

### Aims

- To protect every person in the school community from harm.
- To protect all pupils against any form of physical intervention that may be unnecessary, inappropriate, excessive or harmful.
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.
- To use the minimum degree of force necessary to accomplish positive handling.
- To give full support to staff who have been assaulted.
- To maintain accurate records of incidents where physical intervention has been employed.
- To monitor the use of physical intervention in the school.

### The use of Physical Interventions

Any use of Physical Intervention must be reasonable and must comply with DFEE Circular 10/98, DfES/DoH guidance, County Council policies and the school Behaviour Policy.

DFEE Circular 10/98 states that staff can use reasonable force to prevent a pupil from doing, or continuing to do any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the pupil's own property); or
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

Physical Intervention should be used as part of a broad range of interventions with the main focus being on preventative approaches and should:

- only be used as a last resort, in clear and dire circumstances;
- only be used in the best interest of the child or other children;
- only be used after all preventative measures have been explored;
- never be punitive;
- be reasonable, proportional and necessary and
- maintain the dignity and safety of all concerned.

Physical Interventions may be used:

- to break away from dangerous or harmful physical contact;
- to separate the child from events triggering challenging behaviour; or
- to protect the child.

The DfE and DoH guidance identifies the following as examples of 'low risk' forms of Physical Intervention:

- members of staff taking responsible measures to hold a service user to prevent him or her from hitting someone;
- accompanying a person who dislikes physical contact to a separate room where they can be alone for a few minutes while being continually observed and supported.

Physical Intervention should not be used:

- for relatively low level behaviours such as non-compliance e.g. refusal to do work or for inappropriate verbal responses.

Interventions may be:

- **planned**, where prearranged strategies are recorded on an individual plan for the child, following a full risk assessment and are implemented under the supervision of the identified member of staff who has undertaken training provided by an organisation accredited by BILD; or
- **emergency or unplanned** which are in response to unpredictable events.

### Staff

The **Education Act 1996** (section 550A) allows all teachers at a school to use reasonable force to control or restrain pupils. It also allows other staff to do so provided they have been authorised by the headteacher to have control or charge of pupils. Those might include teaching assistants, midday supervisors, or voluntary workers including people accompanying pupils on visits or holidays organised by the school.

Teachers and TAs have undertaken the Team Teach Foundation Course (BILD accredited) and have been authorised by the headteacher to use restrictive Physical Intervention should the need arise. This training is undertaken on a three-year cycle and was last completed during November 2022. Further staff training may be undertaken should the need be identified by the headteacher's monitoring of the use of PI in school.

### Positive Behaviour Management

Positive behaviour management and the use of a range of preventative measures are always preferable. The long term aim is to support pupils to enable them to manage their own behaviour with greater independence- See our Offer of Early Help

We encourage pupils to think about their learning, building intrinsic motivation for positive behaviour.

The whole school Behaviour Policy details the systems for rewards and sanctions.

The SEN Policy details systems for the identification of need and for provision for pupils with Social, Emotional and Mental Health Difficulties, which may include the use of positive touch to help calm or ground a pupil without the need for further physical intervention.

We follow the LA's EaSI (Early Screening and Intervention) Support Pack.

### Risk Assessment

Although most children at Harewood Junior School will never require any form of physical intervention, staff may have to deal with pupils who exhibit challenging behaviour. Where behaviours are identified which might necessitate the use of restrictive physical intervention, this risk should be formally assessed, so that it can be reduced by managing:

- the environment;
- body language;
- the way we talk; or
- the way we act.

Individual Risk Assessments (Positive Intervention Plans) will reflect the school's respect for the rights of the individual in the context of the Human Rights Act (1998) and the United Nations Convention on the Rights of the Child (1991). The school's ethos and guidance in this policy is based on the presumption that every adult and child is entitled to:

- respect for his/her private life;
- the right not to be subjected to inhuman or degrading treatment;
- the right to liberty and security; and
- the right not to be discriminated against in his/her enjoyment of these rights.

Where a pupil is behaving in a disruptive way which might require the use of physical intervention the following steps will be taken.

1. A meeting will be convened to discuss the risk posed and how this might be managed.
2. In line with a positive behaviour management approach, primary preventative measures and low level interventions will be planned in a Positive Intervention Plan.
3. Secondary interventions should incorporate rewards for maintaining improvement.
4. All staff who are likely to come into contact with the child should be made aware of such plans through staff briefings.
5. The risk assessment should be reviewed within 6 to 8 weeks.
6. Where necessary, advice will be sought from the Gloucester and Forest Alternative Provision School.
7. Any disputes or concerns will be referred to the LA by the headteacher.

### **Procedures**

When a situation arises where physical intervention is needed, after diversionary, de-escalation or diffusing strategies have been tried; the following procedure should be followed.

