

Physical Intervention



Date of issue: May 2024

Review date: May 2025

Key Personnel

Executive Principal: Matthew Seex

Chair of Local Academy Committee: Greg Shilton

St. John's C of E Primary School Physical Intervention Policy

At St John's we are committed to providing a safe, caring and inclusive environment for pupils, staff and visitors. Our Behaviour Policy details how we aim to achieve a positive, caring ethos.

This policy also connects to policies on Health and Safety, Child Protection and safeguarding and Equal Opportunities. Some children, because of the nature of their difficulties, will need additional support to help manage their behaviour in a crisis situation, which may result in the need for physical intervention.

Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the ~~Principal~~ Exec Principal who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline'

Physical intervention should not be used to gain compliance from the child, however where the lack of compliance poses a danger or potential danger to the child themselves or others physical intervention may be considered.

Advice for school staff and governing bodies is also available in the DfE document, 'Use of Reasonable Force', July 2013.

What Physical Intervention is

Physical intervention occurs whenever a member of staff, using intentional force, physically restricts a child's movement against his or her will. We must differentiate between children being escorted and the use of physical intervention.

Staff will need to make their own assessment as to whether they have employed a physical intervention in order to control behaviour but any restrictive interventions including a single elbow both sides of the child would be considered a physical intervention.

All physical interventions must be recorded (see section on recording) and parents/guardians informed.

What Physical Intervention is not

Physical restraint does not include the use of gentle physical prompting or guidance where the child is happy to comply and the aim is to assist him or her to participate appropriately in activities. There are other situations where physical contact may be necessary e.g.; demonstrating exercises in PE lessons; administering first aid; or offering comfort to a distressed pupil. This does not constitute restraint but staff should be conscious of pupil perceptions and recognise that for some pupils touching may be unwelcome and misinterpreted despite good intentions.

The Role of Physical Intervention

The role of physical intervention is very much a minor role in the school's positive strategy for the management of children's behaviour. Physical intervention must be seen as the last resort and it is expected that staff will have exhausted all other strategies in order to avoid the aggression. These strategies include:

- Redirection
- Planned ignoring
- Calm talking

The school will ensure that where it is anticipated that physical intervention is likely to be required by a pupil, a personalised risk assessment and a behaviour plan will be produced. Once completed both the behaviour plan and personalised risk assessment will be shared with parents and, where appropriate, the social worker for the child.

The use of physical intervention will be based on the risk assessment made by staff in each individual circumstance, and factors that need to be taken into account include:

- The environment in which the situation is taking place
- The number and vulnerability of people nearby
- The ability to remove other children/people from the immediate environment
- Whether or not alternative strategies are appropriate in the individual circumstances.

The school ~~has currently has 2~~ members of staff trained in positive handling through the Crisis Prevention Institute who will be called as the first response, however, all teachers and support staff (~~LSP 3~~) have been authorised by the Executive Principal to use physical restraint (adhering to the Reasonable Force in Schools 2013 guidance) only when the risks involved in doing so are outweighed by the risks in NOT using restraint.

Should a member of staff find him/herself alone with the child, they should seek assistance before implementing a restrictive intervention.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

Actions after an Incident

Any physical intervention must be recorded on the Physical Intervention Record Form These must be done immediately following an intervention and must be handed to SENCO / [Head of School](#) ~~PRINCIPAL~~ who will notify parents and ensure that the school behaviour policy is adhered to.

Failure to record this information will be treated under disciplinary rules.

The recording of interventions is necessary to monitor the situation with each child and to provide protection for staff involved. Following a physical intervention staff will receive support and an opportunity for a debrief. It is recognised that having to undertake such an intervention is very stressful to the staff involved and staff often need time to unload. Time must also be given after the situation has calmed for the child, where appropriate, to be able to talk about the situation and their feelings. This may prove difficult for some children but staff must endeavour wherever possible to provide this opportunity.

