



## Physical Intervention with Pupils Policy

Status	School Need
Policy Written by	Mrs. A Norman
Date reviewed by Safeguarding Governor and HT:	11.1.21
Review cycle	3 years
Date of next review	Spring 2024

### 1. Introduction

- 1.1 This policy is based on DCSF guidance and the corresponding WBC document 'Policy and Guidance for Schools in the use of Physical Intervention to Manage Behaviour'.
- 1.2 St. Monica's Catholic Primary School recognises that there is a need, reflected in common law, to intervene when there is an obvious risk of safety to its pupils, staff and property.
- 1.3 St. Monica's Catholic Primary School is committed to ensuring that all staff and adults with responsibility for pupil's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort in line with DCSF and WBCs guidance. If used at all it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff.
- 1.4 This policy applies to all our staff who are authorised to use physical intervention (see section 10 of this document for details).
- 1.5 This policy will be reviewed and discussed with staff and the Safeguarding Governor, on behalf of the Governing Body, every 3 years.
- 1.6 The nominated member of the School's Leadership Team with responsibility for advising on the implementation of this policy is Mrs. A Norman, and in her absence Mr. J Marciniak.

### 2. School Expectations

- 2.1 The best practice regarding physical intervention outlined below should be considered alongside other relevant policies in the school, specifically those policies involving behaviour, bullying, child protection and health and safety.
- 2.2 In the following situations staff must judge whether or not physical intervention would be reasonable or appropriate to prevent:
  - Committing an offence,
  - Causing personal injury to, or damage to the property of, any given person (including the pupil themselves), 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.

This judgement will take into account the circumstances of the incident. All staff should be aware that the use of physical intervention in response to a clear or developing danger of injury will always be more justifiable than the use of force to prevent damage or misbehaviour.

- 2.3 Our staff will view physical intervention or restraint of pupils as a **last resort to maintaining a safe environment**. If pupils are behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation and to restore a safe, secure environment.
- 2.4 Our staff will understand the importance of listening to and respecting pupils to create an environment that is calm and supportive especially when dealing with pupils who may have emotional and behavioural needs that may increase their aggression.
- 2.5 All our staff will understand the importance of responding to the feelings and well-being of the pupil, as well as to the behaviour itself.

### **3. Our Practice Regarding Specific Incidents:**

- 3.1 Staff intervening with pupils will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risks of injury to both parties and does not provide a witness.
- 3.2 All staff who become aware that another member of staff is intervening physically with a pupil will have responsibility to provide a presence and to offer support and assistance should this be required.
- 3.3 Before intervening in a non-emergency, consideration will be given to whether or not other staff are available to assist.
- 3.4 Where possible, staff who have not been involved in the initial confrontation leading up to an incident may be in a better position to intervene or restrain the pupil if this proves necessary. Staff should support colleagues by offering to take over the role of holding to minimise stress.
- 3.5 A pupil's behaviour may be adversely affected by the presence of an audience. Wherever possible, the audience will be removed, or if this is not possible, the pupil will be removed from the audience. The pupil and member(s) of staff will withdraw to a quiet, but not completely private, place (eg two members of staff should be present or a door left open so that others are aware of the situation).
- 3.6 Staff will be aware of the need to tell the pupil being restrained, in a calm and gentle manner, that the reason for the intervention is to keep the pupil and others safe. Staff will explain that as soon as the pupil calms down, he/she will be released.
- 3.7 All staff should be supported by a back-up system to enable staff to call for help in emergencies (eg a member of staff will give a red card to a bystander pupil to take to the general office or staff room. The card indicates to staff that help is required urgently).

### **4. Physical Intervention / Restraint Approaches which can be regarded as reasonable in appropriate circumstances**

The following approaches are regarded as reasonable in appropriate circumstances:

- Physically interposing between children
- Blocking a pupil's path;
- Leading a pupil by the hand or arm;
- Ushering a pupil away by placing a hand in the centre of the back;
- In more extreme circumstances, using appropriate restrictive holds, which may require specific expertise or training

- In exceptional circumstances, where there is immediate risk of injury, a member of staff may need to take any necessary action that is consistent with 'reasonable force'. For example to prevent a young child running onto a busy road; or to stop a violent assault on one pupil by another pupil.

## **5. Unreasonable forms of physical restraint:**

The following would be regarded as unreasonable forms of physical restraint and should not be used.

- Tripping a pupil;
- Slapping, punching or kicking a pupil'
- Twisting or forcing limbs against a joint;
- Holding a pupil around the neck, or by the collar or in any other way that may restrict the pupil's ability to breathe;
- Holding or pulling a child by the hair or ear;
- Holding a child face down on the ground.

## **6. Recording an Incident**

6.1 All incidents that result in non-routine / emergency interventions will be recorded in detail.

6.2 Notes will be made immediately following, or as soon as possible after the incident (ie before the end of the day of the incident) by the staff members involved, on the form in Appendix 1.

6.3 Routine incidents of physical intervention, usually for pupils with identified needs as set out in the pupil's Individual Education Plan, Individual Behaviour Plan and/or Care Plan will need to be recorded as follows:

- Name of pupil
- Date
- Name of staff who intervened
- Names of any witnesses
- Description of the reason for intervention
- Description of action taken
- Details of any follow-up with parents
- First aid record

## **7. Monitoring the use of Restrictive Physical Intervention**

7.1 The use of physical intervention in our school will be monitored in order to help our staff learn from experience, promote the wellbeing of pupils in our care and provide a basis for appropriate support and school organisation. Monitoring will help us to determine what specialist help is needed for pupils. Information on trends and emerging problems will be shared within our school. Monitoring will be undertaken by the Safeguarding Governor and Head Teacher.

