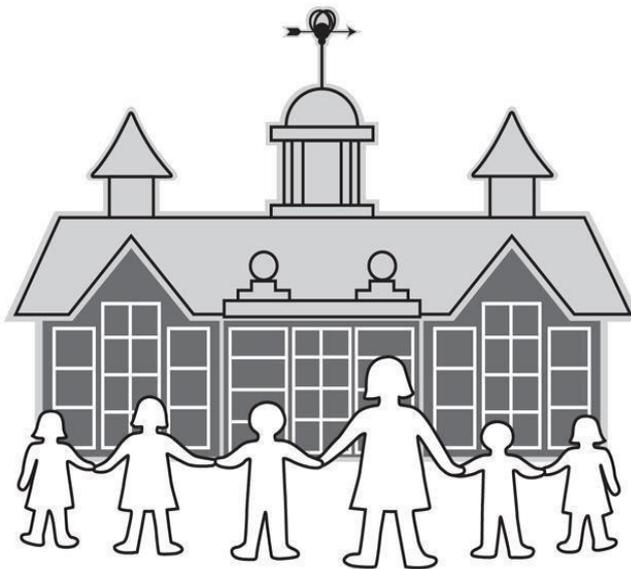


North Ealing Primary School



Physical Intervention Policy

Committee with oversight for this policy – Curriculum and Standards Committee	
Policy last reviewed by the C&S Committee	Spring 2021
Policy last ratified and adopted by Full Governing Body	N/A
Policy / Document due for review	Spring 2022

North Ealing Primary School

Physical Intervention Policy

Mission statement

At North Ealing Primary we inspire and nurture all our children to become aspirational, lifelong learners through an inclusive, ambitious and engaging curriculum.

UNICEF Article 3: Every child's best interest must be at the heart of everything that affects them.

UNICEF Article 19: Every child has the right not to be harmed by anyone or anything.

UNICEF Article 6 – Every child has the right to life and to achieve their full potential.

UNICEF Article 28: Every child has the right to learn and to go to school. UNICEF Article 1 - Every child has these rights no matter what.

The Legal Framework

Physical intervention should be limited to emergency situations and used only as a last resort. Under the Children Order 1995, it is only permissible under the heading "physical control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff in the school, authorised by the Headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from

- Committing an offence
- Causing personal injury to a person or damage to the property of any person
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

This policy has been written in line with:

- Children Order 1998
- Use of reasonable force, DfE July 2013
- Positive environments where children can flourish, Ofsted March 2018
- Reducing the need for restraint and restrictive intervention June 2019
- Keeping Children Safe in Education: Statutory Guidance for Schools DfE September 2020
- Ealing Council Model Procedure for Schools responding to allegations of abuse made against teachers and other school staff., September 2020.

Definition of physical intervention and reasonable force at North Ealing

Physical intervention is the positive application of force with the intention of protecting the child from harming him / herself or others or seriously damaging property. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

Reasonable in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

General policy aims

All staff at North Ealing Primary School are committed to encouraging positive behaviour and have developed this policy to reflect our statutory duties and pastoral responsibilities. We believe that physical intervention is only one of the last in a range of strategies available to secure pupil safety and well-being and also maintain good order and discipline. Our policy on physical intervention should therefore be read in conjunction with our SEND policy, Behaviour policy and Child Protection policies.

Specific aims of the physical intervention policy

- To protect every person in the school community from harm
- To protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal with violent or potentially violent situations.

Why use physical intervention?

Physical intervention should avert danger by preventing or deflecting a child's actions or perhaps by removing a physical object, which could be used to harm him / herself or others. It is only likely to be needed if a child appears to be unable to exercise self-control or emotions or behaviour.

It is not possible to define every circumstance in which physical intervention would be necessary or appropriate and staff will have to exercise their own judgment in situations which arise within the above categories, Staff should always act within the School's policy on behaviour and discipline, particularly when dealing with disruptive behaviour.

Who can use physical intervention?

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in *loco parentis* and should, therefore take reasonable action to ensure pupils' safety and well-being.

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. Under the supervision of a member of staff that they are working alongside.

When should physical intervention be used?

