



Physical Intervention Policy

Mission Statement (5 Promises)		
Keep Everyone LEARNING	<i>Because God calls us to fullness of life in Christ we provide varied exciting opportunities for children to achieve highly.</i> God invites us to promise; to keep everyone learning	
Keep Everyone INCLUDED	<i>Because God calls us to love our neighbour we respect and include each other and develop the skills of confidence, resilience, independence, empathy and understanding.</i> God invites us to promise; to keep everyone included	
Keep Everyone SAFE	<i>Because God shows us the best way to live we get to know ourselves and learn how to be safe.</i> God invites us to promise; to keep everyone safe	
Look After the World Around Us	<i>Because God calls us to live as faithful members of the community we respect the world around us.</i> God invites us to promise; to look after the world around us	
Be Honest	<i>Because God calls us to be like him we get to know ourselves and learn to respect the truth.</i> God invites us to promise; to be honest	
 Policy written in collaboration with Children and Young People's Services 'Keeping Classrooms Safe for Learning and Teaching'		
Approved by:	Approval Date:	Review Date:
SDC	10 th February 2020	Spring 2022

Physical Intervention Policy - (Use of Reasonable Force)

Objectives

At Holy Family Catholic Primary School we aim to provide a safe, caring and supportive environment for all our pupils to allow them to learn and maximise the opportunities available to them at this school.

The safety of our pupils and staff is a prime concern. We believe that all pupils and staff have the right to be and feel safe whilst at school or on a school led activity.

This policy should be read in conjunction with our behaviour, anti-bullying, teaching and learning and child protection (and the broader safeguarding agenda) policies.

Policy Development

This policy was formulated in consultation with the school community and is written in line with Nottinghamshire County Council's policy published in 2011 on the same subject, entitled 'Keeping Classrooms Safe for Learning and Teaching' and subsequent updated advice issued in January 2017 entitled Revised Guidance on the use of Physical Intervention.

Minimising the Need to Use Reasonable Force

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We use a curriculum which endeavours to explore and strengthen emotional responses to situations.

We will only use force as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff are skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment.

Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by **not** using force.

Staff Authorised to Use Reasonable Force

Under Section 93 of the Education and Inspection Act (2006) and subsequent guidance published by the DfE in January 2016 entitled 'Behaviour and Discipline in Schools – Guidance for Head Teachers and Staff' the head teacher of our school is empowered to authorise those members of his/her staff to use reasonable force.

The head teacher has empowered the following members of staff to use reasonable force:

- Teachers and any member of staff who has control or charge of pupils in a given lesson or circumstance have permanent authorisation.
- Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.

Deciding Whether to Use Reasonable Force

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from or stop them continuing:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or,
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:

- whether the consequences of not intervening would have seriously endangered the wellbeing of a person;
- whether the consequences of not intervening would have caused serious and significant damage to property;
- whether the chance of achieving the desired outcome in a nonphysical way was low;
- the age, size, gender, developmental maturity of the persons involved.

Staff are also expected to remember that **physical intervention is only one option** and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.

Staff will be kept informed and have a duty to inform others about the plans around specific pupils who can present risks to themselves and others. This may include information about SEN, personal circumstance and temporary upset.

