

Physical Intervention Policy

Oak Field School



Approved by: David Stewart

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Oak Field School and Sports College Physical Intervention Policy

Reviewed and updated March 2019

Introduction

This revised policy has been prepared taking into account the DOH and DfES Guidance for Restrictive Physical Interventions 2002, and the Use of reasonable force - Advice for head teachers, staff and governing bodies DfE July 2013, along with other documentation relevant to physical interventions (see appendix 1 for comprehensive list).

This policy will be reviewed on an annual basis.

This policy should be read in conjunction with the behaviour policy and other school policies and guidance relating to interaction between adults and students.

Objectives

At Oak Field School and in line with Every Child Matters we aim to provide a safe, caring and friendly environment for our students to allow them to learn effectively, improve their life chances and help them to maximise their potential.

Ensuring the safety of our students and staff is taken very seriously. We believe that all students and staff have the right to feel safe whilst at school or on school run activities.

It is understood that in exceptional circumstances, staff may need to take action in situations where the use of reasonable, proportionate and necessary force may be required.

Oak Field School acknowledges that physical techniques are only a small part of a whole school approach to behaviour management. This policy should be read in conjunction with the behaviour and safeguarding policies.

Acceptable forms of physical intervention in school

“Physical intervention” (PI) is the term used to describe contact between staff and pupils where no force is involved. There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention (PI) with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil’s individual needs. There are occasions when staff may have cause to have physical intervention (PI) with pupils:

- To comfort a pupil in distress (so long as this is appropriate to their age)
- To gently direct a pupil
- To support physical management e.g. positioning in to standers or pieces of equipment as part of therapy programmes
- For curricular reasons (for example in PE, Drama, etc)
- First aid and medical treatment
- In an emergency to avert danger to the pupil or pupils
- In rare circumstances, when Restrictive Physical Intervention is warranted

Not all children feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, adults should seek the pupil’s permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed. Staff should acknowledge that some pupils are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. Staff should listen, observe and take note of the child's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication which is acceptable to the pupil.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different child. In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- The pupil’s age and level of understanding
- The pupil’s individual characteristics and history
- The duration of contact
- The location where the contact takes place (it should not take place in private without others present)

Physical contact must never be used as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact shall not be made with the pupil's neck, breasts, abdomen, genital area, or any other sensitive body areas, or to put pressure on joints. It must not become a habit between a member of staff and a particular pupil. Physical intervention should be in the pupil's best interest and should only be used with an awareness of the need to differentiate the attachment to staff from the attachment to key adults such as parents and siblings.

Minimising the need to use force

As a school we are firmly committed and constantly strive to create a calm and safe environment that minimises the risk of incidents arising that might require the use of reasonable force.

In addition to this, students who present with challenging behaviour have an individual behaviour management plan, and students with conditions that result in increased anxiety levels, and therefore an increased risk of presenting with challenging behaviour may have individualised support or programmes to help them manage this.

The school incorporates curriculum sessions that explore and help students to learn about their feelings and managing conflict. The curriculum also promotes independence, choice and inclusion and students are given the maximum opportunity for personal growth and emotional well-being.

Staff at the school will only use restrictive physical intervention as a last resort and will use all skills available to them to de-escalate and diffuse incidents as they arise to prevent them from reaching a crisis point.

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

Staff authorised to use force

All teachers and staff whom the Head Teacher has authorised to have control of students automatically have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006.

At Oak Field School the following members of staff have been authorised to use reasonable force where necessary and appropriate:

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

Authorisation is not given to volunteers, students on placements, visitors and parents as they will not have control of students who may present challenging behaviour, but will be supervised at all times. These groups of people should not be left in control of students who may present with challenging behaviour.

Supply staff must ensure that they are familiar with this school's policy. Appropriate guidance will be given if they have not undertaken Approach Training.

All members of staff are reminded that all students who present with challenging behaviour will have a current dated Behaviour Management Plan and this should be adhered to. If staff feel that any aspects of the behaviour plan needing amending for any reason they should immediately request a meeting to review this with the behaviour co-ordinator and class team.

Staff Training

Staff at Oak Field School will receive Physical Intervention training through Approach by nationally accredited instructors based within the local authority. Prior to training being given, guidance will be given on action to be taken. Training will be provided as part of on-going staff development.

