

# St Andrew's C E Primary School



## Physical Intervention Policy

Reviewed: Summer 2020  
Next Review Date: Summer 2021

# ST ANDREW'S CE PRIMARY SCHOOL PHYSICAL INTERVENTION POLICY

## INTRODUCTION

The Governing Body and Leadership of this St Andrew's CE Primary School recognise the serious implications for all concerned when the use of physical intervention becomes necessary. In particular they acknowledge the stress and very real anxiety that such actions can and do generate in children and young people, parents and staff. This policy and guidance will ensure everyone has a positive and safe way to respond to the use of physical intervention.

All staff will be advised on how to use appropriate methods of holding and restraint and will be expected to apply them to the best of their ability. Staff using methods of holding and restraint will have taken part in the 'Team Teach' training.

This policy has been formulated to ensure that children and young people, parents, staff, the Local Authority and other agencies are fully aware of the context for the school's response to behaviour that requires physical intervention. Further it is designed to provide detailed guidance for all concerned regarding the use of holding, escorting and restraint, including when it is appropriate to physically intervene and what strategies must be used in so doing.

Key aspects of staff development/advice will be:

- Clear and unequivocal emphasis on the rights of children to be kept safe at all times;
- Physical intervention should only be used when all else has been tried and the situation is likely to become dangerous for children and staff;
- Staff need to keep themselves safe at all times;
- Past experiences of children will affect the way they respond to physical interventions. Those with a history of physical or sexual abuse will often have painful and disturbing memories triggered by such interventions;
- Children with the above experiences could also experience adverse reactions to witnessing physical interventions;
- All actions must be conducted in the context of the school's policy;
- Clear and accurate records of the antecedents, behaviour and consequences must be maintained;
- Further advice, support and training is available.

## PRINCIPLES

It is recognised that good behaviour must be acknowledged and celebrated as a matter of course and that this in itself is a primary tool in managing behaviour. A fundamental issue to be considered in the use of any form of physical contact with a child or young person is their absolute right to be both "touched" and "not touched". It is clear that for some young people

who may have had experiences of abuse in the past the issue of being touched in any way must be managed sensitively. Similarly for some young people their need for emotional support and comfort may at times extend to being physically comforted and this too must be managed appropriately. In the light of these examples the judgements that all adults must make before touching any young person are as follows:

- Is the physical contact truly in the best interests of the child?
- How do I feel about this level of contact?
- Is this age appropriate given my knowledge of the young person?
- What would be the consequence of not making physical contact?

Wherever possible strategies for physical contact / intervention should be detailed within a plan formulated with the young person (Positive Risk Assessment – see appendix 1). The actions will then be properly reviewed.

It is the responsibility of everyone at St Andrew's CE Primary School to ensure that the environment is calm and safe for all. Children and young people have the responsibility to recognise when their behaviour is likely to compromise this situation and to have due regard for the comfort, safety and well-being of all within the community. Parents/carers must be encouraged to support the school in the provision of a safe calm and happy community by discussing with their son/daughter the need to be sensitive to the needs of others in the school. Home school contract will be one way that this is achieved especially as it would set clear expectations for both parents and the school from the point of admission.

## **IMPLEMENTATION**

This policy will be implemented and maintained through:

- The provision to every member of staff and Governor a copy of the policy document;
- Induction of all new staff will ensure that there is an opportunity for detailed study and discussion of the policy with senior staff and ongoing discussion within the staff group;
- Managers have in place systems to identify individual and group training needs; ensure a consistent interpretation of policy and practice; support the formulation of personal development contracts.

## **DEFINITIONS**

For the purposes of this document the terms holding, escorting and restraint will be defined by the outcome, which is intended when the physical intervention is applied.

- **Escorting** - the intention to move a child away from a particular area. The degree of force will determine when this becomes a restraint ie when the child has no choice but to move under the directions of staff.

- **Holding** - the intention is to keep the child in a particular place see above for when this becomes restraint.
- **Restraint** - the intention is to control the movements of the child because they have lost all control and are a danger to themselves and or others or property.

## **HOLDING & ESCORTING**

To be used to discourage and redirect from unwanted behaviours which are likely to lead to a loss of control by the young person resulting in severe disruption to the orderly environment, damage to property, damage to self and or others.

Staff should use their judgement in using this method as to whether it is likely to lead to a full restraint. The response of staff should always be graded moving from the least intrusive to the most restrictive. Factors for consideration will be the likely reaction of the young person based on the most recent and accurate information available and the content of any plan; the environment i.e. the impact of onlookers, events immediately preceding the incident and whether the young person has been misusing alcohol or drugs.

It is important that at all times the young person is made aware of what is expected of them and that as soon as there is a genuine attempt to comply with such expectations the hold be ceased. Always the amount of force that is used should be the minimum necessary to successfully achieve the desired outcome as defined above.

## **PHYSICAL RESTRAINT**

Physical restraint should only be used when all other strategies have been tried and found to be unsuccessful. In the first instance staff should always attempt to diffuse the situation by:

- appropriate use of voice in terms of pace volume and tone;
- adjustment of body position to ensure minimum threat to the young person and maximum safety for staff - generally a sideways stance;
- facial expression eye contact is positive and calming;
- appropriate use of humour;
- making clear the expectations of all concerned in the incident and the likely consequences if behaviour deteriorates further;
- seeking help from other staff to diffuse the situation;
- seeking other staff to witness and assist in the recording of the incident wherever possible.

