

OLD CLEE PRIMARY ACADEMY



Physical Intervention Policy

January 2024

This is the policy for Old Clee Primary Academy which sets out the actions taken if physical intervention becomes necessary in response to a child's behaviour. It is set within the context of the whole school values:

Inspired to Believe, Learning to Succeed

- *Provide innovative, inspirational and challenging opportunities which encourage children to become lifelong learners, and to be the best they can be.*
- *Develop confidence, independence and a 'can-do' attitude within a safe environment so that children are ambitious for themselves and for others.*
- *Develop caring, considerate, well rounded individuals, who are polite, well behaved, respectful and resilient.*

It reflects the Academy's values, philosophy and mission statement in relation to safeguarding children in our care.

Purpose of the policy.

The purpose of this non-statutory policy is to set out clearly for all, the process that will take place should physical intervention be needed to support a child's behaviour.

Aim

At Old Clee we actively work to provide a secure, safe environment, an Academy where children want to come to enjoy learning with others as part of a caring community. This policy is written to ensure we are ready to deal with this eventuality should it occur.

Definitions

Physical intervention is any method of physically intervening to resolve a difficult or dangerous situation, and is not necessarily physical restraint. Restrictive physical intervention (also known as physical restraint) is defined as when a member of staff uses force with the intention of restricting a young person's movement against their will. Guidelines on Physical Restraint state, "Reasonable force can be used to prevent a child from hurting themselves or others, damaging property or causing disorder." The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it. Any force used should always be the minimum needed to achieve the desired result.

Considerations

We at Old Clee Primary Academy believe that physical restraint should be avoided wherever possible. Before physically restraining a child, we will have tried many other de-escalating strategies and will consider carefully whether physical intervention is necessary or appropriate. We will always try to use other strategies rather than force as we believe that there are usually other more appropriate strategies that can be employed. We will always consider the possible consequences of intervening physically, including the risk of increasing disruption or actually provoking an attack as restraint may increase the risk of injury to both staff and pupils. Physical force should never be used as a substitute for good behaviour management.

Who can use restraint?

Everyone has the right to use reasonable force to prevent an attack against themselves or others as long as the use of restraint is necessary, reasonable and proportionate. Teachers, teaching assistants and lunchtime supervisors can use physical intervention under other circumstances but should not use restraint unless they are trained in the techniques. Old Clee Primary Academy Physical Intervention

Policy arrangements apply at all times when the Academy has responsibility for pupils and extend to times when pupils are at after-school clubs and are off site on educational trips. The policy does not apply to situations after children have been dismissed at the end of the school day and left the Academy. A teacher should not intervene if he or she believes they may be at risk of injury. In these circumstances the teacher should remove other pupils who might be at risk and summon assistance from a colleague or colleagues. SLT or a designated staff member, trained in Team Teach, will be called to restrain a child should it be reasonable to do so. Until assistance arrives the teacher should continue to attempt to defuse the situation orally (if at all possible) and try to prevent the incident from escalating.

Types of incidents

There is a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil.

They will fall into three broad categories:-

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury
- Where a pupil is behaving in a way that is compromising good order and discipline

Examples of situations that fall within one of the first two categories are:-

- A pupil attacks a member of staff, or another pupil
- Pupils are fighting
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of materials or objects, causing any sort of danger to themselves or others
- A pupil absconds from a class or tries to leave the Academy (N.B. this will only apply if a pupil could be at risk if not kept in the classroom or at school)

Examples of situations that fall into the third category are:

- A pupil persistently refuses to obey an order to leave a classroom
- A pupil is behaving in a way that is seriously disrupting a lesson

Physical Intervention/Restraint – Reasonable force

Acceptable physical intervention or restraint can take a number of forms, namely:-

Intervention:

- Physically interposing between pupils
- Blocking a pupil's path

Restraint:

- Holding
- Pushing
- Pulling
- Leading a pupil by hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back
- In extreme circumstances using more restrictive holds.
- Containing a pupil in a confined space

Practical Strategies

Before intervening physically, staff should, wherever practicable, tell the pupil who is misbehaving to stop and also make it clear what will happen if he or she does not.

Communication must continue with the pupil throughout the incident and it should be made clear to the pupil that contact or restraint will stop as soon as it ceases to be necessary.

A calm and measured approach to the situation is needed at all times. Members of staff should never give the impression that they have lost their temper or are acting out of anger, or frustration.

Members of staff will not punish the pupil by physical injury or cause humiliation.