Approach Training Ltd is a training provider that has had its courses accredited by British Institute of Learning Disability (BILD) and adheres to their code of practice on physical intervention. The training given to staff provides an insight in to 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 students with challenging behaviour. All classroom staff in school working directly with the students receive a full day training in managing disruptive behaviour, de-escalation and restrictive Physical Intervention (RPI). This enables staff to actively support each other and the students if an incident occurs and a student needs physical intervention to keep themselves and/or others safe.

Staff who receive this training will be accredited to use the physical elements of the training for a defined period as stated on their certificates, and will attend a refresher course on an annual basis.

Refresher and problem solving sessions are available to all staff. The behaviour support for learning team in school are available to provide help and support and will work with individuals or staff teams as appropriate.

Implications of this policy

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a student from doing, or continuing to do any of the following things:

- Self-injuring
- Causing injury to others
- Committing a criminal offence
- Engaging in any manner prejudicial to maintaining good order and discipline at the school or among its students, whether the behaviour occurs in the classroom during a teaching session or elsewhere within the school (this includes authorised out of school activities)

The use of Approach techniques is **one** of the methods used to manage and reduce the risks presented by students with challenging behaviour. Positive handling plans are written for any student who it is felt may require the use of physical intervention to help manage their challenging behaviour. These plans run alongside their behaviour management plan and are reviewed after every incident of restraint. (see appendix 2 for a copy of the positive handling plan template, it is also available electronically in the behaviour folder on the network)

Planned and emergency physical interventions

Planned interventions are ones that are described in a student's positive handling plan. This should cover most scenarios and will include the use of specified Approach techniques for the individual.

An emergency intervention is one where a situation arises that was unforeseen or is uncharacteristic of the student. Members of staff retain their duty of care to the students and their response even in an emergency should be reasonable and proportionate to the circumstances. Following any such incident a positive handling plan will be drawn up (or existing plans updated) to support effective responses to any future situations that may arise.

Deciding whether to use force

Both challenging behaviour and restrictive physical interventions will involve a risk to both staff and students. The aim of a student's behaviour management plan, positive handling plan and this policy is to reduce the risks as far as is reasonably practical. The risk of employing a physical intervention should be lower than the risks of not doing so. Information regarding student's behaviour and positive handling plans are stored on the network in the behaviour folder. Paper copies are also held by class teams and the behaviour and physical intervention co-ordinators. Staff should make themselves familiar with these documents when working with any of the students.

All staff authorised to use physical intervention with students receive training in Approach techniques and receive information about the risk to students of positional asphyxia. There are very clear protocols delivered during training to minimise the possibility of this and to ensure that appropriate safeguards are implemented.

Health and Safety of Staff

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their health and safety.

Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out student's behaviour and positive handling plans have a duty to report these to the Head Teacher immediately as there may be an impact on their own safety and that of their colleagues and /or students.

Using Force

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in Oak Field School:

- Positive handling uses the **minimum** degree of force necessary, for the **shortest period of time** to prevent a student from harming themselves, others or property.
- The scale and nature of any physical intervention must be **proportionate** to both the behaviour and the individual to be controlled, and the nature of the harm they might cause.
- Staff would be expected to follow the student's behaviour management plan in the first instance to manage an incident/challenging behaviour.
- If this was unsuccessful and the situation continued to escalate and was deemed to require it then staff would be expected to employ other Approach techniques that they have been trained in.

All the techniques should take in to account the students

- Age
- Size
- Gender

- Level of physical, emotional and intellectual development.
- Special needs
- Social context.

The Approach techniques allow for an individual response to each student.

Where records identify a need for a planned approach, behaviour plans and positive handling plans are drawn up. Where possible these are completed through multi-agency collaboration and with parental consent, shared with other agencies supporting the students so to try and facilitate consistency in the approaches used where practicably possible.

It is important to state that every incident of the use of reasonable force carries risks, and that even when carrying out approved techniques there is the potential for injury to both the student and the members of staff involved. Approach techniques seek to avoid injury, but it is still possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of the technique, but a regrettable and infrequent side effect of ensuring that the student remains safe. Any such injury will be reported on the physical intervention monitoring form.

