



Hesleden Primary School

Physical Intervention Policy

April 2019

Adapted and adopted from Behaviour Wise, following updated staff training

1. Introduction

This policy provides a framework for the use of Physical Intervention within Hesleden Primary School and takes into account information provided in Circular 10/98 (Section 550A of the Education Act 1996) as well as the DFES "Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and / or Autistic Spectrum Disorders" and DfES guidance issued July 2002

The school has members of staff who are trained in Team Teach Physical Intervention techniques and the aims and guidelines central to this approach are incorporated within the policy.

Central to this policy is the understanding that any Physical Intervention used by staff must be in accordance 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 intervention employed is proportionate to the level of challenging or unsafe 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. 95% of the time there will be no need for physical intervention as other methods of de-escalation can be used to diffuse situations. The remaining 5% being made up from positive prompts, guides, gestures, voice tones and other communication strategies based on individual need before physical interventions occur.

2. The Legal Context

The document that concerns us most is Section 550A of the Education Act 1996. This led to Circular 10/98, which sets out guidelines for the use of reasonable force:-

Physical Contact with Pupils / Restraint.

11. *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. Guidance about this can be found in DfES Circular 10/98 The Use of Force to Control or Restrain Pupils at www.teacher.net.gov.uk/childprotection/guidance/htm*

12. *Additional guidance for LAs and special schools on the use of restrictive physical interventions with children who display extreme behaviour is contained in DfES documents LEA/0242/2002 "Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders" and LA/0264/2003 "Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties" These can be found at: www.teacher.net.gov.uk/childprotection/guidance/htm*

A calm considered approach to the situation is needed. When circumstances justify, staff can, where possible, employ trained Gradual and Graded techniques:

- Physically interpose between pupils (being aware of personal risk)
- Use of guiding techniques.
- Escort a pupil using Arm Techniques.
- (In extreme circumstances) use more restrictive holds.
Any necessary action consistent with concept of “Reasonable Force”.

Types of incident where the use of Reasonable force may be necessary fall into 3 Broad Categories:

- 1) Action due to imminent risk of injury
- 2) Action due to developing risk of injury or significant damage to property
- 3) Action where a pupil is behaving in a way that is compromising good order – reasonable interventions depend on antecedents including de-escalation and creating an appropriate climate for teaching and learning within the classroom setting.

Examples of 1 & 2

- A pupil assaults a member of staff or another pupil.
- A pupil is engaged in, or is starting to damage property.
- A pupil is behaving in a way that could cause injury to themselves through deliberate Self Harm.
- A pupil is absconding (NB this only applies if the child is at risk if they leave the room or building).
Schools need to refer to their Absconding Policy and adopt a consistent approach to this risk.

Examples of 3

- A pupil is behaving in a way that is causing a risk to the safety of themselves and others within the classroom, school trip or visit.

3. Accepted Physical Intervention Techniques

Listed below are the accepted Team Teach strategies that staff have been trained in the use of:

- A range of personal safety responses to deal with:
 - Wrist, Clothing & Hair Responses
 - Arm Responses
 - Bites
- A range of prompts, guides, escorts and physical intervention techniques dependant on the risk associated to the child and their behaviour.

These provide a gradual and graded response aimed at intervening with the appropriate amount of reasonable force. Physical Incidents where two people are required will be deemed as a more restrictive hold. As the amount of restriction / number of people increases so does the risk; staff need to include within the child’s Positive Handling Plan a risk assessment based on the situation as to the level at which they are going to intervene.

Increase in Level of Restrictive Physical Intervention	<u>1 Person Standing / Walking</u> Caring 'C' Guide Elbow Guide Single Person Small Child Escort Single Person Double Elbow		Associated increase in level of Risk
	<u>2 Person Standing / Walking</u> Friendly Hold 2 Person Small Child Escort Single Elbow	<u>1 Person to Chairs</u>	
	<u>2 Person to Chairs</u> Friendly Hold Single Elbow		

Training on Physical Intervention given to staff includes sections on the background, theory and rationale behind the Team Teach approach as well as an understanding of personal space and body language before any Physical techniques are taught.

Any Physical Interventions used will need to take account of age, emotional wellbeing, cultural background, gender, stature and medical history of the pupil involved.

4. Placing Physical Intervention in Context

Physical Intervention is never seen in isolation at Hesleden Primary School. It is but one strategy available to staff and should always be seen as a last resort when all other strategies have been exhausted. Physical interventions can be placed in 2 broad categories:

- **Emergency Interventions:**
 Emergency interventions will involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response (for example a child running on to a road).

Dynamic risk assessments are part of the planned interventions.

- **Planned Interventions:**

Planned interventions involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section as an agreed response to an identified behaviour. This will be documented in a Positive Handling Plan and will be reviewed half termly or if the behaviour risk is deemed to have increased or decreased. Permission of parents / guardians will be sought before initiating this as an accepted response. The Positive Handling Plan will list the accepted strategies to be used as well as strategies that may be used before hand. A risk assessment will also be completed identifying the risks involved in the procedure as well as the risks involved if a planned Physical Intervention is not used.