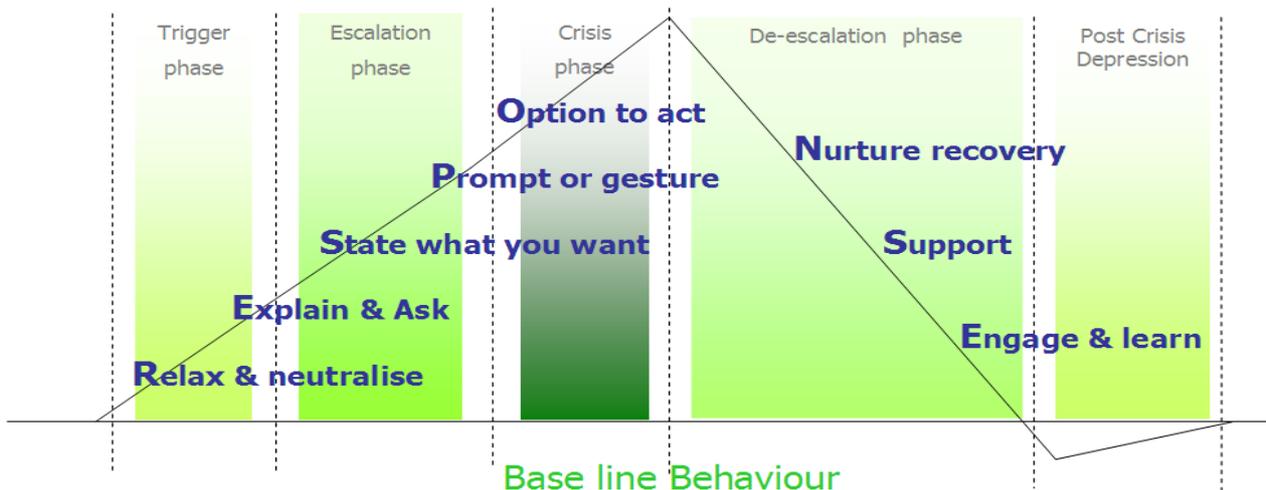
Using Reasonable Force

When using force members of staff should only use the minimum amount of force required in achieving the required outcome. Staff should also use force within the context of existing good practice in nonphysical skills and techniques, such as in the RESPONSE© Strategy.

Overlaid onto The Assault Cycle (Kaplan & Wheeler, 1983)

The least restrictive **RESPONSE©** strategy.

(West, Stirling, & Mc Hugh, 2004)



Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative.

Also staff should try to avoid using force unless or until another member of staff is present to support, observe or call for assistance.

Staff Training

Staff, who have been identified as needing training in this area, will access Physical Intervention training, known as CRB® training through the County Council co-ordinator who delivers nationally accredited courses.

These courses provide participants with an insight into recent legislation and guidance that could impact on policy and practice, as well as a range of physical and non-physical strategies to help manage the risks posed by children and young people's behaviour.

As Nottinghamshire County Council has adopted the CRB® model of training it operates under license as an 'Approved Training Centre' for The Crisis Prevention Institute, which is a BILD (British Institute of Learning Disability) accredited training provider.

These training programmes will be delivered to staff via school inset or by accessing specialist training events, details of which can be found on Schools Portal.

Staff who receive this training will be accredited to use the physical elements of CRB® for a defined period as stated on their certificate. Staff will be expected to attend a refresher course to update their skills and renew their certification every 12-15 months. Staff currently trained are Mrs Ewelina Wilson, Mrs Sara Allsop, Mrs Sophie Eagle and Mrs Sally Beard.

Recording and Reporting Incidents

The governing body will ensure that a procedure is in place, and is followed by staff, for recording and reporting, significant incidents where a member of staff has used reasonable force on a pupil, in line with the most recent Safeguarding requirements issued to Governors in August 2016 Safeguarding Children in Education Audit Checklist 2016/17.

The record must be made as soon as practicable after the incident but within 24 hours using the format in Appendix 3. Parents should always be informed of any incident involving physical intervention. Parents should be included in any review of a pupil's Individual Behaviour Plan which will take place as a result of an incident.

While ultimately only a court of law could decide what is 'significant' in a particular case, in deciding whether or not an incident must be reported, staff should take into account:

- an incident where unreasonable use of force is used on a pupil would always be a significant;
- any incident where substantial force has been used (e.g. physically pushing a pupil out of a room) would be significant;
- the use of a restraint technique is significant;
- an incident where a child was very distressed would be significant.

In determining whether incidents are significant, schools should consider:

- the pupil's behaviour and the level of risk presented at the time;
- the degree of force used and whether it was proportionate in relation to the behaviour;
- the effect on the pupil or member of staff.

Staff should also bear in mind the age of the child, any special education need or disability or other social factors which might be relevant. Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents know about them.

Records are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. Staff may find it helpful to seek the advice of a senior colleague or a representative of their trade union when compiling a report.

We use the Nottinghamshire County Council electronic health and safety recording system 'Well-Worker'. This system enables members of staff to report, using a standardised format, any significant incident where force has been used, or any incident where violence to staff has occurred or been threatened. Staff can access well worker via Schools Portal.

Post-Incident Support

Any incident involving RPI is likely to be highly emotional and distressing for all pupils and staff involved, whether they are involved directly or as observers. Support should always be made available to the staff and pupils involved. This should be offered in a timely manner when individuals are sufficiently calm to be able to talk about the incident.

It is important to help pupils understand why physical intervention occurred and allow them to explain how they felt about it, the triggers for their behaviour and explore how they could make different choices about how they behave in the future to reduce the need for this type of intervention. This information can then contribute to the new Individual Behaviour Plan around the pupil's behaviour.

Staff will need an opportunity to talk about the incident, how they feel about it, how it might impact on their future relationship with the pupil and how this can be addressed. This should also include a discussion about how the incident could have been managed differently.

The support given to staff and pupils should be recorded in the follow up action section of the incident record form.