Reporting, recording and monitoring incidents

Where physical control or restraint has been used a record of the incident will be completed and kept.

Appropriate documentation (restrictive physical intervention monitoring form, found in the behaviour folder on the network, or see copy of a template in appendix 3) should be completed as soon as possible after the incident (and as a maximum within 24 hours). This will then be signed by the staff completing it and handed to the behaviour and physical intervention co-ordinator.

Significant incidents will be recorded in the school's Serious Incident book, this is a bound book, with numbered pages, which is retained by the behaviour support team within school. When the behaviour support team have reviewed the incident a copy of the details will be kept in their log files.

Staff should take into account the following when deciding if an incident is significant:

- An incident where unreasonable use of force is used on a student would always be a significant incident.
- Any incident where substantial force has been used (e.g. physically pushing a student out of a room) would be significant.
- The use of a restraint technique is significant.
- An incident where a student was very distressed (though clearly not over reacting) would be significant.

The school will also consider

- The student'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 student or member of staff.

If whilst dealing with an incident of challenging behaviour an injury, or the potential for injury to have been caused, has occurred to either a member of staff or a pupil the relevant form should be filled in.

Violence to staff/pupil or serious incident forms can be found in the school. The forms, need to be completed by the member of staff involved or witness to an incident involving a student, and the form then shared with their line manager for the incident to be reviewed.

These forms are reviewed by the in school behaviour support team and all violence to staff forms are uploaded to the Nottingham City Online Violence Incident Management System.

Violence to pupil forms are analysed within school by the behaviour support team.

Please complete the log at the front of the folder when taking a form. For more information on completing the form please see appendix 4.

All incidents will be reported to parents. This may be by telephone or in home school diaries depending on the nature of the incident and the agreed method of reporting as agreed with parents when positive handling plans are drawn up.

Following each incident behaviour and positive handling plans will be reviewed and amended as necessary/appropriate. Meetings with class teams, parents and other agencies will be arranged if deemed necessary.

Monitoring of incidents with the Head Teacher and the representative from the governing body (currently the governor with responsibility for safeguarding) will take place on a regular basis and the results used to inform planning to meet individual student and school needs. A review of incidents is shared half termly with governors through the curriculum committee meeting.

Post incident support

Physical techniques are not used in isolation and the school is committed to ensuring that as a result of an incident learning opportunities are created for students to allow them to take responsibility for their behaviour at an appropriate level to their stage of development.

In addition procedures are in place to ensure that appropriate support is provided for staff (including access to a confidential support network - PAM assist) and that following an incident student/staff relationships are maintained or improved to ensure a continued positive learning environment. All colleagues are encouraged to seek and offer support where it is deemed necessary.

Students may require a calming activity, time away from the class/activity, resuming with their usual activity/routine, time with a member of staff to debrief about the incident.

Complaints and allegations

Complaints and allegations are dealt with in accordance with the schools complaints policy and also through the safeguarding policy and procedures. Please see separate policies for more detailed information on these

There are 4 Appendices

1. Further sources of information- page 9
2. Positive handling plan template - pages 10-11
3. Restrictive Physical Intervention Monitoring Form - pages 12 - 17
4. Violence to staff/pupils form guidance – page 18

Appendix 1

Further sources of information

Other departmental advice and guidance

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (2002)

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003)

Screening, searching and confiscation – advice for head teachers, staff and governing bodies.

Dealing with allegations of abuse against teachers and other staff – guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools

Working Together to Safeguard Children - A guide to inter-agency working to safeguard and promote the welfare of children HM Government 2006

Behaviour and discipline in schools Advice for head teachers and school staff - February 2014 Department for Education

Use of reasonable force Advice for head teachers, staff and governing bodies July 2013 Department for Education

Associated resources (external links)

- Police and Criminal Evidence Act 1984 (PACE) Code G: Revised Code of Practice for the Statutory Power of Arrest by Police Officers

Health and safety act 1974

Human Rights Act 1998

Children Act 1989 –revised 2004

Mental capacity Act 2007

The criminal justice and immigration Act 2008

LASSA 1970

Children and Families Act Sept 2014

Oak Field School Positive Handling Plan

Name:

What triggers the behaviours: *(describe common situations which are known to have led to positive handling being required. When is such behaviour likely to occur?)*

