



## HOMELANDS PRIMARY SCHOOL

# PHYSICAL INTERVENTION POLICY

ADOPTED BY THE HEALTH & SAFETY COMMITTEE ON.....06.05.14.....

REVIEWED.....

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In unusual or extreme situations all Staff may have to use reasonable force to control dangerous or criminal behaviour particularly when children and young people could cause injury to themselves or others, consequently all staff must familiarise themselves with this policy.

In situations such as this, that the care, welfare, safety and security of the children and young people should always come first and the use of reasonable force should be seen in this context.

Homelands will ensure that appropriate training on non-violent crisis intervention and physical restraint is given to key staff. It is the responsibility of the Head Teacher to ensure that any adults (including volunteers) that have control or charge of pupils are given guidance or training in this area. The school will keep up to date records of the names of trained staff and the dates of their training.

Gentle safe holding which is currently used to soothe, calm and emotionally regulate, is appropriate if a child is hurting either himself, herself, or others, or is damaging property, or is so incensed and out of control that all verbal attempts to engage the child have failed.

### **When is the use of force reasonable?**

There is no legal definition of reasonable force. What is deemed to be reasonable always depends on all circumstances.

**The DfE advises that force is usually either to control or restrain and that the power to use reasonable force applies to any member of staff at the school.**

There are two considerations:

- The use of force can only be regarded as reasonable if the incident warrants it. Force cannot be warranted if it is used to prevent a child or young person committing a trivial misdemeanour or in a situation that could be resolved without the use of force.
- The degree of force must be in proportion to the circumstances of the incident. Any force should be kept to a minimum. It should bear a relationship to the age, sex and understanding of the child or young person.

### **Situations where reasonable force may be appropriate:**

There are a number of situations where adults may use reasonable force:

- It may be necessary in self-defence or because there is an imminent risk of injury to a child or young person.
- It may be necessary if there is a developing risk of injury or significant damage to property by a child or young person.
- In extreme circumstances it may be appropriate where a child or young person is compromising good order or discipline, or causing disorder.

### **Examples of these situations are:**

- When a child or young person is putting themselves at risk
- When a child or young person attacks a member of staff or another pupil

- Where children or young people are fighting
- When a child or young person is engaged in or is about to commit an act of deliberate vandalism or a criminal offence
- When a child or young person is causing danger through rough play or misuse of dangerous objects or materials
- When a child or young person is acting in an unsafe manner where they might hurt themselves
- Where a child or young person may be at risk if not kept within the school or a child or young person persistently refuses to leave a room/premises
- When allowing a child to leave a classroom would risk their safety or lead to behaviour that disrupts the behaviour of others.
- When a child or young person loses physical and emotional control (loss of temper).
- When a child behaves in a way that disrupts a school event or a school trip or visit.

### **Intervention:**

Intervention should not immediately involve the use of restraint or the application of force unless it is an emergency. In most situations it is possible to apply strategies to manage behaviour to prevent the situation developing into a crisis where physical intervention is the only situation.

Physical intervention using force should not be a substitute for good behavioural management. Before intervening, a staff member, wherever practical should tell the child or young person to stop and what will happen if he/she does not in accordance with the school's Behaviour Policy. If restraint becomes necessary, staff should continue to attempt to communicate with the pupil throughout the incident and tell them that the physical restraint will cease as soon as it is no longer necessary. Staff should remain calm and not give the impression they have lost their temper or are punishing the pupil.

### **Physical intervention can take several forms:**

- Physically interposing between children or young people
- Blocking a child or young person's path
- Holding
- Pushing
- Pulling
- Leading the child or young person by hand or arm
- Shepherding a child or young person by placing a hand in the centre of their back
- In extreme circumstances using more restrictive holds. (Staff would normally be specially trained for this).
- Gentle safe holding, which is fully in line with DFE guidelines

### **Force which is not appropriate:**

- Holding a child or young person by the neck, collar or in any way that might restrict breathing
- Slapping, punching or kicking a child or young person
- Twisting or forcing limbs against a joint
- Tripping up a child or young person
- Holding a child or young person by his/her hair or ear
- Holding a child or young person face down on the ground
- A hold or touch that may in any way be considered indecent

Staff should always try and deal with a situation through other strategies first. Possible consequences of intervening physically may increase disruption or provoke an attack and need to be carefully evaluated. Physical intervention to enforce compliance is likely to be increasing inappropriate with older pupils. When reasonable force is used, it must be used in ways that maintain the safety and dignity of all concerned.

### **Reporting:**

It is important that a detailed, written report by all involved be made of any incident where force is used as soon as possible after the incident. Incidents should be reported to the Head Teacher. If it seems likely that physical intervention using force may become necessary it is essential to seek assistance from colleagues who can independently support the intervention, control the environment by removing onlookers and verify the nature of the intervention.

Physical intervention and the reasons for it must be logged in accordance with Section 550a of the Education Act 1996. The 'Restraint – Incident Record Form' is available from the School Office and is attached to this policy.

Any allegation of inappropriate restraint or excessive force will initially be considered under child protection procedures. The Designated Person for Child Protection is Stephanie Colegate and they will refer any allegations to the Child Protection Advice Line.

### **Risk assessment and parental involvement:**

When a child has had to be restrained then the parents should be contacted and the incident report form shared with the parent.

If the child continues to demonstrate behaviour that requires regular restraint then a risk assessment should be undertaken so that all staff recognise the types of behaviour that will result in physical intervention. This should be shared, agreed and signed by the parent.

