helpful to distinguish between Restrictive and Non-Restrictive physical intervention:

Definition	Description	Example
Non-restrictive physical interventions. (As already stated touch/physical contact can be a small but important and natural part of teacher-pupil relationships in our school).	Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish.	For example: <ul style="list-style-type: none"> • guiding/shepherding a person from A to B • removal of a cause of distress
Restrictive physical interventions.	Prevent, impede or restrict movement or mobility. Restraint. To use force to direct.	For example: <ul style="list-style-type: none"> • isolating a child in a room • holding a pupil • blocking a person's path

and also between planned and unplanned intervention:

Emergency/ unplanned interventions	Occur in response to unforeseen events
Planned interventions	In which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment and recorded in an individual plan for the management of a pupil

When is restrictive physical intervention permissible at FCCE?

Restrictive physical intervention may occasionally be used at FCCE. It may be necessary to prevent a pupil injuring themselves or others. [[Section 550A, DFES Circular 10/98](#)].

Section 550A also allows the use of force 'to prevent a pupil from engaging in any behaviour prejudicial to maintaining good order and discipline....'. However, the use of restrictive physical intervention for this purpose is acceptable only when all other behaviour management strategies have been tried. (For example, pupils refusing to leave a classroom and continually disrupting the education of others after repeated warnings; pupils threatening to leave the site)

Risk assessment – when should staff intervene?

The use of restrictive physical intervention will be the outcome of a professional judgement (dynamic risk assessment) made by staff on the basis of this school policy. It is avoided whenever possible and will not be used merely for the convenience of staff.

Restrictive physical intervention will only be considered if other behaviour management and de-escalation strategies have proved ineffective or are judged to be inappropriate, or as a response to

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an emergency situation. Before deciding to intervene in this way, staff will undertake a dynamic risk assessment and weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out only with the child's best interests at heart. Physical intervention will never be used to punish a pupil and will never be used to intentionally cause pain, injury or humiliation.

Whilst staff need to be mindful of their duty of care to the school population and community, they are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

Who may use restrictive physical interventions?

Under the DfE July 2011 guidance, all members of school staff have a legal power to use reasonable force and no school is allowed to have a "no contact" policy. In FCCE all teachers and support staff are authorised to intervene by the Head teacher who will ensure that all staff are aware and understand what is involved.

Supply staff will not be allowed to use restrictive physical interventions except if they have been specifically authorised by the Head teacher.

Parents, volunteers and visitors in the school are not given authorisation.

Staff Training

There must always be at least one member of staff on site who has received restrictive physical intervention training. This will be delivered by a qualified trainer using Positive Handling or **Team Teach** techniques and protocols. Training has to be re-accredited on a bi-annual basis, so the Head teacher will review annually which members of staff will undertake training during the current academic year.

How staff at FCCE might intervene

When a restrictive physical intervention is justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'. It will 'be proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

Staff will:

- Use the minimum amount of force for the minimum amount of time;
- Avoid causing pain or injury; avoid holding or putting pressure on joints;
- In general hold long bones.
- Never hold a pupil face down on the ground or in any position that might increase the risk of suffocation.

During an incident the member of staff involved may tell the pupil that his or her behaviour may be leading to being held. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

Staff will use de-escalation techniques prior to holding unless under exceptional circumstances.

What to do after the use of a restrictive physical intervention

After the use of an unplanned restrictive physical intervention, the following steps will be taken:

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- Details of the incident will be recorded by all adults involved on CPOMS.
- Recording will be completed within 12 hours of the incident taking place whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- Any injuries suffered by those involved will be recorded following normal procedures.
- The Head teacher will check that there is no cause for concern regarding the actions of adults involved. Parents will be informed if Positive Handling has been required.
- Parents/carers will be informed by the Head teacher on the day of the incident. Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions. The Head teacher will make sure this is provided.
- The Head teacher will assess the incident which led to the intervention with the class teacher and plan how the risk of a repetition of the incident can be minimised, documented in an individual Pupil Positive Handling Plan (Appendix B) if necessary.

The SLT will use the records on CPOMS to analyse patterns of behaviour and so decide whether responses are being effective.

Complaints procedure

Any complaint will first be considered in the light of the school's Safeguarding Policy. Under the DfE updated guidance July 2011 it should be noted that when a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. We are obliged to refer to the "Dealing with Allegations of Abuse against teachers and other staff" guidance when a complaint of this nature is made.