It is the responsibility of the [Head of School](#) ~~Principal~~ to monitor the use of physical interventions in the school.

Where a number [of restraint incidents](#) have occurred with an individual child it may be necessary to revisit the child's behaviour plan. ↵

Complaints and Allegations

A clear physical intervention policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures. It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

We will review this policy on a yearly basis.

Appendix 1: Record of Incident Requiring Restrictive Physical Intervention

Record of Incident Requiring Restrictive Physical Intervention

Name of Pupil:

Person Recording the Intervention:

Date of Incident: Time of Incident: (am/pm)

Log Book Number: Page in Log Book:

Location of Incident:

Staff Members Involved:	Active/Passive		Designation			
<input type="text"/>	Act <input type="checkbox"/>	Pass <input type="checkbox"/>	T <input type="checkbox"/>	LSP <input type="checkbox"/>	ST <input type="checkbox"/>	HT <input type="checkbox"/>
<input type="text"/>	Act <input type="checkbox"/>	Pass <input type="checkbox"/>	T <input type="checkbox"/>	LSP <input type="checkbox"/>	ST <input type="checkbox"/>	HT <input type="checkbox"/>
<input type="text"/>	Act <input type="checkbox"/>	Pass <input type="checkbox"/>	T <input type="checkbox"/>	LSP <input type="checkbox"/>	ST <input type="checkbox"/>	HT <input type="checkbox"/>
<input type="text"/>	Act <input type="checkbox"/>	Pass <input type="checkbox"/>	T <input type="checkbox"/>	LSP <input type="checkbox"/>	ST <input type="checkbox"/>	HT <input type="checkbox"/>
<input type="text"/>	Act <input type="checkbox"/>	Pass <input type="checkbox"/>	T <input type="checkbox"/>	LSP <input type="checkbox"/>	ST <input type="checkbox"/>	HT <input type="checkbox"/>
<input type="text"/>	Act <input type="checkbox"/>	Pass <input type="checkbox"/>	T <input type="checkbox"/>	LSP <input type="checkbox"/>	ST <input type="checkbox"/>	HT <input type="checkbox"/>
<input type="text"/>	Act <input type="checkbox"/>	Pass <input type="checkbox"/>	T <input type="checkbox"/>	LSP <input type="checkbox"/>	ST <input type="checkbox"/>	HT <input type="checkbox"/>

Other Witnesses to Intervention:

De-escalation Techniques used:

Verbal Support Space Given Reassurance Redirection

Calm Talking Time Out Planned Ignoring Distraction

Other:

Response to De-escalation: Positive Negative

Reasons for Intervention:

Immediate /potential danger to child: Immediate/potential danger to others

Serious damage to property: Other (please state):

What happened prior to intervention:

Techniques used in Intervention:

Position: Standing Sitting Ground

Is the intervention an agreed strategy linked to the Behaviour Management Plan? Yes No

Details of Incident:

Duration of Incident: Hours Minutes
Duration of Intervention: Hours Minutes

Medical Intervention: (please indicate all appropriate areas):

Breathing monitored: Yes <input type="checkbox"/> No <input type="checkbox"/>	Circulation monitored: Yes <input type="checkbox"/> No <input type="checkbox"/>
Injuries to pupil: Yes <input type="checkbox"/> No <input type="checkbox"/>	Injuries to staff: Yes <input type="checkbox"/> No <input type="checkbox"/>
If so, what?	If so, what?
Accident form completed? Yes <input type="checkbox"/> No <input type="checkbox"/>	Violence to employees form completed? Yes <input type="checkbox"/> No <input type="checkbox"/>
Seen by: F/Aider <input type="checkbox"/> GP <input type="checkbox"/> School Nurse <input type="checkbox"/> Casualty <input type="checkbox"/>	Seen by: F/Aider <input type="checkbox"/> Casualty <input type="checkbox"/> GP <input type="checkbox"/>