7.2 Records will be available for monitoring by WBC officers and OFSTED.

## **8. Post Incident Support**

- 8.1 We will ensure that the pupil and the member of staff have immediate access to first aid for any signs of injury. This must be recorded.
- 8.2 We will give the pupil time to become calm while staff continue to supervise them. When the pupil regains complete composure, a member of staff will discuss the incident with the pupil and try to ascertain the reason for its occurrence. The pupil will be given an opportunity to explain things from their point of view. We will take all necessary steps to re-establish the relationship between the pupil and the member of staff involved in the incident.
- 8.3 In cases where it is not possible to speak to the pupil on the same day as the incident occurred, we will ensure a debrief takes place as soon as possible after the pupil returns to school.
- 8.4 All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support.
- 8.5 The Head Teacher will be informed at the earliest possible opportunity of any incidents where physical intervention or restraint has been used. The Head Teacher or Deputy will initiate the recording process and we will review each incident to ensure that any necessary lessons are learned.
- 8.6 We will inform parents / carers of any incident involving physical intervention as soon as possible after the incident, and whenever practicable on the day of the incident before the child arrives home.
- 8.7 Where any injury has occurred we will seek advice as to whether it is reportable under RIDDOR.

## **9. Training Needs of Staff**

- 9.1 At least one member of staff will attend relevant training on physical intervention and will keep this training updated.
- 9.2 In cases where it is known that a pupil may, on occasions, require physical intervention, we will insure that appropriate training is provided for relevant staff by accredited trainers , and will keep this training updated while the need persists.

## **10. Authorisation of Staff to Use Physical Intervention**

- 10.1 We recognise that most of the time physical intervention will not be needed, and that it is a last resort to maintaining a safe and secure environment.
- 10.2 Although, under Section 550A of the Education Act 1996, all our teaching staff are, by the nature of their roles and their duty of care, authorised to use 'force as is reasonable in the circumstances for the purpose,' we will ensure specific training is given as outlined in 9.2 above.
- 10.3 Our support staff will require specific authorisation, either temporary or permanent. This authorisation can only be given by the Head Teacher or Deputy. Authorised staff will be notified formally and this will usually be on completion of the relevant training as outlined in 9.2 above.
- 10.4 Records relating to unplanned / emergency physical interventions and planned physical interventions will be monitored by the Safeguarding Governor and Head Teacher annually.

## **11. Risk Assessment**

- 11.1 We acknowledge that some pupils behave in ways that make it necessary to consider the use of restrictive physical intervention as part of a behaviour management plan. All identified

behaviours necessitating use of physical intervention will be formally risk assessed using WBC standard Risk Assessment Proforma.

- 11.2 The resulting risk management strategy must be compatible with the school's positive behaviour management approach and must also take into account any IEPs, IBPs or Care Plans.
- 11.3 Techniques and methods for controlling and restraining pupils using restrictive physical interventions must be assessed to ensure they are safe, suitable and appropriate for use with the named pupil.
- 11.4 The techniques will be agreed in partnership with the pupil, their parents (or those with parental responsibility) and other statutory agencies working with the pupil, eg Looked after Children, children in respite care, or those looked after by others with legal responsibility.
- 11.5 In the event of disputes over, or concerns about, techniques and methods being considered, an interim school strategy will be agreed and the matter referred to the Warrington Safeguarding Children's Board.

## **12. Arrangements for informing parents**

Parents / carers will be informed of the school's policy regarding physical intervention in the following ways:

- It will be posted on the school web site.

## **13. Responding to Complaints**

- 13.1 If a parent / carer or pupil is concerned about any aspect of the management of an incident requiring physical intervention, they should inform the Head Teacher of their concern, (or the Chair of Governors should the concern relate to the Head Teacher).
- 13.2 Sharing details of the incident and its record should enable the resolution of most complaints but if a parent remains concerned, they should contact an external agency (Police or Social Care) to provide an independent investigation of the circumstances. See WBC Procedures for Allegations of Abuse Against School based Staff.

## Appendix 1

### Use of Force to Control or Restrain Pupils: Incident Record

Details of pupil or pupils on whom force was used by a member of staff (name, class)
Date, time and location of incident
Names of staff involved (directly or as witnesses)
Details of other pupils involved (directly or as witnesses), including whether any of the pupils involved were vulnerable for SEN, disability, medical or social reasons
Description of incident by the staff involved, including any attempts to de-escalate and warnings given that force might be used
Reason for using force and description of force used
Statements by staff witnesses
Statements by pupil witnesses
Any injury suffered by staff or pupils and any first aid and / or medical attention required
Reasons for making a record of the incident
Follow up, including post-incident support and any disciplinary action against pupils
Any information about the incident shared with staff not involved in it and external agencies
When and how those with parental responsibility were informed about the incident and any views they have expressed
Has any complaint been lodged? (Details should not be recorded here.)
Report compiled by:  Name and role:  Signature:  Date:
Report countersigned by:  Name and role:  Signature:  Date: