Physical Intervention Policy



|  |  |  |  |
| --- | --- | --- | --- |
| Policy Owner: | Mrs. D Eyre | Date of Adoption: |  |
| Approved By: | Mr R. Metters | Date of Approval: |  |
| Signed By: |  | Date of Next Review: |  |

|  |  |
| --- | --- |
| Revisions | |
| Date: | Notes: |
|  |  |
|  |  |
|  |  |
|  |  |



Contents

1.0 Statement of Intent

2.0 Regulatory Framework

3.0 Definitions

4.0 Implementation of Physical Intervention

5.0 Recording Physical Intervention

6.0 Covid-19 Annex

Appendices:

Appendix 1 – Guidance for Staff re: Handling, Use of Reasonable Force and Restraint

Appendix 2 - Physical Intervention Report Form

1.0 Statement of Intent

This policy should be read in conjunction with our Behaviour Management policy; our ethos is to take a preventative and positive approach to all interactions with students.

The purpose of this policy is to make clear the position of the school with regards to necessary physical interventions and to safeguard the well-being of students and staff when a situation or incident requires the use of physical intervention.

It is the objective of Chellaston Academy to maintain consistent and safe practices in the use of handling, reasonable force & restraint.

In order to support their understanding of this policy, staff should read DfE Circular 10/98. (Section 550A of the Education Act 1996 the use of force to control or restrain pupils).

2.0 Regulatory Framework

The law allows all adults who are authorised by the Headteacher to be responsible for students to use such force as is reasonable to prevent a student:

1. Committing a criminal offence (or for younger children that which would be an offence)
2. Causing personal injury, injury to others or damage to property
3. Engaging in any behaviour prejudicial to maintaining good order and discipline

Staff should not hesitate to act in these situations provided they follow this policy and guidance; however, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience of their professional colleagues.

3.0 Definitions

***Handling* –**refers to any physical intervention applied by a member of staff where it necessaryto make physical contact with a student in order to manage their conduct or ensure their own or others safety. Handling strategies may be restrictive or non-restrictive and include shepherding, guiding, supporting, blocking, confining, holding and, in the most extreme cases, restraining.

***Use of Reasonable Force* –**is the application of appropriate and proportionate force requiredto achieve the required outcome from the handling strategy employed (see above) without further endangering the student, member of staff or others present at the time of physical intervention.

***Restraint* -**is the positive application of force in order to actively prevent a child from causinginjury to him/herself or others or seriously damaging property.

4.0 Implementation of Physical Intervention

All members of staff working with students at the Academy are authorised to handle, use reasonable force, or restrain students if/when such physical intervention is necessary.

Staff will receive training on appropriate methods of Physical Intervention in line with safeguarding training requirements. This will be refreshed every 2-3 years or where an incident requires it.

No member of staff should intervene physically if they have reason to believe that to do so would worsen the situation/incident that is taking place.

In all circumstances where physical intervention is or may become required members of staff should ensure that adult assistance is requested before intervention, although it is understood that circumstances may lead to the need for intervention prior to the assistance arriving.

Staff considering handling, use of reasonable force or restraint must provide opportunity for the student to alter their behaviour/actions before employing a physical intervention strategy and should continue to make instructions to the student and details of their intended interventions clear.

The method of physical intervention employed must use the minimum reasonable force for the minimum length of time (additional guidance regarding what intervention is and is not appropriate is given in Appendix A).

5.0 Recording Physical Intervention

All incidents where staff feel that they have used force to modify behaviour or conduct should be recorded.

This should be done by:

* Informing your Subject Leader / Line Manager and the DSL that this incident has occurred, with brief details, by the end of the working day.
* Communicating this to parents/guardians by DSL or member of SLT.
* Recording the incident via the Physical Intervention Report Form (See appendix) and passing this to the DSL or member of SLT to be filed on the student’s file and noted on CPOMS or SIMS as appropriate.

It is the responsibility of the intervening member of staff to complete the record form as soon as possible after the intervention took place.

The circumstances and nature of the physical intervention will be held on the record of the student involved.

Where required, for those students with external agency support, a member of the safeguarding or SEND team will inform any necessary agencies/authorities of the physical intervention in accordance with DFE and LA guidance.

For the safeguarding of both staff and student, any subsequent investigation of the situation/incident should be undertaken by a member of staff other than the one applying the physical intervention, as appointed by the Headteacher.

6.0 Covid-19 Annex

In order to adhere to safety measures in light on Coronavirus, including social distancing, close proximity and physical contact with students is to be avoided.

