

Physical Interventions Policy

Author/Person Responsible	Head of Inclusion
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Related Policies	Behaviour Policy, SEN/D and Inclusion Policy, Health and Safety Policy, the Child Protection Policy Safeguarding Policy or the Complaints Policy

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Physical Restraint	DATE:	Jan 2014
EIA CARRIED OUT BY:	S Botten	EIA APPROVED BY:	S Botten

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	X?	
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	X – Addressed in Equal Op, Severe Behaviour & SEN Policies.	
Gender reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity	X?	
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Sex (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

Physical Intervention at Blackhorse Primary School

1. Preamble

- 1.1 Blackhorse Primary Behaviour Policy outlines how staff create and maintain good order and cultivate effective positive relationships between staff and pupils. We aim to achieve a culture within our school where pupils behave, enjoy learning, feel safe, engage enthusiastically in activity and achieve high standards. Our approaches to supporting pupils to achieve these things are successful for the vast majority of the time. This policy on the use of restrictive physical interventions supplements the Main Behaviour Policy. Both should be read in conjunction with the school SEND and Inclusion, Health & Safety and the Child Protection policies.
- 1.2 We are committed to sharing information about our policies and procedures with the parents and carers of pupils at Blackhorse Primary. To this end we have included a summary of this policy for parents as Appendix A at the back of this document.

2. Purpose of this policy

- 2.1 This policy aims to give all members of the school community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the values and principles described and follows the National Framework relating to Physical Intervention within schools. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff at Blackhorse Primary will fulfil their responsibilities in those circumstances.
- 2.2 The Head Teacher will be responsible for ensuring that staff and parents are aware of the policy and that all necessary training/awareness-raising takes place so that staff know their responsibilities.

3. Physical touch

- 3.1 In our setting physical touch can be an essential part of pupil staff relationships. Adults may well use touch to prompt, to give reassurance or to provide support in PE.
- 3.2 To use touch/physical support successfully, staff will adhere to the following principles. It must:
 - be non-abusive, with no intention to cause pain or injury
 - be in the best interests of the child and others
 - have a clear educational purpose (e.g. to access the curriculum or to improve social relationships)
 - take account of gender issues
- 3.3 The Senior Leadership Team are responsible for ensuring that relevant staff are aware of any pupil who finds physical touch unwelcome. Such sensitivity may arise from the pupil's cultural background, personal history, age etc.

4. Physical Intervention - definitions

It is helpful to distinguish between:

Definition	Purpose	Example
Non-restrictive physical interventions. (As already stated touch/physical contact can be a small but important and natural part of teacher-pupil relationships in our settings).	Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish	For example: <ul style="list-style-type: none"> • guiding/shepherding a person from A to B • removal of a cause of distress
Restrictive physical interventions	Prevent, impede or restrict movement or mobility. Restraint. To use force to direct.	For example: <ul style="list-style-type: none"> • isolating a child in a room • holding a pupil • blocking a person's path • inter-positioning • pushing/pulling

and also between:

Emergency/unplanned interventions	Occur in response to unforeseen events
Planned interventions	In which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment and recorded in an individual plan for the management of a pupil

5. When is restrictive physical intervention permissible at Blackhorse Primary?

5.1 Restrictive physical intervention is occasionally used within Blackhorse Primary. It may be necessary to prevent a pupil injuring themselves or others (For example, pupils playing in a dangerously rough manner) or to prevent them damaging property (For example, pupils throwing a heavy object at/near to expensive computer equipment). [Section 550A, DFES Circular 10/98].

5.2 Section 550A also allows the use of force 'to prevent a pupil from engaging in any behaviour prejudicial to maintaining good order and discipline....'. However, the use of restrictive physical intervention for this purpose is acceptable only when all other behaviour management strategies have been tried. (For example pupils refusing to leave

a classroom and continually disrupting the education of others after repeated warnings; pupils threatening to abscond from the site)

6. Risk assessment – when should staff intervene?

- 6.1 The use of restrictive physical intervention will be the outcome of a professional judgement (dynamic risk assessment) made by staff on the basis of this school policy. It is avoided whenever possible and will not be used merely for the convenience of staff.
- 6.2 Restrictive physical intervention will only be considered if other behaviour management options have proved ineffective or are judged to be inappropriate or as a response to an emergency situation. Before deciding to intervene in this way, staff will undertake a dynamic risk assessment and weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out only with the child's best interests at heart. Physical intervention will never be used to punish a pupil and will never be used to intentionally cause pain, injury or humiliation. Guidance on this and more formal risk assessment is given in the South Gloucestershire Schools policy on risk assessment *[currently adhered to whilst Leaf Trust formulates own policy]*.
- 6.3 Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