Monitoring and Evaluation

Records of all incidents of restrictive intervention will be reviewed and analysed annually by the governing body. This policy will be reviewed every two years by the School Improvement Committee.

Reference documents

The Use of Reasonable force – DfE updated guidance July 2013

DCSF, The Use of Force to Control or Restrain Pupils

<https://www.firstforeducation.co.uk/wp-content/uploads/2015/10/Use-of-force1.pdf>

The Violent Crime Reduction Act 2006 (screening and searching of pupils for weapons guidance for school staff), Department for Education and Skills, 2007 –

<https://www.legislation.gov.uk/ukpga/2006/38/contents>

The Education and Inspections Act 2006 - <https://www.legislation.gov.uk/ukpga/2006/40/contents>

Guidance on the use of restrictive physical interventions for staff working with Children who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders, Joint Guidance DfES and DoH, 2002 –

<https://dera.ioe.ac.uk/15434/1/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions.pdf>

The Children's and Family Act 2014 <https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Physical Interventions: A Policy Framework, John Harris, et al, BILD, 2002

Associated policy documents

- Behaviour Policy
- Complaints Policy
- Safeguarding Policy
- South Gloucestershire schools guidance on risk assessment

Physical Intervention- Guidance for Parents and Carers

This is an area which parents and carers are understandably often concerned about. It is also something which misunderstandings and myths can be built upon. Physical restraint and intervention is a rare occurrence in Frampton Cotterell CE Primary School, but we do understand that parents and carers need reassurance.

Outlined below is a summary of our policy on Physical Intervention.

The Law (1996 Education Act) allows the use of reasonable physical force in relation to pupils and links this to safety. Where the behaviour of a pupil is threatening their own safety, that of others or could cause significant damage to equipment or property, it may be appropriate for staff to intervene physically. The Law also allows for physical intervention to be used where a pupil's behaviour is threatening the "good order of the school" and indicates that this can take place whenever and wherever a teacher is in charge of a group of children or young people (ie even off school premises). It is important that you also understand that whenever possible a range of strategies will have been tried before the need for a physical intervention has arisen. You may also be reassured to know that all staff at the school are trained in a wide range of de-escalation techniques. We use Team-Teach as our core training programme for teaching and support staff at all of our provisions. These interventions follow a *gradient* system where the minimal amount of support to help a pupil regain self-control is used for the minimum amount of time.

1. Where possible, issues and situations will be talked through and pupils will be given clear guidance about their behaviour and the likely consequences of it. This of course is dependent upon the pupil in question being in a receptive state of mind.
2. If a pupil needs physical support this must happen in such a way so as to allow them to feel secure. This helps to reduce anxiety. The support must be made in such a way that it cannot be interpreted as aggression, but for everyone's safety.
3. There are no circumstances under which physical intervention can reasonably include slapping or hitting or striking a pupil.
4. Frequently pupils will often "play" to an audience and as a result of this we do one of two things; remove the pupil from the audience or remove the audience from the pupil. This act also reduces the possibility of youngsters feeling humiliated or embarrassed in front of their peers.
5. Pupils will not be alone in a closed room with one adult whilst physical intervention is in progress. Either the door will be left wide open or other adults will attend the situation. This minimises the risks to all concerned.
6. Whilst all members of staff have the right to defend themselves there is a clear expectation that they will adopt the principles outlined above.
7. Incidents involving physical intervention will always be recorded and, as the parent or carer of the youngster concerned, you will be kept informed.
8. Pupils and staff will be involved in "closing" and debriefing at an appropriate time after physical intervention has taken place.

Please ask us if you would like any further information or would like to discuss our policy further.

Appendix B

**Frampton Cotterell CE Primary School
Positive Handling Plan**

Pupil name:

Contributing:

Date:

Review:

Known triggers:			
Stage	Behaviours exhibited	Helpful strategies	Unhelpful strategies
1 – Anxious			
2 – Defensive Please indicate key adults and/or 'safe places' outside of class			
3- Crisis Please include physical interventions that have proven helpful or unhelpful (if absolutely necessary)			
4 & 5 – Recovery & Depression			
6 – Debrief: Listen & Learn			