On extremely rare occasions it may be appropriate for staff to intervene physically with or between pupils. All staff have a duty of care to pupils. To take no action, where the outcome is that a pupil injures him/herself, or another, including staff, could be seen as negligence. Any member of staff may restrain or restrict a pupil if they are acting in the best interest of children to prevent harm to the individual pupil or to prevent harm to others.

Physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals. Physical intervention will only be used as an act of care and control using the minimum amount of force as necessary; the aim being for the child to regain control as quickly as possible.

The decision on whether or not to use reasonable physical intervention is down to the professional judgment of the staff concerned and should always depend on individual circumstances. It should be within the school guidelines as set out in this policy.

Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention

Unless the situation is urgent staff should seek assistance from appropriately trained staff, if such assistance is not available any response must still be reasonable and proportionate and should use the minimum force necessary in order to achieve the aim of the decision to restrain or restrict.

Occasions where physical intervention might be necessary:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical

outbursts.

We will not:

- use force as a punishment – it is always unlawful to use force as a punishment.

Any intervention will be a last resort and be proportionate, reasonable and appropriate, and be done with the aim to reduce not provoke. The flow chart in appendix A and non-confrontation techniques, Appendix B will be followed. If physical intervention is necessary an incident report form, Appendix C will be completed.

Staff should NOT act in a way that might reasonably be expected to cause injury. This includes:

- slapping, punching, kicking or tripping a pupil;
- twisting or forcing limbs against joints;
- indecently touching, holding or pulling a pupil by the hair or ear;
- restricting airways,
- other than in circumstances that are exceptional, using reasonable force to hold a pupil face down on the ground.

Power to search

In addition to the general power to use physical intervention described above, the Head teacher, Deputy head teacher and SENDCOs can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Training

All staff receive up-to-date behaviour management training. The Head, Deputy Heads, SENDCOs and other key members of staff are trained in de-escalation techniques and positive handling through Team Teach. This is updated every three years. In addition to this additional staff maybe trained where a risk assessment indicates it is needed.

In deciding what a serious incident is, staff should use their professional judgement and consider the following:

- Pupil's behaviour and level of risk presented at the time of the incident;
- Degree of force used;
- Effect on the pupil or member of staff; and
- The child's age.

Where Team Teach Techniques are used, the following should be noted:

'Team Teach seek to avoid injury to the service user but it is possible that bruising or scratching may occur accidentally and these are not to be seen as a failure of the professional technique but a regrettable and infrequent 'side-effect' of ensuring that the service user remains safe.'

George Matthews – Team Teach Founder

Risk Assessment:

For pupils who display challenging behaviour and for whom a risk has been identified, a risk assessment will be carried out (Appendix D) and a Team-Teach plan implemented, Appendix E.

Advice for Staff - Managing a crisis situation

Behaviour is a method of communication. When pupils are in crisis, the actions and behaviour of staff can either reduce or inflame incidents. There are six stages of crisis. Appropriate action at levels 1 and 2 can de-escalate a situation 95% of the time. When assessing the situation and making decisions, staff should always consider if there is another alternative to the use of physical intervention.

When physical intervention becomes necessary follow Team Teach guidelines:

- Staff numbers – emphasis on at least two members of staff when a situation occurs. This is protection for both staff and pupils concerned.
- 95% of crisis situations can be resolved through calm, controlled, dignified and skilled de-escalation strategies.
- Minimum force & time – important not to react emotionally but professionally & composed.
- Last resort (where possible) – all other behaviour management strategies to be tried & used first.
- Restrictive physical intervention techniques that provide a gradual, graded system of response – commensurate with the situation, task and individuals involved.
- Techniques allow for verbal communication – utilising positive relationships.
- Techniques that do not rely on pain or "locks" for control.
- Staff safety & protection issues addressed – important for staff to have a range of break-away and release techniques in a serious situation where health & safety are at risk.
- Emphasis on staff awareness & communication skills – verbal & non-verbal used to de-escalate a possible crisis situation.
- Following restraint there should be both a supportive and reflective structure for both staff and pupils.
- All incidents involving pupils being physically managed should be reported, recorded, monitored & evaluated.

All Staff are required to recognise and apply the escalating stages in a conflict situation and use de-escalation approaches with children displaying disruptive behaviour.