7. Who may use restrictive physical interventions?

- 7.1 Under the DfE July 2011 guidance, all members of school staff have a legal power to use reasonable force and no school is allowed to have a "no contact" policy. In Blackhorse Primary, all Team Teach trained teachers and support staff are authorised to intervene by the Head Teacher. The Senior Leadership Team will ensure that all staff are aware and understand what is involved. In an emergency situation (i.e. where there is not time to call a trained member of staff), all staff (irrespective of Team Teach training) can intervene physically to prevent a pupil harming themselves or placing themselves in danger.
- 7.2 Supply staff will not be authorised to use restrictive physical interventions except if they have been specifically authorised by the Head Teacher and have the relevant training.
- 7.3 Parents, volunteers and visitors in the school are not given authorisation. Staff from the local education authority may have their own policies about the care and control of pupils but, whilst on Blackhorse Primary premises, they will be expected to be aware of, and to operate within, the policy of this school. This means that visiting staff will need to ask the Head Teacher for authorisation.

8. Staff Training

- 8.1 All Resource Base staff and identified Main school staff will undertake restrictive physical intervention training. This will be delivered by a trainer using Team Teach techniques and protocols. Training will be re-accredited on a bi-annual basis with opportunities for practice and discussion at least on an annual basis.

9. How staff at Blackhorse Primary might intervene

- 9.1 When a restrictive physical intervention is justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'. It will 'be proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force

used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

9.2 Staff will:

- i. use the minimum amount of force for the minimum amount of time;
- ii. avoid causing pain or injury; avoid holding or putting pressure on joints;
- iii. in general hold long bones.
- iv. **never** hold a pupil face down on the ground or in any position that might increase the risk of suffocation.

9.3 During an incident the member of staff involved may tell the pupil that his or her behaviour may be leading to being held. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

9.4 Staff will use the de-escalation techniques and holds specified within Team Teach training unless under exceptional circumstances.

10. What to do after the use of a restrictive physical intervention

10.1 *After the use of an unplanned restrictive physical intervention*, the following steps will be taken:

- 1) Details of the incident will be recorded by all adults involved using the appropriate proformas. The Bound and Numbered Book must be completed and the Head Teacher, the Teacher in Charge of Resource Base or any member of SLT will be informed. This book is held the office in Resource Base, with a second copy in the school office.
- 2) Recording will be completed within 12 hours whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- 3) Any injuries suffered by those involved will be recorded following normal procedures.
- 4) The Head Teacher will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the Head Teacher will follow the school's child protection procedures and also inform parents/carers.
- 5) Parents/carers will be informed by the Head Teacher or the Teacher in Charge of Resource Base on the day of the incident. Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- 6) Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions. This will be provided by the Head Teacher, Deputy Head Teacher or the Teacher in Charge of Resource Base.
- 7) The Senior Leadership Team will assess the incident which led to the intervention and plan how the risk of a repetition of the incident can be minimised, documented in a pupil Positive Handling Plan Appendix B
- 8) The Bound and Numbered book will be checked and monitored regularly by the Head of Inclusion/ DHT.

10.2 The Head Teacher or the Teacher in Charge of Resource Base will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The Teacher in Charge of the Resource Base will report on this information to the Head Teacher annually.

11. Complaints procedure

- 11.1 Any complaint will first be considered in the light of the school's complaints policy and child protection procedures, following child protection guidance. These are available upon request from the Blackhorse Primary office.
- 11.2 Under the DfE updated guidance July 2011 it should be noted that when a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. We are obliged to refer to the "Dealing with Allegations of Abuse against teachers and other staff" guidance when a complaint of this nature is made.

12. Monitoring and Evaluation

- 12.1 Records of all incidents of restrictive intervention will be reviewed and analysed annually by the named Child Protection Governor on behalf of the governing body. This policy will be reviewed annually by the governing body.

