



HIGHFIELD LITTLEPORT ACADEMY
An Active Learning Trust School



HIGHFIELD ELY ACADEMY
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HIGHFIELD ACADEMIES

PHYSICAL INTERVENTION POLICY

THIS POLICY WAS APPROVED:	AUTUMN 2019
THIS POLICY WILL BE REVIEWED:	AUTUMN 2020
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	DANNY MILLS

1.0 Introduction

- 1.1 This policy is based on DfEE circular 10/98 and the corresponding Cambridgeshire LEA document 'Guidance on Physical Intervention for Teachers for and Other Employees Working with Young People in Schools and other Educational Settings'.
- 1.2 Highfield Ely Academies recognise 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 Highfield Ely Academies are committed to ensuring that all staff and adults with responsibility for children'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 DfE and LA advice. 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 staff who are authorised to use physical intervention (See Section 9.00 for details).

2.0 Our approach to best practice

- 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 and health and safety.
- 2.2 In the following situations staff must judge whether or not physical intervention would be reasonable or appropriate:
 - risk to the safety of staff, pupils or visitors or
 - where there is a risk of serious damage to property or
 - where a pupil's behaviour is seriously prejudicial to good order and discipline or
 - where a pupil is committing a criminal offence.

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 Staff will view physical intervention or restraint of pupils as a last resort to maintain 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.
- 2.4 Staff will understand the importance of listening to and respecting children to create an environment which is generally calm and supportive especially when dealing with pupils who may have emotional and behavioural needs which may increase their despair and aggression.
- 2.5 All staff will understand the importance of responding to the feelings of the child which lie beneath the behaviour as well as to the behaviour itself.

3.0 Our Practice re: specific incidents

- 3.1 Staff intervening with children will seek assistance from other members of staff at as early a stage 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 a 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 better position to intervene or restrain the pupil if this proves necessary.
- 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 (e.g. 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, she/he will be released.
- 3.7 All staff are aware that the school operates back-up system's to enable staff to call for help in emergencies (e.g. All groups offsite have risk assessed pupil groups against appropriate staffing levels and have mobile phones to use when calling for additional assistance. All staffed are aware of critical friend and help protocols in and out of school).

4.0 Physical Intervention/Restraint Approaches which can be regarded as reasonable in appropriate circumstances

- 4.1 The following approaches are regarded as reasonable in appropriate circumstances.
- a) Holding for security and to reduce anxiety where there is potential risk, even if the pupil is not yet out of control. This is best used when the pupil is anxious or confused. *Its purpose is to defuse or prevent escalation.* Staff should take care that their actions should in no way be capable of being interpreted by the pupil as aggression.
 - b) Physically interposing between pupils
 - c) Blocking a pupil's path
 - d) Pushing if restricted to situations where reasonable force is used to resist a pupil's movement, rather than a forceful push that might cause the pupil to fall over.
 - e) Pulling
 - f) Leading a pupil by the hand or arm
 - g) Shepherding a pupil away by placing a hand in the centre of the back
 - h) In extreme cases using restrictive holds. (see 5.0 below).

5.0 Holds to be avoided except for the most extreme circumstances

- 5.1 In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.

In other circumstances staff should not act in a way that might reasonably be expected to cause injury, for example by:

- ◆ holding a pupil around the neck, or by the collar, or in any other way that might restrict a pupil's ability to breathe
- ◆ slapping, punching or kicking a pupil.
- ◆ Twisting or forcing limbs against a joint
- ◆ Tripping a pupil
- ◆ Holding a pupil by the hair or ear
- ◆ Holding a pupil face down on the ground (N.B. If a pupil turns and faces the floor, do not use force to turn him/her over).

6.0 Recording an incident

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

- 6.2 Contemporaneous notes (i.e. written within 24 hours of the incident's occurrence) will be made by the staff member involved in the original incident. The notes should be made in a bound book with numbered pages.

- 6.3 Similarly, contemporaneous notes will also be made by any other members of staff involved (i.e. as witnesses or additional providers of support). The notes will be signed and dated.

- 6.4 The notes will contain the following information:

- The name(s) and the job title(s) of the member(s) of staff who used reasonable force;
- The name(s) of the pupil(s) involved;
- When and where the incident took place;
- Names of staff and pupils who witnessed the incident;
- The reason that force was necessary;
- The progress of the incident. Include details of:
 - behaviour of the pupil which led up to the incident
 - any attempts to resolve the situation
 - what was said by staff and pupils
 - the degree of force used
 - how it was applied
 - how long it was used for
- The pupil's response and the eventual outcome;
- Details of any injuries suffered by either staff or pupils;
- Details of any damage to property;
- Details of any medical treatment required (an accident form will be completed);
- Details of any follow-up, including contact with the parents/carers of the pupil(s) involved);
- Any other relevant details e.g. the involvement of any other agency, e.g. the Police.

- 6.5 Pupil witnesses may also be asked to provide a written account if appropriate.

- 6.6 These notes should be retained until the pupil reaches the age of 24. (A photocopy of the record from the bound book will be kept in the child's file).
- 6.7 The following procedures for managing pupils with physical or learning needs who routinely require control or physical intervention will be used.