It is recognised, however, that the safeguarding of both students and staff will always remain a priority. If failure to make physical contact with a student would likely result in the student:

-Committing a criminal offence (or for younger children that which would be an offence)

-Causing personal injury, injury to others or damage to property

-Engaging in any behaviour prejudicial to maintaining good order and discipline

Then the immediate risk of the situation supersedes our adherence to social distancing and ’Covid-safe’ ways of working.

If staff are required to make a physical intervention with a student during our enhanced safety measures, then it is important that they take the necessary steps after to make themselves safe e.g. washing hands immediately or sanitising. Any staff who are concerned should always seek support through their line manager or member of SLT.

Appendix 1 – Guidance for Staff re: Handling, Use of Reasonable Force and Restraint

*To clarify for staff the steps they are allowed to take if a situation requiring physical intervention arises*

*To enable staff to distinguish between what intervention is and is not acceptable.*

Any application of physical intervention must only use the **minimum force** for the **minimum** **time**.

There are a number of ways in which you can physically intervene, and you must choose the strategy appropriate to the situation and presenting least risk to yourself, the student and other persons.

**Appropriate actions include:**

**Shepherding or Guiding**; using body positioning and positive gestures to move a studentaway from harm. This may include the placing of a hand on the back (between the shoulder blades) and using reasonable force to actively move them from one place to another.

**Blocking or Interposing**; placing yourself between the student and their objective (e.g.another student) thereby preventing the potential injury or damage.

**Holding and Leading**; gripping the student appropriately (e.g. by the upper arm) to preventthem from injury, damage, etc. In cases of resistance from a student, it may be necessary to employ holding to effectively achieve shepherding and, hence you are actively leading them away.

**Restraining**; used only in the most extreme cases, restraining may require a significantamount of force in order to prevent significant injury (as described in the policy). Essentially, restraining is a more extreme version of holding, may require more than one adult and may last significantly longer than other strategies. However, the same care must be taken to restrain a student appropriate

**In what ways must you NOT Physically Intervene?**

The purpose of physical intervention is essentially to maintain good order and ensure the safety of all individuals, therefore it is never appropriate to employ a physical intervention strategy if you are not in control of your own emotions. Physical interventions must never be employed in anger or frustration. If you find yourself angry or frustrated by the situation at hand you must step back and allow someone else to manage the issue.

Just as there are a number of acceptable intervention strategies, there are also a number of actions it is completely inappropriate to take.

**Inappropriate actions include:**

**Hitting or Striking**; while it is entirely possible that in the course of an intervention (e.g. breaking up a fight) you may be hit yourself; you must not strike a student.

**Deliberately inflicting pain**; it is not okay to twist limbs or put pressure on joints (e.g. arm upa student’s back), pull or hold hair, pinch or hold a student in a pain inducing way (e.g. by the ear).

**Making contact with sexually sensitive areas of the body**; where at all possible contactshould be restricted to arms, shoulders and the back as previously described.

**Restricting breathing**; by holding round the throat or for a prolonged period around thechest. It is also never appropriate to sit on/straddle a student or hold them face down to the floor.

**Guidance for managing your intervention**

1. Always give a student an opportunity to resolve the situation without use of physical intervention first.
2. Always send for assistance from colleagues or another authorised adult; other students should never be involved in physical intervention. You may have to intervene before help arrives, but not managing this entirely on your own is safer for all concerned.
3. Be aware of your emotions. Are you comfortable and confident to deal with this scenario without anger? If not – don’t intervene.
4. Continue to communicate with the student (and witnesses) throughout the incident even if the student doesn’t respond. Be clear about what you are doing and inform the student that the intervention will cease when it is no longer necessary.
5. Apply only appropriate strategies and the minimum required force to achieve the required outcome (prevention of injury/harm, student/staff safety, restoration of good order). Release the student once this has been achieved.
6. Manage the situation calmly – even if the student responds negatively.
7. Complete a ‘Physical Intervention Report Form’ as soon as possible after the event.

Appendix 2 – Physical Intervention Report Form

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student |  | | Form |  |
| Date / Time / Location of incident | |  | | |
| Staff involved | |  | | |
| SLT member informed | |  | | |
| Parents informed by: | |  | | |

|  |
| --- |
| What events lead up to the use of intervention? |
|  |
| What actions were taken? i.e. strategies to diffuse, followed by specific physical intervention |
|  |
| What subsequent actions have been taken? How has it been resolved? |
|  |
| Signed: |