13. Reference documents

The Use of Reasonable force – DfE updated guidance July 2011

DCSF, The Use of Force to Control or Restrain Pupils – supersedes Circular 10/98 - <http://www.teachernet.gov.uk/doc/12187/ACFD89B.pdf>

The Violent Crime Reduction Act 2006 (screening and searching of pupils for weapons guidance for school staff), Department for Education and Skills, 2007 – www.teachernet.gov.uk/wholeschool/healthandsafety/schoolsecurity/

The Education and Inspections Act 2006 - Section 93 replaces section 550A of the Education Act 1996 - <http://www.opsi.gov.uk/ACTS/en2006/06en40-f.htm>

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties, Joint Guidance DfES and DoH, 2003 – www.teachernet.gov.uk/wholeschool/sen/piguide

Risk Assessment Pro Forma - <http://www.teachernet.gov.uk/docbank/index.cfm?id=5334>

Guidance on the use of restrictive physical interventions for staff working with Children who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders, Joint Guidance DfES and DoH, 2002 – www.teachernet.gov.uk/wholeschool/sen/piguide

The Children's Act 1989 http://www.opsi.gov.uk/acts/acts1989/Ukpga_19890041_en_1.htm

Physical Interventions: A Policy Framework, John Harris, et al, BILD, 2002

Appendix A

Physical Intervention- Guidance for Parents and Carers

This is an area which parents and carers are understandably often concerned about. It is also something which misunderstandings and myths can be built upon. Physical restraint and intervention is a rare occurrence in the Blackhorse Primary, but we do understand that parents and carers need reassurance.

Outlined below is a summary of the Blackhorse Primary policy on Physical Intervention.

The Law (1996 Education Act) allows the use of reasonable physical force in relation to pupils and links this to safety. Where the behaviour of a pupil is threatening their own safety, that of others or could cause significant damage to equipment or property, it may be appropriate for staff to intervene physically. The Law also allows for physical intervention to be used where a pupil's behaviour is threatening the "good order of the school" and indicates that this can take place whenever and wherever a teacher is in charge of a group of children or young people (i.e. even off school premises). It is important that you also understand that whenever possible a range of strategies will have been tried before the need for a physical intervention has arisen. You may also be reassured to know that all staff at the Blackhorse Primary are trained in a wide range of de-escalation and BILD accredited physical intervention techniques. We use Team-Teach as our core training programme for teaching and support staff at all of our provisions. These interventions follow a *gradient* system where the minimal amount of support to help a pupil regain self-control is used for the minimum amount of time.

1. Where possible, issues and situations will be talked through and pupils will be given clear guidance about their behaviour and the likely consequences of it. This of course is dependent upon the pupil in question being in a receptive state of mind.
2. If a pupil needs physical support this must happen in such a way so as to allow them to feel secure. This helps to reduce anxiety. The support must be made in such a way that it cannot be interpreted as aggression, but for everyone's safety.
3. There are no circumstances under which physical intervention can reasonably include slapping or hitting or striking a pupil.
4. Frequently pupils will often "play" to an audience and as a result of this we do one of two things; remove the pupil from the audience or remove the audience from the pupil. This act also reduces the possibility of youngsters feeling humiliated or embarrassed in front of their peers.
5. Pupils will not be alone in a closed room with one adult whilst physical intervention is in progress. Either the door will be left wide open or other adults will attend the situation. This minimizes the risks to all concerned.
6. Whilst all members of staff have the right to defend themselves there is a clear expectation that they will adopt the principles outlined above.
7. Incidents involving physical intervention will always be recorded and, as the parent or carer of the youngster concerned, you will be kept informed.
8. Pupils and staff will be involved in "closing" and debriefing at an appropriate time after physical intervention has taken place

Please ask us if you would like any further information or would like to discuss our policy further.



Positive Handling Plan

Pupil Name: _____

Contributing: _____

Date: _____

Review: _____

Known triggers:			
Stage	Behaviours exhibited	Helpful strategies	Unhelpful strategies
1: Anxious			
2: Defensive (Please indicate key adults and /or safe places outside of class)			
3: Crisis Please include physical interventions that have proven helpful or unhelpful (if absolutely necessary)			
4&5: Recovery & Depression			
6: Debrief: Listen and Learn			

Signed: _____

Class teacher _____ Parent: _____ Child: _____

NB: To be shared with parents, child and all staff who work with the named pupil