



# Physical Intervention Policy and Guidelines

South Wonston Primary School is a mainstream primary school for pupils aged 4-11 years. Some pupils have Special Educational Needs or an Education Health Care Plan (EHCP). Some pupils have individual behavioural and positive handling plans which are regularly reviewed and shared with parents/carers. Plans include behavioural management strategies that staff will employ to support each pupil to achieve their full potential.

## Aims

- To ensure that South Wonston Primary School provides a safe and secure environment where all pupils can achieve their full potential.
- To ensure that staff remain safe and feel confident to effectively support the needs of every pupil, both academically and behaviourally.
- To recognise that we all have a responsibility for our own actions.

## Rationale

At South wonston Primary School we use a holistic approach to meet the needs of every pupil, so that they can access the school curriculum.

- Some have a medical diagnosis of ADHD and Autism.
- Some pupils are unable to control their behaviour or have learned behaviours that can be perceived to be threatening, aggressive, intimidating or violent.
- Some pupils are unable to recognise situations that may cause a threat to themselves or others.
- Some pupils may have been abused and / or neglected. This can be manifested in extreme fear and anxiety.
- Some pupils have failed to develop appropriate adult-child or peer – peer relationships and require extra support to meet their developmental and emotional needs.

South wonston Primary School recognises that appropriate touch is an important developmental stage for all pupils and that some may not have experienced positive early bonding with parents / carers.

The school also recognises the importance of developing social skills, which are taught throughout our practice, during small group / 1:1 sessions and reinforced during assemblies. Certain circumstances will require physical intervention to prevent a child from causing harm or danger to others and/ or themselves. All physical interventions within Team-Teach multi-discipline approach endeavours to keep people safe whilst supporting the learning of pupils in developing better ways to manage their own emotions and behaviour.

## Principles

South Wonston Primary School has adopted the use of Team Teach, promoting a multi-discipline approach between education, social care and health. Through the Team Teach approach key members of staff receive bi-annual training in de-escalation skills and positive handling techniques. Time is also set aside in reviewing the effectiveness of any de-escalation strategies and handling techniques identified in children's individual plans in staff meetings and class teams.

We endeavour to work closely with parents and outside agencies in ensuring that pupils' needs are addressed and advice is considered / implemented.

## The Key Principles are:

- Physical Intervention and Restraint should be used as a last resort to support children and young people in times of crisis. Restraint should be avoided wherever possible.
- Staff will continuously seek opportunities to communicate, assess the situation, look and listen and divert / de-escalate.
- Any physical intervention will be REASONABLE, PROPORTIONATE AND NECESSARY – in the pupil's and staff's best interest.
- Where there is an element of foreseeable risk, this will be assessed and, where possible recorded. All staff involved in any physical intervention are responsible for completing the PI/Restraint form on the same day as the incident and handing it to the Assistant Head for Inclusion ( or in the absence of Assistant Head for Inclusion, handed to the SLT).
- Parents / carers will be contacted by the school when their child has been involved in physical intervention. This may be by telephone, direct contact or by letter on the day the incident occurred.
- The school will keep records of any incident and physical intervention in a bound and numbered book and on the behaviour database, CPOMs. This is analysed and recorded by the Assistant Head every half term, shared with staff, Governors and our colleagues at the Special Schools Physical Intervention Meetings.
- Where pupils require a physical intervention, an individual Positive Handling Plan will be developed by the school after the first PI incident. This will identify agreed strategies,

non verbal, verbal and physical support that will help the pupil learn, develop emotionally and socially.

- Staff that are trained and not physically involved in the intervention will be expected to act as advocates for the pupil and members of staff.
- Team Teach techniques seek to avoid injury; however it is possible that bruising or scratching may occur accidentally to either pupil or member of staff supporting them. These are not necessarily a failure of professional techniques, but a regrettable and infrequent side effect of attempts to keep people safe.
- There will always be a verbal check of injury after physical intervention and any injury will be treated and recorded on a skin map, HS1 and/ or HS2. These will be sent to the LA.
- It is the duty of all staff to offer appropriate support during or after a physical intervention or serious incident.

## Guidelines for Staff

Physical Intervention is any method of physically intervening to resolve a difficult or dangerous situation, and is not necessarily physical restraint. Physical restraint is defined as when a member of staff uses force with the intention of restricting a young person's movement against their will.

