



Physical Intervention Policy

Author:	Jade Driscoll, Deputy Head Teacher
Policy Reference:	001
Adopted by Governors:	July 2015
Review Date:	July 2016

Contents

	Page
1. Introduction	3
2. Creation, Monitoring and Review	4
3. Policy Scope	5
4. Roles and Responsibilities	5
5. Security	6
6. Risk Assessment	6
7. Behaviour	6
8. Communications	7
9. Use of Images and Video	7
10. Personal Information	7
11. Education and Training	8
12. Incidents and Response	8
13. Feedback and Further Information	8

1. Introduction

Baysgarth School is committed to ensuring that all staff and adults with responsibility for children's safety and welfare deal professionally with all incidents involving aggressive or reckless behaviour, and use physical intervention only as a last resort. If used at all, it will be in the context of a respectful, supportive relationship with the student, and will be reasonable and proportional to the circumstances of the incident.

The best practice regarding physical intervention outlined below, should be considered alongside other relevant policies in the school, specifically those policies involving behaviour, bullying and health and safety.

Aims

The aim of this policy, in conjunction with the school's Behaviour Policy, are:

- To provide a calm, orderly, highly disciplined environment where all students and staff can feel safe.
- To protect staff and students.
- To prevent serious damage to property.

2. Minimising the need for Physical Intervention

Baysgarth School has a clear Behaviour Policy which should be followed consistently at all times. This is communicated clearly to students and parents. Staff should ensure they follow the Behaviour Policy, paying particularly close attention to the planning for positive behaviour.

Baysgarth School expects staff to apply the Behaviour Policy consistently at all times, providing clear boundaries and consequences for students. This encourages students to make positive choices and assume responsibility for their behaviour.

DfE Guidance (Use of Reasonable Force July 2013) states clearly all members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of students, such as unpaid volunteers or parents accompanying students on a school organised trip or visit.

Reasonable force

According to the DfE (Use of reasonable force 2013) the term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career, that involve a degree of physical contact with students.

Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.

Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

Baysgarth School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

When can reasonable force be used

In the following situations staff must judge whether or not physical intervention would be reasonable or appropriate:

- Risk to the safety of staff, students or visitors;
- Where there is a risk of serious damage to property;
- Where a student's behaviour is seriously prejudicial to good order and discipline.

The judgement will take into account the circumstances of the incident. All staff should be aware that the use of physical intervention in response to a clear or developing danger or injury will always be more justifiable than the use of force to prevent damage or misbehaviour.

DfE guidance provides the following examples of when reasonable force can and cannot be used.

Reasonable force can be used specifically in incidents to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- Restrain a student at risk of harming themselves through physical outbursts.

Reasonable force cannot be used:

- As a punishment.

Schools do not require parental consent to use force on a student.

3. Intervention

Baysgarth School staff will view physical intervention or restraint of students as a last resort to maintaining a safe environment. If students are behaving disruptively or antisocially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation.

Staff will understand the importance of listening to and respecting children and young people to create an environment that is calm and supportive especially when dealing with students who may have emotional, behavioural or mental health needs which may increase their aggression.

All staff will understand the importance of responding to the feelings of the child or young person, which lie beneath the behaviour as well as the behaviour itself.

4. Specific incidents

Staff intervening will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risks of injury to both parties and does not provide a witness.

All staff who become aware that another member of staff is intervening physically with a student will have a responsibility to provide a presence and to offer support and assistance should this be required.

Before intervening in a non-emergency, consideration will be given to whether or not other staff are available to assist.

Where possible, staff who have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene or restrain the student if this proves necessary.

A student's behaviour may be adversely affected by the presence of an audience. Wherever possible, the audience will be removed, or if this is not possible, the student will be removed from the audience. The student and member(s) of staff will withdraw to a quiet, but not completely private, place (e.g. two members of staff should be present or a door left open so that others are aware of the situation).

Staff will be aware of the need to tell the student being restrained in a calm and gentle manner that the reason for the intervention is to keep the student and others safe. Staff will explain that as soon as the student calms down, she/he will be released. Where appropriate, staff will always use the on call system to request support.

5. Reasonable approaches

The following approaches are regarded as reasonable in appropriate circumstances:

- Holding for security and to reduce anxiety where there is potential risk, even if the student is not yet out of control. This is best used when the student is anxious or confused. It's purpose is to defuse or prevent escalation. Staff should take care that their actions should in no way be capable of being interpreted by the student as aggression.
- Physically interposing between students.
- Blocking a student's path.
- Pushing if restricted to situations where reasonable force is used to resist a student's movement, rather than a forceful push that might cause the student to fall over.
- Pulling
- Leading a student by the hand or arm.
- Shepherding a student away by placing a hand in the centre of the back.
- In extreme cases, using restrictive holds (see next section).