### **Running in school/taking flight**

Our policy is that children walk in school to ensure that they are safe. In exceptional circumstances when a child "runs" from a classroom or away from an activity an adult will usually not run after a child but follow at a distance. If the child can be persuaded to return to the classroom, the adult should accompany them and inform the class teacher. If not the adult should wait until the child feels ready to return.

When a child takes flight, out of the classroom or the building it is appropriate to :

- Ensure that the location of the child is known, monitoring their safety at a distance

- Ensure that the classteacher is aware of the situation
- Remind the child of being on the right place at the right time, doing the right thing

### **Children leaving the school site**

On the rare occasion that a child runs from the school site an adult will follow at a safe distance. The adult should watch the child to know where they go. If possible, persuade him/her to return to school and provide a quiet time to talk about why they ran. If the child will not return, stay as close as possible and wait for assistance. The police and the child's parents/carer will be contacted. (see Communication)

### **Emergency procedures**

When an adult needs additional support in school they will usually use the telephone or walkie talkie system to contact a colleague or send a child to the next classroom. If additional support is needed then a red card will be sent with a child to another class or the school office, whichever is closest. **The red card will be laminated and identify the room where support is needed.** Additional adult help can then be organised. If an adult has to follow a child out of the school building, a mobile phone can be used to inform and call for assistance.

### **Communication**

- When a new behaviour issue arises it is important that staff realise that everyone is part of the solution. Adults should not stand back and simply watch but become involved. However, too many adults can become an audience which only reinforces poor behaviour.
- If the behaviour can be predicted, alert colleagues to the problem and share the most effective strategies to employ.
- Members of the SLT should be made aware of the issues rapidly.
- As far as possible, inform other adults if you need to follow a child from the room or out of school; use the phones and let the school office know.
- Challenge any child who appears to be out of class for no good reason and inform their class teacher promptly.

### **Physical Intervention**

If a member of staff has been involved in physical intervention then they must complete a physical intervention form promptly i.e. **within 24 hours**, to ensure that our record keeping is accurate and up to date. Staff will also be offered the opportunity to talk through the event as a form of counselling. Forms must be returned to the School Business Manager. Counselling is available for any member of staff who requests it.

### **Individual Behaviour Plan - IBP**

When a child exhibits poor behaviour on a regular basis, and the Behaviour Policy has ceased to be effective, a Behaviour Plan must be completed by the group of adults involved with the child. The plan must be shared with the parents and signed by them to demonstrate their agreement.

### **Complaints**

It cannot be ruled out that any complaints regarding the application of force or the failure to restrain will be the subject of an investigation either under disciplinary procedures, child protection procedures or by the police. In these cases it will be necessary to have regard to section 550A of the 1996 Act and determine whether the degree of force was reasonable in the circumstances. It will also need to take account of this policy, whether it had been followed and whether the child suffered any significant harm.

## **Physical Contact in Other Circumstances:**

Physical contact becomes increasingly open to question as children reach and pass puberty. Staff should bear in mind innocent and well intentioned physical contact can be misconstrued.

Some physical contact may be necessary and proper to demonstrate exercises or techniques during sports, PE or DT. It is proper in the administration of first aid.

Young children or those with SEN may require physical prompts to help or encourage where they may be wary of initiating activity. Usually care programmes will address any physical contact required as part of a personal care package. For children with physical or learning disabilities this may include intimate care, which is the subject of a separate policy. Touching may also be appropriate when a child is in distress and needs comfort. This must be the result of a staff member's own professional judgement. There may be some children where touching is unwelcome due to a cultural background or abuse.

This policy should read in conjunction with;

Positive Handling Policy

### **This policy has been developed following reference to:**

- Section 550A of the Education Act 1996
- DFES Circular 10/98: The Use of Force to Control or Restrain Pupils – available on DFES website at:
- [http://www.dfes.gov.uk/publications/guidanceonthelaw/10\\_98](http://www.dfes.gov.uk/publications/guidanceonthelaw/10_98)
- Guidance on the Use of Restrictive Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Austic Spectrum Disorders LEA/0242/2002
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties
- Safeguarding Children in Education DFES/0027/2004
- Guidance for Safer Working Practice for the Protection of Children and Staff in Educational Settings DfES/IRSC Feb 2005

**RESTRAINT – INCIDENT RECORD FORM**

Date of Incident \_\_\_\_\_

Name of School : **Homelands Primary School**

Name of Pupil \_\_\_\_\_

Yr Grp \_\_\_\_\_

Staff Involved in restraint

1. \_\_\_\_\_ Designation \_\_\_\_\_

2. \_\_\_\_\_ Designation \_\_\_\_\_

3. \_\_\_\_\_ Designation \_\_\_\_\_

Where did the incident start \_\_\_\_\_

What was happening at the time \_\_\_\_\_

Describe the Event that Occurred \_\_\_\_\_

**(extra paper if necessary)**

When did the incident occur Day \_\_\_\_\_ Time \_\_\_\_\_

Where there any witnesses? If so who \_\_\_\_\_

What action did you take to try to defuse the situation before using restraint?

What behaviour was the child presenting that warranted restraint? (Please tick appropriate box).

At risk of injury self or others

At risk of significant damage to property

Compromising good order and discipline

Other, please specify.....

What do you believe would have happened if there had been no physical intervention?

Why was the child restrained ? \_\_\_\_\_



# Behaviour Care Plan

Date \_\_\_\_\_

Name \_\_\_\_\_

Positive behaviours	Behaviours that challenge	Triggers	Positive strategies	Strategies to avoid	Emergency procedures