

Clipston Endowed VC Primary School

Physical Intervention Policy



Be Kind ~ Be Your Best ~ Be Happy

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Presented and adopted by Governors: March 2023

Proposed Review: Spring 2024

Signed

Mrs Helen Bellamy - Chair of Governors

Clipston Primary School's Mission, Ethos and Aims

Our Mission

Be Kind ~ Be Your Best ~ Be Happy

Ethos

Recognising its historic foundation, Clipston Primary School seeks to serve its community by providing a rounded, connected and coherent education of the highest quality.

We endeavour to preserve and develop our distinct religious character in accordance with the principles of the Church of England.

The School lives out its Christian virtues – Thankfulness, Kindness, Justice, Love, Forgiveness, Responsibility and Courage – and all those essential human values, which are common to good, kind and tolerant people of all faiths and none, through the experiences it offers to all its pupils.

Aims

The School's aim, through its Christian ethos, is the creation of a safe, happy learning environment, which supports all children on their journey towards becoming:

- Successful engaged learners, who enjoy learning, who are knowledgeable and skilled, and who make progress and achieve their best;
- Confident, articulate individuals who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future;
- Responsible, happy citizens of the world who have the capacity to make positive contributions to society.

“Do to others as you would have them do unto you” Luke 6:31

To achieve these aims, staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

Physical Intervention Policy

Rationale

Clipston School is committed to ensuring that all staff and adults with responsibility for pupils' safety and welfare will 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 child, and be reasonable and proportional to the circumstances of the incident. We will always aim to ensure minimal risk of injury to pupils and staff.

It is recognised in both statute¹ and Common Law that there is a need to intervene when there is an obvious risk of safety to pupils, staff and property. This policy is based on The Department for Education guidance Use of Reasonable Force Advice for Head Teachers, staff and Governing Bodies 2012.

Objectives

The key objectives of this policy are to:

- Maintain the safety of pupils, staff and visitors
- Prevent serious damage to property
- Prevent serious breaches of School discipline

¹ Section 93 of the Education and Inspections Act 2006

Deciding if the use of restrictive physical intervention is appropriate

Staff will view physical intervention of pupils as a last resort. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent the need for restrictive physical intervention.

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

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

Any member of staff who undertakes a restrictive physical intervention should be clear as to why it is necessary and be able to show that it was in the pupil's best interest and that it was reasonable and proportionate. For those pupils assessed as being at risk of restrictive physical intervention, Positive Handling Plans will be developed (See Appendix 1). These plans outline what techniques should be used and not used along with de-escalation strategies.

The judgement on whether to use physical intervention and what physical intervention should be used should always depend on the circumstances of each case and in the case of pupils with Special Educational Needs information about the individual concerned.

Staff need to make the clearest possible judgements about:

- a. The seriousness of the incident, assessed by the effect of the injury, damage or disorder which is likely to result if force is not used. The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified.
- b. The chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely it is that using force may be justified.
- c. The relative risks associated with physical intervention compared with using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force may be justified.

Staff should also be aware of guidance which states:

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Clipston School does not use force as a punishment – it is always unlawful to use force as a punishment.

Using physical interventions

Before using restrictive physical intervention, staff should, wherever practicable, tell the student to stop misbehaving and communicate in a calm and measured manner throughout the incident. Staff should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

The types of physical intervention could include:

- a. Passive physical contact resulting from standing between pupils or blocking a pupil's path.
- b. Active physical contact such as:
 - i) Leading a student by the hand or arm;
 - ii) Ushering a student away by placing a hand in the centre of the back;
 - iii) In more extreme circumstances, using appropriate restrictive interventions, which require specific expertise and training.

The restrictive physical interventions authorised by the Clipston School are those techniques in which staff have received appropriate training and development through 'Team Teach'.

The core principles of 'Team Teach' include:

- Minimum of two staff involved.
- Last resort minimum force and time.
- Techniques that do not rely on pain or locks and allow for verbal communication.
- Staff safety and protection addressed.
- Planned responses and techniques are written out and included in positive handling plans for individual pupils.

Where there is a high and immediate risk of death or serious injury, any member of staff is justified in taking any necessary action (consistent with the principle of seeking to use the minimum intervention required to achieve the desired result.)

"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)

Alternatives to physical intervention

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions to the pupils to stop.
- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable pupils to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.

- Use ‘positive touch’² to guide or escort pupils to somewhere less pressurised.
- Ensure that colleagues know what is happening and get help.

Reducing the likelihood of situations arising where physical intervention may be required

All physical interventions at Clipston School are conducted within a framework of positive behaviour management. The Behaviour Policy rewards effort and application, and encourages pupils to take responsibility for their own behaviour. It also outlines the steps the school undertakes to ensure a calm, orderly and supportive school climate which minimises the risk and threat of violence of any kind, thereby reducing the need for physical intervention.