1. Be clear with the pupil to stop and state possible consequences of failure to do so.
2. Call for help and support from another member of staff and, where possible, summon the Headteacher and/or Assistant Head by sending another pupil or member of staff as long as this does not increase the risk.
3. Continue to communicate with the child throughout the incident stating what you are doing and why.
4. Make it clear that restraint will be removed as soon as it ceases to be necessary.
5. Summon first aid help immediately if an injury has been sustained.
6. Provide respite for those involved.
7. Inform the AHT (Inclusion) and the Headteacher and record the incident in full on CPOMS.

8. When calm, work to restore the relationship and set future expectations.
9. SLT will review the incident and contact parents/carers of the child.

### **Post Incident Support**

Both pupils and staff should be given emotional support as soon as is appropriate. The learning mentor will be available to the pupil and a member of the Senior Management Team will meet with the staff member.

Where necessary, those involved should be seen by a trained first aider who will check for any injury, provide first aid if necessary or seek further medical aid. They will be responsible for recording injuries in line with the school's Health, Safety and Welfare Policy.

In the event of a critical incident, support for the pupil and for staff members is available from the Educational Psychology Service.

### **Reporting and Recording use of Restrictive Physical Interventions**

All incidents of physical intervention should be reported immediately to the headteacher and recorded on CPOMS under the Teamteach category by all staff involved in the incident, alerting both the Head and the Assistant Head for Inclusion.

- the names of the pupil(s) involved;
- when and where the incident took place;
- names and witnesses to the incident;
- reasons why force was necessary; and
- the context within which the incident occurred – antecedents; behaviours and how they escalated; what was said; preventative measure; degree of force used; how it was applied and details of any injury suffered by the pupil, staff members or damage to property.

The frequency and nature of intervention will be monitored by the headteacher.

Parents and carers will be informed. In the case of a serious incident, parents/ carers will be asked to come to school immediately to meet with the headteacher, who is responsible for reporting to the LA.

### **Monitoring the Use of Restrictive Physical Interventions**

It is important that the use of physical intervention is monitored in order to promote the well being of the young person and to provide a basis for support.

The Senior Leadership Team will monitor the use of restrictive physical intervention through examination of recorded Teamteach incidents on CPOMS and this information will be used to inform risk assessments, risk management and staff training. The results of such monitoring will be reported to the governors.

### **Responding to Complaints**

In the event of a complaint being lodged against a member of staff following the use of physical intervention, the headteacher will explain why it was considered necessary and additional strategies will be planned. Should parents not be satisfied by this, the matter should be dealt with in accordance with the school's complaints procedure.

A dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the police and social services department under child protection procedures.

Staff subjected to physical violence or assault have the right to be supported in making a formal complaint to the police and, if necessary, taking private action against the assailant.

### **Appendix 1**

#### **When might it be appropriate to use reasonable force?**

DFEE Circular 10/98 states that staff can use reasonable force to prevent a pupil from doing, or continuing to do any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the pupil's own property);

#### ***Examples***

*A pupil attacks a member of staff or another pupil.*

*Pupils are fighting.*

*A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects.*

*A pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure him / herself or others.*

*A pupil absconds from a class or tries to leave school. (NB This will only apply if a pupil could be at risk if not kept in the classroom or at school).*

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

#### ***Examples***

*A pupil consistently refuses to obey an order to leave a classroom.*

*A pupil is behaving in such a way that is seriously disrupting to a lesson.*

### **Techniques**

The aim is always to move the child to a safe space where they can calm down and recover from the episode with the least invasive Team Teach method possible, with minimum force and maximum care. For the most part these will involve:

1 person:

- one handed guide
- two handed guide on shoulders
- two handed hold on one arm and shoulder

2 person:

- two handed hold with a member of staff on either side

However, when absolutely necessary to prevent escalation of an already serious situation the staff will utilise the other holds that have been taught and assessed within the training.

“Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”. ***George Matthews – Founder of Team Teach***

### Strategies

All staff need to be aware of strategies and techniques for dealing with difficult behaviour and steps which they can take to diffuse and calm a situation.

- Move calmly and confidently.
- Make simple, clear statements.
- Intervene early.
- Try to maintain eye contact.
- If necessary, summon help before the problem escalates.
- Remove audience from the immediate location.

### When should staff not intervene?

Assistance should be sought when dealing with:

- a physically large pupil;
- more than 1 pupil; or
- when a member of staff believes that he/ she may be at risk of injury.

If a member of staff decides that it is not appropriate to use physical intervention without help they should use the following strategies.

- Remove other pupils who might be at risk.
- Summon assistance from colleagues.
- Where necessary, telephone the police.

- Inform the pupil(s) that help will be arriving.
- Continue to talk to the pupil until assistance arrives. Continue to attempt to diffuse the situation and try to prevent escalation.

**Restraint must NOT:**

- involve hitting the pupil;
- involve deliberately inflicting pain on the pupil;
- restrict breathing; or
- involve contact with sexually sensitive areas.

During any incident, the restrainer should:

- offer verbal reassurance to the pupil;
- cause the minimum level of restriction of movement;
- reduce the danger of any accidental injury.