Practical Responses

DO:

- Remain controlled
- Talk clearly and give clear instructions
- Keep talking (calm requests for desired behaviour)
- Tell the child we care enough about them not to let them continue what they were doing.
- If a child needs to be removed from a classroom, move/guide with the child towards the classroom entrance, or if outside towards the main office area
- Request help and tell the pupil you are requesting help
- In order to help keep calm remove any audience where possible
- Remove other people if they are in danger
- Remove potential weapons
- Assume that the child is going to calm down

DON'T:

- Use confrontational body language
- Engage in prolonged or exaggerated eye contact
- Use confrontational language, e.g. "stop being childish"
- Use physical intervention unless other non-physical methods of calming have been tried.

After an incident of restraint

The Head Teacher must be notified as soon as possible about any incident in which physical force is used to control or restrain a pupil and the Bound and Numbered book completed (Appendix 3)

Unreasonable force

Staff should not act in a way that might reasonably be expected to cause injury, namely:-

- Holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe
- Slapping, punching or kicking a pupil
- Twisting or forcing limbs against a joint
- Tripping a pupil
- Holding or pulling a pupil by the hair
- Holding a pupil face down on the ground
- Any hold that may restrict breathing

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

If a child is restrained then a report needs to be completed, with the full details. (See Appendix 1)

- Staff involved should keep their own copies of these reports.
- It is our policy to inform parents of any incidents on the same day, preferably by telephone.
- Parents will be encouraged to discuss ongoing concerns with the Head Teacher.
- Incidents will be reviewed in order to minimise the possibility of restraint being needed in the future.
- The pupil will be reinstated in the classroom as soon as it is prudent to do so.
- Police will be informed at the Head Teacher's discretion.
- Consistent with the Head Teacher's of the Children's Act 1989, pupils who have been restrained are entitled to record their views, after they have calmed down.
- Appropriate staff will be on hand to support the pupil and also help counsel pupils who have been involved through witnessing an incident of restraint.
- The Academy's governors will provide support and counselling for staff who wish to receive independent support.
- Any injuries sustained by staff should be recorded separately in accordance with Health and Safety procedures.

Children who may necessitate restraint

Where it is known that a pupil may need to be restrained a Positive Handling Plan will be prepared to minimise the risk of such an occurrence and to manage it effectively should the situation arise. (See Appendix 1)

Restraint of a pupil should be viewed in relation to ongoing plans to improve the pupil's behaviour and will be linked to targets identified on the child's IEP,IBP or Risk management.

Parents, pupil and the Head Teacher will be involved with this process, including sharing of the risk management Plan and risk assessment as well as fully briefing all staff.

Physical Contact

Physical contact may be necessary to demonstrate exercises or techniques during P.E. lessons, sports coaching or if a member of staff has to give first aid. Touching may also be appropriate where a pupil is in distress and needs comforting.

Staff need to use their own professional judgement when they feel a pupil needs this kind of support and should not be inhibited from providing such contact when it is professionally appropriate to do so. However, there are certain situations where touch is never appropriate. There are also a few children for whom touch is unlikely ever to be acceptable e.g. as a consequence of their cultural individual sensitivities or previous experience of abuse. Staff will be advised about any children to whom this may apply.

Complaints

Should parents have ongoing concerns after an incident they should be encouraged to discuss the situation with the Head teacher and, if necessary, use the Academy's complaints procedure. The complaints form can be found on the academy's website in the parents section - useful documents.

Review: January 2025

Appendix 1

Name:
DOB:
Class:
Other child involved:
Staff:
Date:

Time:
Location:
Duration:
Injuries:
Medical Check:
Incident Log Number:

Reason for (PRI)	Tick all that apply
1. To avert an immediate danger of personal injury to the pupil	
2. To avert immediate danger of injury to another person	
3. To avoid serious damage to property	
4. Any other?	
Environment and triggers observed; Describe what happened and what led up to the child being in crisis: 	
Circle the precise nature of the risk: Verbal abuse Slap Punch Bite Kick Hair grab Neck grab Clothing grab Body hold Weapons Missile Other –	
Who was at risk? 	
Non-Physical de-escalation techniques attempted	Tick all that apply
Class Expectations / Consequences	
Reassurance	
Distraction	
Friendly Body Language	
Quiet Voice	
Accompanied Time Out Offered	
Class Withdrawal	
Appropriate Humour	
Additional room/calm space	
Alternative Adult Opinion	
Verbal Advice	
Other	

Team-Teach Technique Employed	Tick all that apply
Friendly Hold	
Single Elbow	
Double Elbow	
Figure of Four	
Wrap	
Walking	
Standing	
Chairs	
Ground	
Name of the staff member(s) who monitored child	
Name of SLT Notified	

Effectiveness of RPI (Please use the scale 1-10 (1 = poor / 10 = totally effective))	
How Effective was the Strategy in	
1. Dealing with the initial reason for RPI	
2. Ensuring the care and safety of pupils	
3. Ensuring the care and safety of staff	
If poor please express reasons why:	
Was anyone injured If so, please give details below:	
Please record any ideas / advice for a plan or further amendments to support the child teacher:	
Any concerns or comments while child was in crisis:	
Young Person's views:	

Head Teacher Signature		Parent Signature		Date
-------------------------------	--	-------------------------	--	-------------

Appendix 2

Frequently Asked Questions

Q: I'm worried that if I use force a pupil or parent could make a complaint against me. Am I protected?