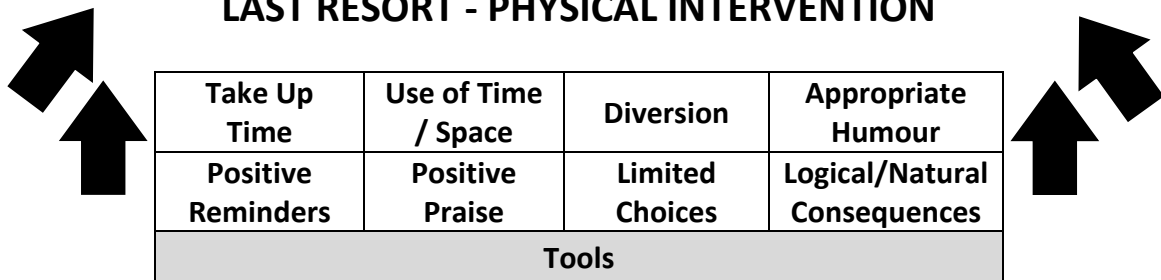
Physical Intervention should be seen in an environmental context. If an appropriate Curriculum is in place and there is an emphasis on an Inclusive environment then the risk of anxiety and the necessity for Physical Interventions will be reduced.

The diagram overleaf provides a model of Positive Behaviour Management aimed at reducing the need for Physical Intervention. The emphasis is placed on strong foundations, followed by planning which then provides strategies that can be used by staff and pupils in the event of anxiety or crisis moments.

Preventative Strategies need to be:

- Clear and well communicated by all those who come into contact with the Pupil.
- Based on thoughts / discussion about possible reasons for the Challenging Behaviour and needs of the child and what was done according to the needs of the pupil.
- Achievable within the cognitive ability of the child concerned and based on their levels of Emotional Intelligence.

LAST RESORT - PHYSICAL INTERVENTION



Fairness	Flexibility	Trust	Humour	Respect
Relationships	Communication	Expectations	Team - Work	Consistency
Foundations				

Curriculum	Managing the Environment
Planning / Differentiation	Positive Rewards / Consequences / Boundaries / Guidelines.
Preparation	

5. Risk Assessment

In the case of **Emergency interventions** staff will make a dynamic risk assessment at the time comparing the risks associated with intervention against the risks of not intervening – chances of achieving desired outcome are small.

In the case of **Planned Interventions** staff involved with the child will meet with the designated member of staff responsible for Physical intervention in the school. A risk assessment form will be filled out prior to a Positive Handling Plan.

6. Reporting and Monitoring of Incidents

Recording, Reporting and monitoring is of paramount importance for a number of reasons:

- Protection for all staff and pupils
- Maintaining a record of number of incidents in order that patterns of behaviour / areas where most incidents occur can be monitored.
- To feed information back to other professionals / external agencies.

Recording and reporting can be split into 2 categories:

- Pre Incident
- Post Incident

The table details the systems for Recording / Reporting within the school and their purpose.

Pre Incident / Event	Document		Purpose
		Pupil Profile	A list of suggested strategies that will work with a particular pupil. Drawn up in Key Stage meetings.
		'My Plan' Behaviour Plans	Aimed at providing specific strategies for a specific behaviour. A review date is set and behaviour is monitored and recorded. Initial concerns brought up at Key Stage meeting.
		Positive Handling Plan	Details planned physical interventions to be used in specific situations. Will also list other strategies to be used before. A risk assessment form will also have been filled out.
Post Incident / Event	Document		Purpose
	Incident Forms	Pupil report sheet	To be filled out in the event of an incident where there has been no Physical Intervention and no injury. E.g. child running off site.
		Restraint	To be filled out in the event of an incident where Physical Intervention has been used.
		Accident form	To be filled out in the event of an incident where an injury has been sustained. RPI may or may not have been used.
	Incident Log	Any incident sheets filled out will also get marked in Incident Log. A bound dated and signed book. All incident forms and the log itself must be completed within 24hrs of the incident.	

7. Training and Authorisation of Staff

All staff that have completed Team Teach training are authorised to use Team Teach Physical Intervention techniques providing these were included in their course. Once staff have received their full training, refresher training will take place every 2 years based on the school being Low Risk – 6 Hour Foundation Certificated.

Staff in this school are:

- Dawn Dunn
- Lynsey Johnson
- Lyndsey Hutton
- Elaine Gillespie
- Alison Train

8. Post Physical Intervention Procedures

As soon as is reasonably possible after an incident staff need to fill out an Incident Form and the Incident Log (maximum within 24hrs). The form should be given to a Senior Member of Staff who will

provide a de-brief for the staff and check their welfare. When both the staff member and child involved are calm, then a de-brief needs to take place between them. This should include (if appropriate) a discussion about strategies that the child could use in the future. The use of PIL (Post Incident Learning) would be beneficial at this point as it focusses on the three restorative questions:

- What triggered the behaviour
- How the child was feeling at the time of the incident
- What the child could do differently next time they felt that way.

Completed forms are passed to the Head teacher for signature. Forms are kept in the main office. The HT enters the form into the Bound and Numbered log book, all incidents logged on the day will be handed over to staff in morning briefings. Once incident forms have been completed and logged in the incident book they are placed in the pupil's files in the main office.