A structured approach to staff development is adopted through the ‘Team Teach’ programme, which allows staff to develop the skills of positive behaviour management and de-escalating incidents.

Staff should recognise the need to effectively manage individual incidents. It is important to communicate calmly with the student, using non-threatening verbal and body language and ensuring that the student can see a way out of the situation. Strategies might include, for example, going with the staff member to a quiet room, away from bystanders or other pupils, so that the staff member can listen to concerns; or being joined by a particular member of staff well known to the student.

Wherever practicable a pupil should be warned that physical intervention may have to be used before applying it.

Authorisation of staff to use physical intervention and staff development

As stated in the 2012 guidance use of reasonable force “All members of school staff have a legal power to use reasonable force”. However, this power will only be used as a last resort, where it is in the child’s best interest and any use of a physical intervention is reasonable, proportionate and necessary.

Clipston School believes in ensuring the Staff are trained in specific physical interventions and de-escalation strategies through the ‘Team Teach’ approach. Once staff have received their full training, refresher training will take place 3-4 years following initial training.

The names of staff that have been trained to use physical intervention techniques along with the dates they received their training are kept in the Training File.

Positive Handling Plans

Individual pupils assessed at being at greatest risk of requiring restrictive physical intervention will be identified through the member of staff with responsibility for Positive Behaviour. These pupils will be placed on Positive Handling Plans. Parents/ Carers will be informed.

Positive Handling Plans set out the situations that may provoke difficult behaviour, preventative strategies and the de-escalation strategies that are most effective. Specific strategies and techniques that have been agreed by staff when physical intervention is required are also included. They will also warn against strategies which have been ineffective in the past and include preferred strategies

² ‘Positive touch’ is a ‘Team Teach’ technique where the student is guided by touching the arm above the elbow. Please refer to the Team Teach training manual for specific guidance on the technique.

and suggest ideas for the future. The process of developing a PHP will bring together contributions from key partners working in partnership and signed by all concerned.

Recording and reporting incidents

Clipston School keeps a record of all physical interventions. The Bound and Numbered Incident Book is located in the Head Teacher's office. All records are kept for 75 years after the date of birth of the pupil/student who was restrained.

The purpose of recording is to ensure that policy guidelines are followed, to inform parents/ carers, to inform future planning as part of the Clipston School improvement process, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry.

Accounts of the incident should be taken from the member of staff who undertook the physical intervention, the pupil/s involved and any third party witnesses.

Parents/carers will be informed as soon as possible after any recordable incident. Parents/carers will be informed of when and where the incident took place, which members of staff were directly involved (anonymised where necessary), why they decided physical intervention had to be used, what physical intervention was used, whether there were any injuries and what follow up action was being taken in relation to their child. Parents/carers will have access to this policy.

The Head Teacher will be informed at the earliest possible opportunity that a physical intervention has taken place. The Head Teacher will initiate the recording process and review each incident. Governors will be informed of the number of physical interventions on a regular basis.

Post-incident support

The school recognises the need to ensure that staff and pupils have appropriate emotional support, as required. The pupil and the member of staff will be checked for any sign of injury after an incident. Action will be taken to provide first aid for any injuries requiring attention.

The pupil will be given time to become calm whilst staff continue to supervise. When it is deemed that the pupil is composed, a member of staff will discuss the incident with the pupil and ascertain the reason for its occurrence. All necessary steps will be taken to re-establish a positive relationship between the pupil and the member of staff involved in the incident.

All members of staff involved will be allowed a period to debrief and recover from the incident, as required. A senior member of staff (or his/her nominee) will provide support to the member of staff involved. Parents/carers will be engaged in discussing the incident and for setting out subsequent actions and support.

Complaint procedure

If a parent/carer or pupil is concerned about any aspect of the management of an incident requiring physical intervention, the Head Teacher should be informed of their concern. The Head Teacher will respond to the complaint in accordance with Clipston School policy and procedure.

Appendix 1 POSITIVE HANDLING PLAN

Name of pupil:	Class:	Date of plan:
Triggers Describe the situations which have led to a dangerous situation in the past. Include times, lessons, places, members of staff, other pupils etc.	Level of potential risk Describe precisely what the pupil concerned might do (e.g. slap, kick, bite, punch, throw ..) What does the behaviour look and sound like?	
Prevention Describe any changes to routines, personnel or environment which might <u>reduce the risk</u> of this happening.	Diversion and distractions Describe interests, words, objects etc. which may <u>divert attention</u> from an escalating crisis.	
De-escalation Describe any strategies which have worked in the past or should be avoided.		
Try	Avoid	
Physical intervention Describe the strategy most appropriate for this pupil and staff involved	A copy of this plan has been placed in: RECORDINGS: NOTIFICATIONS:	