6. Recording an incident

Any incident of physical intervention should be reported to the Head Teacher or Deputy Head Teacher immediately. Statements from the student or students involved and the staff members should be collected within 24 hours. These should be dated and signed. A statement should also be collected from any witnesses.

All incidents that result in non-routine interventions will be recorded in detail on the Record of Incident form (Appendix 1). This is completed by a senior member of staff or the Inclusion Manager. The form will be written within 24 hours of the incident's occurrence. The form will be signed and dated. The form will contain the following information:

- The name(s) and the job title(s) of the member(s) of staff who used reasonable force;
- The name(s) of the student(s) involved;
- When and where the incident took place;
- Names of the staff and students who witnessed the incident;
- The reason that the force was necessary;
- The progress of the incident.

The progress of the incident should be a highly detailed and thorough account of the event. It should include all the following information:

- Details of behaviour of the student which led up to the incident;
- Description of any attempts to resolve the situation;
- What was said by staff and students;
- The degree of force used;
- How it was applied;
- The student's response and eventual outcome;
- Details of any injuries suffered by either staff or students;
- Details of any damage to property;
- Details of any medical treatment required (an accident form will be completed);
- Details of any follow-up, including contact with the Parents or Carers of the student(s) involved;
- Any other relevant details, e.g., the involvement of another agency, i.e. Police.

Student witnesses may also be asked to provide a written account if appropriate. These notes should be kept in the student's file and retained until the student reaches the age of 21.

7. Students with additional needs

Students who have learning or physical disabilities may require frequent physical intervention or the possibility of reasonable force being used is higher. This will be monitored by the SENCO and will be built into EHCP. There may be a need for an additional Risk Assessment or Positive Handling Plan, which will be agreed with parents. Students who present with challenging behaviour and may require frequent physical intervention, will be monitored by the Inclusion Manager and this will be built into Pastoral Support Plans and EHA's. There may be a need for an additional Risk Assessment or Positive Handling Plan, which will be agreed with parents.

Routine incidents of physical intervention, usually for students with identified needs as set out in the student's Individual Education Plan, Individual Behaviour Plan and/or Pastoral Support Plan, will need to be recorded using the record of incident form as per standard procedure.

8. Debriefing Arrangements

The student and the member of staff will be checked for any sign of injury after an incident by a school First Aider. First aid will be administered to anyone who requires it and the necessary accident form completed.

The student will be given time to become calm while staff continue to supervise her/him. When the student regains complete composure, a senior member of staff or the Inclusion Manager will discuss the incident with the student and try to ascertain the reason for its occurrence. The student will be given an opportunity to explain things from his/her point of view. All necessary steps will be taken to re-establish the relationship between the student and the member(s) of staff involved in the incident.

In cases where it is not possible to speak to the student on the same day as the incident occurred, the debrief will take place as soon as possible after the student returns to school. All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. A senior member of staff will provide support to the member of staff involved.

Arrangement for informing parents Training needs of staff

DfE Guidance (Use of Reasonable Force July 2013) states clearly all members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised trip or visit.

In cases where it is known that a student will require physical intervention on occasions, appropriate training will be provided for relevant staff. Staff involved will identify training needs in this area.

Arrangements for informing parents

Parents will be informed of the school's policy, regarding physical intervention which is publically available on the school's website.

In the event of an incident involving physical intervention, the Inclusion Manager or senior leader will contact parents the same day to debrief them.

Complaints

If a parent/carer or student is concerned about any aspect of the management of an incident requiring physical intervention, s/he should inform the Headteacher of their concern.

If the concern relates to action by the Headteacher, the parent/carer should contact the Chair of the Governing Body.

If a parent/carer wishes to appeal against the outcome of their complaint, they should contact an external agency (Police or Social Services) to provide an independent investigation of the circumstances.

The Governing Body will be informed by the Headteacher of the number of physical interventions annually.

Appendix 1- Record of Incident Form

Name of student(s) involved		
Date, time, location of incident		
Names of staff directly involved		
Names of staff involved as witnesses		
Names of students involved as witnesses		
Do any of the students involved have special educational needs, EHC, PSP or EHA in place?		
Reason for using force and description of the force used		
Description of the incident Please include the following: <ul style="list-style-type: none"> • Details of behaviour of the student which led up to the incident • Description of any attempts to resolve the situation • What was said by staff and students • The degree of force used • How it was applied • The student's response and eventual outcome 		
Any injury suffered by staff or students and any first aid or medical attention required		
Follow up, including any post incident support and disciplinary action taken against student(s)		
External agency involvement or information sharing		
When and how were parents informed? What views did they express?		
Has any complaint been lodged?	Yes	No
Report compiled by Name and Role		Signed Date
Report countersigned by Name and Role		Signed Date