Physical Intervention and Restraint should be used as a last resort to support children and young people in times of crisis. Restraint should be avoided wherever possible. It is never a substitute for good behaviour management. Other methods (such as defusing conflict, non-physical calming, etc) of managing the situation should always be tried first, unless this is impractical.

It is the responsibility of the school, specifically the Head Teacher and Governors to ensure that the policy in place on the use of PI which should be communicated to the school community, updated and reviewed on an annual basis.

It is the responsibility of the school to ensure that an Individual Behaviour Management programme is in place for all young people who require physical restraint on more than one occasion. Any behaviour management programme should include a **Risk Assessment** and a **Positive Handling Plan** (PHP) (DCSF, 2007, paragraph 23b Use of Force to Control and Restrain Pupils).

The PHP needs to be signed by parents / carers and should be made aware of any changes during the year.

Teachers have a duty of care to maintain good order and safeguard young people's health and safety. However, teachers are not under a duty to run risk of serious personal injury by intervening when it is not safe to do so.

Physical restraint must

- never be entered into lightly
- involve the minimum force necessary
- be used to de-escalate a potentially dangerous situation
- be applied only until the immediate threat has passed.
- support the child/young person to maintain self-control
- not be used offensively as a threat or a punishment (aversive consequence)
- not inflict pain
- be administered calmly and rationally, not in response to anger or frustration
- be the result of a professional judgement about the young person's safety, taking account of the age and abilities of the young person.
- be in the child/young person's best interests and not for convenience of staff.
- not be a substitute for a positive intervention/behaviour management programme. - be planned; an emergency response is only justified on the first occasion.
- always be the last resort (i.e. means other than force were attempted and found to be insufficient).

The following situations may legitimately require physical restraint as a response:

- where there is risk of injury to pupils or staff
- where there is risk of significant damage to property
- where a young person is behaving in a way that is compromising good order and discipline
- to prevent the committing of a criminal offence
- to prevent a pupil absconding - where there is significant disruption to others' education or well being

Physical restraint should only be considered as an option if:

- calming and de-fusing strategies have failed to de-escalate the situation
- the response is in the paramount interests of the young person.
- not intervening is likely to result in more dangerous consequences than intervening.

Holding techniques should take account of the following

- Airway – no obstruction of airway
- Breathing – no restriction of chest area
- Circulation – no pressure on arterial pressure points
- Good body alignment
- Avoid pressure on joints
- We do not use ground holds at South wonston Primary School.

Young people should always be monitored for health and safety during physical restraint. Holds should stop immediately and URGENT medical attention sought if the following signs are noted:

- difficulties in breathing e.g. rate increases, wheezing, shortness of breath
- sudden change in colour of skin

- rapid or irregular pulse
- vomiting
- seizure
- becomes unresponsive
- suddenly stops struggling, faints or collapses
- complains of discomfort or pressure to chest and/or pain in arm, chest, neck or jaw

## Time out

On occasion, pupils will be supported to calm and take time out in a 'safe place' (At South Wonston Primary, this could be in the NEST or Hide).

Under no circumstances will a pupil be left alone without a member of staff being in the immediate vicinity.

The legal position in the use of Time out for the purpose of calming pupils is held in "Guidance for Restrictive Physical Interventions" Department of Health (2002) and the DfE document Behaviour and discipline in schools: Advice for Headteachers and school staff February 2014

All incidents of restraint should be recorded and the Government Guidance (DCSF 2007 'Use of Force to Control and Restrain Pupils') clearly states that schools should keep systematic records of every significant incident in which force has been used, in accordance with school policy and procedures or the use of force and it's Child Protection requirements.

When a young person has been restrained it should be reported to the Head teacher and the parents/carers. In Hampshire, incidents should be recorded using the Bound and Numbered Book F within 24 hours of the incident, in order to:

1. ensure policy guidelines are followed
2. inform parents
3. inform future planning as part of school requirement processes
4. prevent misunderstanding or misinterpretation of the incident
5. provide a record for any future enquiry

The effects of an incident of physical restraint should be monitored and support provided to young people and staff where necessary.

***In an emergency or a case of self-defence everyone has the right to use 'reasonable force' to defend themselves or others against attack. Circular 10/98 makes it clear that force should only be used if the situation warrants it, and that such force must be in proportion to the circumstances and consistent with the age, gender and understanding of the young person.***

## **Monitoring and Evaluation**

The Assistant Head for Inclusion, Charlotte Avendano, will keep up to date with legislation and quality assure practice by attending biannual training with Team Teach. The school will review this Policy annually.