It should:

- only continue as long as effective and necessary;
- must always be an act of care and control never punishment;
- always be followed by a calming dialogue;

- be explained, ie reasons for the restraint, and resolution of the incident should be conducted with the young person as soon after the incident as will be effective. All restraints should be discussed at the earliest opportunity by the staff concerned and a senior member of staff.
- be recorded and a copy maintained in the pupil's file and also centrally.

## **SUPPORT FOR STAFF**

It is the responsibility of all staff to ensure the safety and well-being of all members of the St Andrew's community at all times. This responsibility must extend to themselves in the first instance. It is therefore essential that staff make a judgement quickly about the safety of using a hold or restraint. They should only proceed if they have determined that all else has been tried and failed that there is likely to be serious harm to persons or property if nothing is done or that the good order of the environment will be severely disrupted and finally that they can apply the hold or restraint safely for the young person and themselves.

In circumstances where staff judges that they are unable to apply restraint satisfying the above condition of safety they should quickly send for another member of staff and do what they can to contain the situation. It should be remembered that the children and young people at St Andrew's CE Primary School are active members of the community and as such should be encouraged to go for help when the circumstance dictates it to be necessary.

Members of staff who have had to use physical intervention will be offered the opportunity to discuss their feelings about the incident as soon after completion of the recording pro-forma as is helpful. It is an expectation that all staff acknowledge the importance of using a senior member of staff to discuss the issues raised for them personally by using physical restraint.

The Governors and Senior Leadership Team of the school will support the actions of staff in the use of physical intervention provided that they have been conducted in the context of this policy. Our LA holds a list of trainers/institutions if needed to give staff extra support, eg **TEAM - TEACH Techniques Effective with Anger Management** utilising **Therapeutic Educational Awareness Communication Handling** strategies and **NAPPI - Non-Abusive Physical and Physical Intervention**.

In all cases where restraint has been used with a pupil a Positive Handling Record (see appendix 2) will be completed and copies will be handed in to the SENCO and Headteacher. Information will also be shared with parents/ carers as soon as possible after the incident. All incidents will be logged electronically on CPOMS.

## Appendix 1

# Personal Risk Assessment

Name

DOB

Environments Triggers - situations which have led to a dangerous incident in the past

Risk	Low	Medium	High
Frequency	Low	Medium	High

adults targeted

pupils targeted

body hold

arm grab

slap punch bite pinch spit

kick neck grab

clothing grab

throws missiles used weapons

Describe other behaviour

Prevention - changes to routines, personnel or environment which might reduce the risk of above happening  
Positive debrief **must** be used following a crisis to get to use alternative behaviours when in crisis Use language of success, reference to PEARL and points

Diversion and Distractions - interests, words, objects used to divert attention from an escalating crisis

de-escalation – successful strategies/or to avoid

physical intervention – successful strategies/or to avoid

	Try	Avoid		Try	Avoid
Verbal advice and support			Help Hug		
Firm clear directions			Cradle Hug		
Negotiation			Standing Wrap if size appropriate		
Limited choices			Sitting Wrap if size appropriate		
Distraction			Standing Double Elbow		
Diversion			Standing Single Elbow		
Reassurance			Standing Single Elbow (2 person)		
Planned ignoring <b>when safe</b>			Sitting Single Elbow (2 person)		
C.A.L.M. taking/stance			Other Time Out removed to less stimulating environment with supervision		
Take up Time			Small child escort		
Withdrawal Offered			Half shield		
Withdrawal Directed					
Transfer Adult					
Reminders about Consequence					
Humour					
Success Reminders					

Parent/carers Name	G Huckstep	Social Care	Placing Authority
Signature	Signature	Signature	Signature

\_\_\_\_\_ will ensure copies will be sent to external agencies on request and with permission e.g. health

Appendix 2

<b>Log No:</b>	
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## Positive Handling Record

<b>Date</b>	
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<b>Child's name</b>		<b>Staff involved</b>		<b>Witnesses</b>	
<b>Location</b>		<b>Start time</b>		<b>Duration of restraint</b>	

Reason for RPI					
<b>Criminal Offence</b>		<b>Injury to:</b>	Other child/ren Adult/s Self	<b>Serious disruption</b>	
<b>Absconding</b>				<b>Damage</b>	

**Incident**

Diversion, Distraction and De-escalation employed					
Verbal advice & support		Firm clear directions		Negotiation	Limited choices
Distraction		Diversion/Diffusion		Reassurance	Planned ignoring
CALM stance & talk		Take-up time		Humour	Withdrawal offered

Withdrawal directed		Transfer adult		Reminders about consequences		Success reminders	
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Physical strategies employed							
Single elbow(1 person)		Single elbow(2 person)		Sitting single elbow (2 person)		Half shield	
Double elbow (1 person)		Double elbow (2 person)		Punch/kick response		Wrap	
Sitting wrap		Small child escort		Fight response			
Other							

<b>PHP amended?</b>	NO		YES		Reason
<b>Positive Debrief</b>	NO		YES		

**Positive debrief: repair, reflection and rebuilding of relationships is an essential element in the positive handling response.**

Signatures	Date	Signatures	Date
<b>Monitor Signature</b>			