Any pupil who falls into this category will have a clear plan for physical intervention (an Individual Behaviour Plan (IBP) agreed and signed in advance with parents. The plan should be regularly reviewed and updated. The plan will include:

- what physical intervention techniques (i.e. specific holds) may be used with the child and in what circumstances; if used, these will be briefly recorded routinely.
- what briefing and/or training has been given to staff
- arrangements for additional support where necessary
- any medical requirements of the child

All details of any possible physical intervention will be discussed and agreed fully with parents/carers in advance. Each time there is a physical intervention it will be recorded in the bound Physical Interventions Book, located in the Head of School's office. Any **departures** from the agreed IBP will result in a review of the plan and discussed with parents/carers and the new plan agreed and signed.

7.0 Debriefing Arrangements

- 7.1 The pupil and the member of staff will be checked for any sign of injury after an incident. First aid will be administered in accordance with the Health and Safety Policy to anyone who requires it.
- 7.2 The pupil will be given time to become calm while staff continue to supervise her/him. When the pupil regains complete composure, an appropriate member(s) of staff (or her/his nominee) will support the pupil and try to ascertain the reason for its occurrence. If appropriate the incident will be discussed with the pupil where they will have the opportunity to explain things from her/his point of view. All necessary steps will be taken to re-establish the relationship between the pupil and the member(s) of staff involved in the incident. Where a pupil has significant learning difficulties that would impair this process, every effort will be made to discuss the incident and the reason for it but it is recognised that in some cases this is not always possible.
- 7.3 In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the debrief will take place as soon as possible after the pupil returns to school
- 7.4 All members of staff involved will be allowed a period to debrief and recover from the incident. This may involve access to external support. If required a senior member of staff (or her/his nominee) will provide support to the member of staff involved.
- 7.5 The Head of School will be informed at the earliest possible opportunity of any incidents where physical intervention or restraint was used. The Headteacher (or his/her nominee) will ensure that the recording process has been completed in line with the school's agreed practice (see 6.0) and will review each incident to ensure that any necessary lessons are learned. Governors will be made aware of incidents as deemed necessary by the Head of School and/or the Exec Head.
- 7.6 See paragraph 10.1 about informing parents

8.0 Training Needs of Staff

- 8.1 In cases where it is known that a pupil will require physical intervention on occasions, appropriate training will be provided (agreed through the LEA) for relevant staff. Staff involved will identify their training needs in this area. It is agreed that best practice for Highfield Ely Academy would involve all directly employed staff who support children and young people in the classroom to be trained and kept up to date in physical intervention techniques through external training providers (currently TeamTeach). New staff will receive physical intervention training as soon as is practically possible to their start date. Until this time though the new member of staff will be made aware of physical intervention strategies and expectations of their own conduct at time of induction.

9.0 Authorisation of staff to use physical intervention

- 9.1 We recognise that physical intervention will be used infrequently, that is, as a last resort to maintaining a safe environment.
- 9.2 All teaching staff are, by the nature of their roles, authorised to use physical intervention as appropriate. Non-teaching staff will require specific authorisation, either temporarily or permanently. This authorisation can only be given by the headteacher or someone deputising for the headteacher when s/he is absent. Authorised staff will be notified formally. Permanently authorisations are noted in appendix 1.
- 9.3 Best practice will be monitored. Frequent sessions to practise the use of techniques, as well as to disseminate any revised information (including updated DfE and/or LA policies) will be included as part of the school's normal schedule of class and team meetings.
- 9.4 These meetings will be open to all staff, including non-teaching staff, who have been authorised to use physical intervention techniques (see Appendix I).

10.0 Arrangements for Informing Parents

- 10.1 Parents will be informed of the school's policy regarding physical intervention in the following ways:
- At the outset of the introduction of this policy, all parents/carers will be sent a letter outlining its introduction with information about obtaining a copy for their own information.
 - Thereafter, a section about the school's legal obligations to maintain a safe environment and the possible use of physical intervention (as a very last resort) with pupils will be included in the school brochure.
 - Staff who work with particular children may need to use specific techniques routinely to manage challenging behaviour. Such arrangements will be discussed with parents/carers in advance and would be part of the child's Individual Behaviour Plan . All interventions will be routinely recorded (See section 6.7).
 - All parents will be informed after a non-routine incident where physical intervention is used with a child.

Appendix I

All staff who have been authorised permanently to use physical intervention with pupils

All classroom staff at Highfield Ely Academy are trained in Team Teach techniques and refreshed on a regular basis. All these staff have been authorised permanently by the Headteacher to use reasonable force to intervene with pupils (only) to respond to circumstances where staff, pupils, visitors or members of the public could be in danger. All new staff will receive a basic induction on positive handling and physical restraint as soon as is possible to their appointment followed by attending a 12 hour basic Team Teach training course, when on successful completion they too will become authorised to use reasonable physical interventions within their role at Highfield Ely Academy. .

All staff that are non classroom based, have yet to receive Team Teach training or whose training is out of date are able to respond to any challenging situation if their response is deemed appropriate, reasonable, proportionate and absolutely necessary. If there are other trained staff present, then intervention should be limited to observing or getting additional support if requested. All actions should be recorded, reviewed and any identified outcomes actioned (eg training identified, IBP's reviewed, review of current practice...)

A comprehensive list of all Highfield Ely Academy staff currently authorised in the use of physical interventions by the Headteacher can be found in the Behaviour file located in the Deputy Headteacher's office.

At present there are no non-teaching staff that have been authorised temporarily to use reasonable force as above (e.g. for the duration of a school trip) though please see the paragraph above regarding the use of physical interventions for untrained staff or staff whose training is out of date.

Appendix 2

A list of all current IBP's in school can be found either electronically on the Staff Share drive (Admin⇒Individual Behaviour Plans⇒IBP's Current) or as paper copies in the IBP file with the Team Teach tutors