



Physical Intervention Policy

Reviewed Jan 2018 - **changes are highlighted**

Aims

1. To assist staff to maintain a safe and secure environment in school so that learning can take place.
2. To protect all children in school against any form of physical restraint which is either unnecessary, inappropriate, excessive or unlawful.
3. To protect staff and minimise the risk to staff of any accusation of improper conduct towards a child.

Please refer to the *Behaviour Policy* for further information.

Children with Known Behavioural Difficulties

Children with special educational needs are identified through the procedures outlined in the *Special Education Needs and Disability Policy*.

If a child is identified as having special needs, which include social and emotional difficulties, then a risk assessment will be carried out on the child. If a child begins to show a tendency towards disruptive behaviour or violent behaviour, even if they are not on the SEN Register, then a risk assessment will also be carried out on that child. The risk assessment will be carried out by the class teacher with support from the SENDCo. If a class teacher feels that a child needs a risk assessment then they should inform the SENDCo and prepare the risk assessment together.

The purpose of the risk assessment is to identify the potential hazards which the child presents and detail the action which needs to be taken to deal with the behaviour. The aim is to keep the use of restrictive physical intervention with the child to a minimum.

Parents/carers are informed and involved with the development of the risk assessment.

Principles of Physical Intervention

The general principle is that the use of physical intervention should, wherever possible, be avoided. Before using physical intervention, staff should always attempt to use diversion or diffusion to manage the situation. However the Education Act 1996 allows all teachers to use *reasonable force* to prevent a child from:

- Acting in a way that is counter to maintaining good order and discipline at the school;
- Injuring another child or adult;
- Injuring themselves;
- Exposing themselves to danger, including attempting to run out of school;
- Damaging property;

- Committing a criminal offence.

If physical intervention is deemed to be necessary then:

- It should be an exceptional circumstance.
- It must be used in ways that maintain the safety and dignity of all concerned.
- It should be both reasonable and proportional to the circumstances and be the minimum necessary to avert injury or damage to property. In all cases there should be the minimum use of physical restraint. There should be no unnecessarily rough handling or shaking of the child.
- It should be sensitive to the cultural expectations of children and their attitude towards physical contact.
- It should avoid any contact that might be misinterpreted as sexual.
- It should be applied for the shortest period of time.

Examples of acceptable forms of physical intervention are:

- A safe holding tactic by which a child is restrained until he/she calms down.
- Physical removal of a child from one place to another.
- Removing a weapon or dangerous object from a child.

Applying Physical Intervention

Physical intervention will always be used as a last resort. It can be applied immediately if:

1. The child is assaulting or injuring another person.
2. The child is injuring himself.
3. The child is putting himself/herself into danger (e.g. attempting to run away).
4. The child is damaging property.

Where a child is deliberately refusing to cooperate or refusing to follow instructions then the teacher or member of staff should:

1. Give clear instructions to the child as to what is required of them.
2. Give the child a warning of the consequences of not complying with the request from the teacher.
3. Give the child time to reconsider and conform to the request.
4. Keep calm and remain in control of the situation.
5. Send another adult or responsible child to bring an appropriate member of staff. This could be the Headteacher, the Deputy Headteacher, the SENDCo or the person named in the child's risk assessment (if there is one). This member of staff will go through these steps again, when they arrive, and attempt to persuade the child to accompany them and leave the room.

If the child still refuses to comply then the staff members should make an assessment as to whether physical intervention will succeed. If an older child is involved then he or she may be physically bigger and stronger than the adults and physical intervention would be very difficult. The senior member of staff should make an assessment of the situation and decide whether to physically intervene or follow another course of action.

This could be:

1. Remaining by the child and giving him/her further time to calm down and reflect on the situation.
2. Remaining by the child and arranging for the child's parents to be contacted and asked to come to school to deal with the incident.
3. Removing the other children to another room while the child calms down, if they are felt to be in danger. In this case there should always be two members of staff with the disruptive child

Parental Involvement

If a member of staff deems it necessary to use physical intervention with a child then the Headteacher or Deputy Headteacher must be informed immediately. The Headteacher or Deputy Headteacher will decide if the parents should be asked to come to school and take the child home. In all cases of physical intervention the parents must be informed on the day of the incident and given an explanation of the incident.

Recording Instances of Physical Intervention

Often, the Headteacher or Deputy Headteacher or SENDCo will have been involved at an early stage in dealing with an incident of extreme behaviour and will have sanctioned the use of physical intervention. If not, a member of staff who has used physical intervention with a child must immediately report the incident to the Headteacher or Deputy Headteacher. The Headteacher or Deputy Headteacher will ask the member of staff to make a written report on the incident. This should include:

- The name of the child and the date of the incident;
- The location and time of the incident;
- The circumstances and significant factors leading up to the incident;
- A description of the child's behaviour;
- Strategies used to control the behaviour;
- The reason for using physical intervention;
- A description of the physical intervention used;
- Whether the child, or another child, or staff experienced any injury.

Responsibilities

Headteacher

It is the responsibility of the Headteacher to regularly review this policy and monitor incidents of physical intervention.

It is the responsibility of the Headteacher to regularly review the Behaviour Policy in order to promote good behaviour and ensure that there are clear guidelines for dealing with bad behaviour.

The Headteacher must inform governors of policy reviews and monitoring of the Physical Intervention and Behaviour Policies.

Class teachers

It is the responsibility of the class teachers to inform the SENDCo if there is a child in their class who is displaying extreme behaviour, to draw up a risk assessment.

It is the responsibility of class teachers to monitor the risk assessment and arrange with the SENDCo for a review when necessary.

Class teachers and the SENDCo will be responsible for informing teacher assistants and other staff who work in the school of the risk assessment.

SENDCo

In collaboration with the class teacher, the SENDCo will write risk assessments on children who are identified as extremely disruptive or violent.

The SENDCo will give copies of the risk assessment to all staff who may work with the child.

This will usually mean all the teachers, teaching assistants and office staff.

Training

Training will be offered as the need arises. There will always be at least one member of senior staff trained in physical intervention. This training will be refreshed when the need arises.