Are there any warning signs to look out for? *(does the student do anything in particular before the behaviour occurs e.g. bite own hand, flap arms etc)*

What is the behaviour: *(describe what behaviour looks /sounds like)*

Preferred Supportive and Intervention Strategy *(other ways of diffusing/preventing the situation before positive handling techniques)*

Intervention strategy		Intervention strategy	
Verbal advice and support		Distraction (known key words, objects etc likes)	
reassurance		Take up time	
C.A.L.M talking and stance		Time out (requires written plan)	
Negotiation		Withdrawal (requires staff/carer observation)	
Choices, limits		Cool off: directed/offered (delete as appropriate)	
Humour		Transfer adult (help protocol)	
Consequences		Success reminder	
Planned ignoring			
Others?			

Praise points/strengths: *(areas that can be developed and built upon)*

- 1.
- 2.
- 3.

Medical conditions that should be taken in to account before intervening.
(i.e. brittle bones, asthma)

Preferred handling strategies *(describe preferred holds: standing, sitting, ground, stating numbers of staff, what 'get outs' that can be used when holding etc)*

De-briefing process following incident: *(What is the care to be provided)*

Up to date behaviour programme attached and running alongside this document :

Yes/No
(delete as appropriate)

If my son/daughter has been involved in a restraint I would like to be informed by:

- **Telephone**
- **Written message in the diary**
- **Other (please state how)**

Please print:

Please Sign:

Establishment: _____

Parents/guardians: _____

Date: _____

Appendix 3

Restrictive Physical Intervention Monitoring Form

Student name	
Class	
Date	
time	
Time span of whole incident	
Location	
Activity	
Report compiler	
Full name(s) of staff	

involved in restraint	
Full name(s) of witnesses	

Reasons for intervention	Please ✓
Immediate danger of personal injury to pupil	
Immediate danger to other pupil(s)	
Immediate danger to staff	
Disruption to other pupil(s)	
Bullying pupil(s)	
To avoid damage to property	
Absconding	
Prevent/disrupt a criminal activity	

<p>Antecedents (A description of events leading up to the incident/behaviour)</p>

<p>Behaviour (Please describe the actual behaviour that occurred)</p>

Any issues/problems using restraint?

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Medical intervention	Details
Injury to pupil	
Injury to other(s):	
First aider informed?	

Post incident: repair, reflection and review

What happened following the incident? Did any discussion take place with the student about their behaviour?

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✓	Staff monitoring
	Was sufficient/appropriate de-escalation undertaken?
	Were there grounds for use of physical control?
	Were approved physical controls used?
	Has appropriate/sufficient post incident action been taken?
	Have violence to staff forms been completed if necessary?
	Were all relevant people informed?
	Were there any staff/pupil complaints about the incident?

	Were the parents/carers informed about the incident?
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Behaviour team to fill in

Reviewed	Actions

Signed: _____

Printed Name: _____

Date: _____

Appendix 4

Violence to staff/pupil forms

If whilst dealing with an incident of challenging behaviour an injury or the potential for injury to have been caused has occurred either to a member of staff or a pupil, the relevant form should be filled in.

These forms can be obtained from the office. It is important to make sure that the log sheet at front of the folder is completed when the form is collected – please see office manager to obtain the form.

The injured person, or member of staff on behalf of a pupil, should complete the first part of the form as soon as possible following an incident and pass it on to their line manager (usually the teacher in charge of the session the incident occurred in). If an incident occurs during a lunch break the form should be completed and passed to the class teacher of the class the student is based in.

The line manager should complete their investigation in to the incident. It is important this is done efficiently in order to ensure that any interventions or adjustments that need to be put in place happen quickly to minimise the chances of a reoccurrence of the incident. The line manager needs to feedback to staff involved in the incident, and to alert the behaviour co-ordinator if updates are required to either behaviour or positive handling plans.

Once completed the form then needs to be passed on to a member of the Senior leadership team who have an overview of the phase the member of staff or pupil is in. The phase leader needs to review and return the form to the office manager.

Any form completed covering violence to staff is uploaded to the city reporting system and the details of the incident and follow up actions are recorded.

Any queries or questions about the process please see the behaviour and physical intervention co-ordinator.