Complaints and Allegations

We will also make clear to pupils that they have a right, and are able, to question/complain about the use of reasonable force. We will ensure that mechanisms are in place for pupils, parents, carers and staff to voice the opinions, comments or concerns.

Complaints and allegations will be reviewed following the schools complaints policy.

Monitoring and review

This policy will be monitored regularly and reviewed by the governing body annually or as required.

The Head Teacher is responsible for the implementation of this policy and **Catherine Grand** is the Link Governor, who also has responsibility in this area.

Appendix A



**Holy Family Catholic Primary School
Report of Incident Involving Physical Intervention**

Date of Incident: _____ Time: _____

Pupil Involved: _____

Staff Involved: _____

Pupil Witnesses: _____

1. Circumstances leading to the incident where restrictive physical intervention was used.

Describe circumstances leading up to the incident.

Describe all attempts to de-escalate the situation and avoid physical handling.

2. Physical Intervention:

Reason for using physical intervention

Was the pupil/staff concerned at risk of injury? YES/NO

Were other children liable to injury? YES/NO

Was property about to be damaged? YES/NO

Was the child trying to run away? YES/NO

Was good order/discipline being compromised? YES/NO

Was this used as part of a planned intervention? YES/NO

If Yes attach the Positive Handling Plan.

Describe the type of physical intervention used. If pupil was held, state approximate duration.

If more than one member of staff was involved, each should record their actions separately and attach such records to this form. Are the other records attached? YES/NO

3. Behaviour following the physical intervention.

Describe pupil's behaviour from point when hold was released until either supervision was handed over to someone else, or normal activities were resumed.

4. Injuries (include details of medical attention):

To pupil:

To staff:

Signed:

Date:

Incident Involving Restrictive Physical Intervention – Follow-up Action

a. Parents notified of incident.

Time:

Date:

By whom:

b. Post incident support for member of staff.

Date:

Date:

By whom:

By whom:

c. Post incident support for pupil.

Date:

Date:

By whom:

By whom:

d. Head teacher’s overview of the incident.

- Could other preventative measures have been used? YES/NO
- Were reactive strategies effective? YES/NO
- Is the risk assessment still valid? YES/NO
- Should the plan be adapted? YES/NO

Signed:

Headteacher:

Date:

Appendix B

Guidelines to support staff with children on an individual behaviour plan:

Environmental changes which may reduce likelihood of behaviour.

Preventative Measures	In Place	Action by whom	Appropriateness to be recorded
Seating/position in classroom.			
Curriculum activities appropriately structured and supported			
Opportunity to have time to calm down			
Pupil involved in planning and review			
Parents involved in planning and review			
Individual Education Plan in place			
Opportunities to learn new social/emotional skills			
Regular feedback about positive behaviour			
Alternative activities available at break.			
Pupil escorted at on way out of classroom and way in			

Identify responsive strategies which can be used in response to early warning signs or an escalating situation.

Early warning signs for this pupil are:

Reactive Strategies	In Place	Action by whom	Appropriateness to be recorded
Removal of trigger			
Distraction / Redirection			
Calming time			
Give physical space			
Use calm voice			
Verbal Support			

Appendix C

Risk Assessment of Children's Behaviour

It is essential that staff understand that risk can only ever be reduced, it can never be completely removed. All planning and recorded on the templates provided should be within the concept that all risk assessments involve three simple stages.

Example

Stage one is to identify what is an inherent risk, i.e. a child running from class if upset (if that has occurred before).

Stage two is to identify how to moderate that risk such as through an individual plan for the pupil (e.g. identifying the cause such as frustration at not understanding the work).

Stage three is to identify the residual risk, e.g. the risk which remains after the moderating plan has been implemented.

It is essential that all planning is proportionate to the risk identified.

Behaviour Causing Concern	Target of Behaviour	Likelihood of Behaviour	Seriousness of Behaviour
Swearing			
Verbal			
Kicking			
Hitting			
Biting			
Damaging Property			
Running Off			
Refusing to move			
Fighting			
Other – be specific			

Target of Behaviour: Who is it directed towards (self, other pupils, staff, property etc).

Likelihood of Behaviour:

V – Very likely Evidence suggests more likely than not to occur.

L – Likely There is a possibility that the behaviour will occur again.

U – Unlikely The context has changed or can be changed to make it unlikely to happen again.

Seriousness of Behaviour:

- A Behaviour would cause physical injury – beyond first aid, serious distress, extensive damage, prolonged disruption.
- B Injury requiring first aid, minor damage to property, some distress to self/others, brief disruption to normal school routines.
- C No physical injury or damage to property; minor distress or disruption.