



Nurture-Believe-Inspire-Achieve

**Danson
Primary
School**

Physical Intervention in School

The policy is provided to all staff and should be read in conjunction with the following policies:

- Safeguarding & Child Protection Policy
- SEN
- Inclusion
- Behaviour

Person Responsible: Head Teacher/Deputy Head Teacher/Inclusion Manager

Governing Body: Curriculum

DfE Behaviour and Discipline in schools January 2016-Power to use reasonable force 38-40

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Schools can also identify additional items in their school rules which may be searched for without consent. Force cannot be used to search for these items.

Physical Intervention should only be used as a last resort and other strategies to calm / defuse the situation should always be employed first.

Objectives

- The main objective for the use of physical intervention strategies is to maintain the safety of pupils and staff.
- To prevent serious breaches of school discipline
- To prevent serious damage to property.

Minimising the need to use force

Some of the following strategies should be used to prevent physical intervention strategies having to be used:

- Ensuring that the number of staff deployed and their level of competence corresponds to the needs and developmental ages and stages of the pupils
- Ensuring the Learning Environment is orderly and promotes high expectation of behaviour, and that it supports pupils in remaining emotionally well regulated.
- Helping the pupils to avoid situations which are known to provoke violent or aggressive behaviour

- Creating opportunities for pupils to engage in meaningful activities which include opportunities for choice and a sense of achievement (in some cases this means a modified curriculum)
- Continuing to develop, support and train staff in working with pupils with challenging behaviours
- Continuing to consult other professionals and parents about the best methods and strategies for intervention, de-escalation etc. If de-escalation strategies fail, there are two types of intervention, planned and unplanned.
- Planned intervention is when staff employ pre-arranged methods and strategies which they have been trained to carry out and are recorded in the behaviour management plan
- Unplanned intervention is used in emergency situations and in response to unforeseen events.

The scale and nature of any physical intervention must be appropriate to both the behaviour of the individual to be managed and the nature of the harm they may cause. These judgements have to be made at the time, taking account of all the circumstances. The minimum necessary force should be used and techniques deployed should be those that the staff have been trained to use and recorded in written form when used. When a child's needs requires regular management which includes Physical Intervention, a Personal Handling Plan and Individual Risk assessment should be completed and shared with parents

Staff Authorised to use restraint

All members of permanent staff, or those on long term supply, that have been trained in Team Teach intervention have authorisation and the duty of care. In an emergency e.g. if a pupil is in immediate danger, any member of staff would be entitled to intervene, ideally with support from a trained Team-Teach staff member. This also refers to outings when a person is there to help for the day.

Reasons for the use of Physical Intervention (using force)

Interventions rely on the members of staff to make a judgement based on their knowledge of the child and circumstances. The use of force is likely to be legally defensible when it is required to prevent;

- Self-harming
- Injury to other pupils or staff
- Damage to property
- An offence being committed
- Any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils at Danson Primary School.

We interpret the last point in the following ways:

- Noise which renders others unable to concentrate. For example:
 - constant
 - high pitched
 - sudden yet prolonged screaming
 - deliberate use of noise to disrupt or end an activity repetitive speech, phrases etc. used to annoy

- tapping, drumming etc. constantly
- Lying on the floor which endangers themselves and others. For example:
- Creating inappropriate model which others copy
- Reducing staff numbers in order to observe
- Detrimental to health and safety guidelines
- In opposition to school rules, expectations and social acceptability
- Refusing to participate which provides an unacceptable model
- pupils should be encouraged to participate through prompts, including physical, when appropriate
- Throwing objects which may cause harm to, for example:
 - The object itself (damage to property)
 - The pupil, others and / or staff
 - Socially unacceptable
- Constant deliberate movement detrimental to the concentration of others. For example;
 - constant unnecessary rocking
 - head and / or hand movements e.g. swinging which can turn into kicking
 - constant unnecessary getting up and down (dependent on developmental level of child) The use of force to restrict movement or mobility or to break away from dangerous or harmful physical contact initiated by a pupil will involve different levels of risk. Good practice must always be concerned with assessing and minimising risk to pupils, staff and others and pre-planning responses, where possible.

Examples of physical intervention that might generally be considered low risk include:

- Members of staff taking reasonable measures to hold a pupil to prevent him or her from hitting / kicking etc. someone else Accompanying a pupil who dislikes physical contact to a separate room where they can be alone for a few minutes while being continuously observed and supported

Elevated levels of risk are associated with:

- The use of clothing or belts to restrict movement (a handling belt is an accepted method to help pupil's mobility only)
- Holding a pupil who is lying on the floor or forcing them onto the floor
- Any procedure which restricts breathing or impedes the airways
- It is against the law to lock a pupil alone (where no adult is present) in a room or bar their exit, except by presenting a physical barrier, other than in an emergency
- Intentional extending or flexing the joints or putting pressure on the joints

- Extended and unnecessary pressure on the neck, chest, abdomen or groin areas (some pupils may need assistance placing them in wheelchairs / buggies)

The above elevated risks, are not acceptable practice used at Danson or endorsed via Team-Teach. Using Force Prevention and De-escalation of behaviours Pupils with challenging behaviours should have consistent additional support programmes in place designed to modify and / or eliminate the behaviours and support the child to begin to self-manage their behaviours. Where these do not work, staff should constantly be risk assessing to further identify different strategies which will de-escalate the behaviour or de-fuse the situation.