A: Yes, if you have acted lawfully. If the force used is reasonable all staff will have a robust defence against any accusations.

Q: How do I know whether using a physical intervention is 'reasonable'?

A: The decision on whether to physically intervene is down to the professional judgement of the teacher concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result. Academy staff should expect the full backing of their senior leadership team when they have used force.

Q: What about school trips?

A: The power may be used where the member of staff is lawfully in charge of the pupils, and this includes while on school trips.

Q: Can force be used on pupils with SEN or disabilities?

A: Yes, but the judgement on whether to use force should not only depend on the circumstances of the case but also on information and understanding of the needs of the pupil concerned.

Q: I'm a female teacher with a Year 6 class - there's no way I'd want to restrain or try to control my pupils. Am I expected to do so?

A: There is a power, not a duty, to use force so members of staff have discretion whether or not to use it. However, teachers and other Academy staff have a duty of care towards their pupils and it might be argued that failing to take action (including a failure to use reasonable force) may in some circumstances breach that duty.

Q: Are there any circumstances in which a teacher can use physical force to punish a pupil?

A: No. It is always unlawful to use force as a punishment. This is because it would fall within the definition of corporal punishment, which is illegal.

BOUND AND NUMBERED BOOK v 9	1
RISK ASSESSMENT AND SIGNIFICANT INCIDENT / RESTRAINT / RESTRICTION RECORD For Additional Details Refer To Supporting Documentation	
Name of the child or young person concerned: _____ Age: _____	
Name of the person using the measure: _____	
Names of any other people present: _____	
Name of person completing this record: _____	
Date: _____ Time: _____ Location: _____	
Details of the behaviour leading to the use of the measure (what the child or young person was doing or saying): _____ _____ _____	
Details of any methods used to avoid the need to use that measure (what you did - what you said - what you tried): <input type="checkbox"/> Humour <input type="checkbox"/> Verbal advice and support <input type="checkbox"/> Firm clear directions <input type="checkbox"/> Negotiation <input type="checkbox"/> Limited Choices <input type="checkbox"/> Distraction <input type="checkbox"/> Diversion <input type="checkbox"/> Reassurance <input type="checkbox"/> Planned ignoring <input type="checkbox"/> Contingent Touch <input type="checkbox"/> Calm talking <input type="checkbox"/> Calm Stance <input type="checkbox"/> Patience <input type="checkbox"/> Withdrawal Offered <input type="checkbox"/> Withdrawal Directed <input type="checkbox"/> Swap Adult <input type="checkbox"/> Reminders about Consequences <input type="checkbox"/> Success Reminders	
Why Was The Measure Necessary? - (describe your dynamic risk assessment and why you honestly believed that the measure you chose was in the best interests of the child or young person) <input type="checkbox"/> Risk to Self <input type="checkbox"/> Risk to Others <input type="checkbox"/> Risk to Safe Physical Environment <input type="checkbox"/> Risk to Safe Psychological Environment <input type="checkbox"/> Prevention of Psychological Distress <input type="checkbox"/> Prevention of Physical Harm <input type="checkbox"/> Prevention of Criminal offence <input type="checkbox"/> Temporary Loss of Competence or Capacity	
A description of the measure used (what you did and what you said): _____ _____ _____	
The effectiveness of the measure: _____	
Duration of any measure of physical restraint or restriction in minutes and any time intervals between provision of active support: _____	
Any consequences of the use of the measure: _____	
A description of any injury to the child concerned or any other person: _____	
A description of any medical treatment <input type="checkbox"/> offered or <input type="checkbox"/> administered: _____	
External Agencies Informed and supporting records: _____	
<input type="checkbox"/> Medical Referral _____	(Date and/or log number)
<input type="checkbox"/> Social Worker _____	(Date and/or log number)
<input type="checkbox"/> Health & Safety Report (RIDDOR) _____	(Date and/or log number)
<input type="checkbox"/> LADO _____	(Date and/or log number)
<input type="checkbox"/> Safer Schools Partnership Support Officer _____	(Date and/or log number)
<input type="checkbox"/> Placing Authority _____	(Date and/or log number)
<input type="checkbox"/> Responsible Parent _____	(Date and/or log number)
<input type="checkbox"/> Confirmation that the person authorised to make the official record has spoken to the child or young person concerned and the person using the measure about the use of the measure and the feelings of both of them.	
Views of the young person and any additional comments: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	
Name and signature of the person authorised to make this record: _____	
Name, signature and designation of person monitoring the records: _____ Date Checked: _____	