These could include a range of distraction techniques;

- change of personnel working with the child
- singing
- music
- favourite toy etc.
- change of activity

The strategies and techniques used will be individual to each child and situation but they must be recorded as part of the additional support plan and should be shared with those who interact with the child.

Other Methods:

- Time Out involves restricting the pupil's access to all positive reinforcements as part of the behaviour management programme
- Withdrawal involves removing the pupil from a situation which causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities (for example the withdrawal room)
- Pupil management (types of behaviour, strategies to employ to defuse the situation)
- Ways to keep parents / carers informed
- Ways to keep other staff informed
- Appropriate holds and any differences from the norm

Reasonable Force

It will always depend on all the circumstances of the situation:

- The degree of force used should be the minimum needed to achieve the desired result

- The seriousness of the incident
- The relative risks arising from using a physical intervention compared with other strategies
- The age, cultural background, gender, stature and medical history of the pupil
- The application of gradually increasing or decreasing levels of force in response to the pupil's behaviour

Staff Training

- All staff require induction training before being asked to work with pupils who present challenging behaviours
- All staff are trained in Team-Teach as soon as the training becomes available. During this time, they are expected to be supported by their trained colleagues and they do not engage in restraint unless there is immediate risk to themselves, another child or the child who is exhibiting the challenging behaviour
- Once trained, all staff are refreshed in Team-Teach positive handling techniques every 3 years

Recording and Reporting Incidents

The use of restrictive physical intervention, whether planned (in an additional support plan) or unplanned, (emergency) should always be recorded in a bound and numbered book as quickly as possible: In any event within 24 hours of the incident.

- The members of staff involved to complete the appropriate recording sheet
- This to be filed in a book where the pages are numbered
- The Head Teacher should always be informed
- The parents / carers must always be informed by telephone or letter (home / school book)
- A copy of the report sent if requested
- All injuries should be recorded in accordance with school procedures and to the HSE when appropriate
- Governors monitor incidents when physical intervention has been used through the termly Inclusion report to Governors
- A member of the staff team responsible for support staff working with them or the Inclusion leader countersigns each record and monitors the incidents to look for patterns over time

First Aid Procedures

If an adult or a pupil is hurt as a result of intervention all usual procedures apply:

- Deal with injury or call first aider
- Call for help to cover remaining members of class while dealing with the aftermath of the incident

- Check with school nursing staff if available
- Inform Head Teacher
- Complete accident and incident forms
- Inform parents Post incident support

Where possible the pupil should be able to discuss their perspective on the incident where appropriate. Staff should also be supported after being involved in an incident.

Risk Assessment

When the use of restrictive physical intervention is used, it is important that appropriate steps are taken to minimise the risks to both staff and pupils. Among the main risks to pupils and staff are that physical intervention could:

- Be used unnecessarily, that is when other less intrusive methods could achieve the desired outcome
- Cause injury, pain or distress
- Become a routine rather than exceptional methods of management
- Create distrust and undermine personal relationships

The main risks to staff include:

- Injury / distress / stress
- Disciplinary / legal action However, the main risks of NOT intervening include:
- Staff may be in breach of the duty of care
- Pupils or staff may be injured
- Serious damage to property will occur
- Litigation (neglect)

Therefore whenever it is foreseeable that a pupil may require a restrictive intervention, a risk assessment should be carried out which identifies the benefits and risks associated with the application of different intervention techniques.

Physical contact with pupils in other circumstances

There are occasions when physical contact may be necessary for reasons other than physical intervention e.g. Demonstrating techniques in P.E. Design and Technology, etc. Physical prompts Help with hygiene / first aid procedures.

Occasionally a pupil may need comfort if upset but kissing is never appropriate. Staff must also be sensitive to those pupils who are tactile defensive and physical contact should decrease as the pupil grows older. (Teacher's professional judgement is required here)

Searching, Screening and confiscation (DfE January 2018)

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Confiscation

- School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Searching with consent

- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors³ enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.

Searching without consent-what can be searched for?

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Circumstances

- The headteacher or a member of school staff authorised by the headteacher can search.

- Staff member should be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
- There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When to search?

If a member of staff has reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

Training

When designating a member of staff to undertake searches under these powers, the headteacher should consider whether the member of staff requires any additional training to enable them to carry out their responsibilities.

Complaints and Allegations

If a specific allegation of abuse is made against a member of staff the school would follow the guidance set out in KCSIE part 4 “Allegations of abuse made against teachers and other staff, “Bexley Managing Allegations of Abuse against Staff and Volunteers who work with children and Young People” and Bexley Whistleblowing policy

Other complaints are dealt with under the school complaints procedure.

Monitoring and Review

This policy must form part of the induction procedures and must be shown to all new staff or cover staff working closely with any child with challenging behaviour. Any amendments must be shared with all staff and the governing body. The policy should be reviewed annually.

Public Information

Copies of this policy will be available to the public from the School Office.

Date agreed: January 2019

Date Reviewed: January 2021

Head Teacher: L Casey

Chair Of Governors: M Egelton