De-escalation strategies:

- Not shouting, lowering their voice and keeping calm.
- Actively listening to the child and recognising their frustration.
- Isolating the area or the child from the area so there is no audience.
- Removing objects which may pose a risk if thrown.
- Leading the child away from a conflict situation.
- Involving a second or additional adult where possible and where appropriate.
- Being aware of open, conciliatory body language.
- Allowing time for the child to take up an idea or suggestion whilst expecting compliance when issuing an instruction.
- Offering a choice of resolutions.

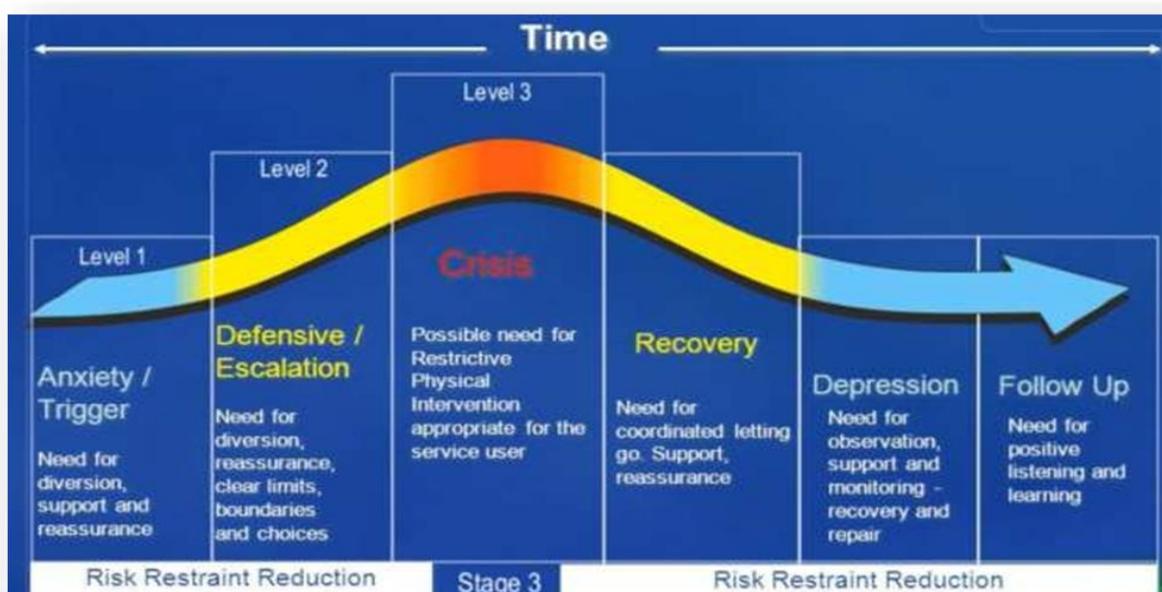
Do

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple clear language
- Hold limbs above a major joint e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

Don't

- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the physical intervention
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick, trip up the pupil
- Act in temper (involve another staff member if you fear loss of control)

Stages of crisis:



Stages 1 and 2:

Remaining **CALM** – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (calm) stance, i.e. not toe-to-toe, are recommended.

Things to consider:

Communication

Stance-posture-gesture-facial expression-intonation-scripts

Awareness and Assessment

Reading behaviour –anticipating what might happen next-knowledge of handling plans

Listening and learning

Give time and space-allow pauses for take up time-give them a way out

Making safe

Objects-space-hotspots-safety responses

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger (between personal and intimate space).

Staff should not physically stop pupils from leaving their room. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a pupil's exit.

Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger an animal chase response and drive the other person away. Where possible it is preferable for the staff member to stand still, speaking calmly, clearly and confidently or even sit down!

Intonation - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation staff need to deliberately speak slower, lower and more quietly

Script (when talking to child):

- connect by using pupil's name;
- recognise the feelings;
- tell the pupil you're there to help;
- you talk and I will listen;
- give direction.

Diffusing body language responses:

- social distance;
- sideways stance, step back;
- intermittent eye contact;
- relaxed body posture;
- palms open, arms by side.

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows other person 'take up' time to make their own choices In the event of a serious incident e.g. a fight, staff should:
- make their presence felt – "stop fighting, stop fighting";
- send for assistance;
- spell out sanctions, using the agreed behaviour scripts;
- remove the 'fuel' by clearing the 'audience' away;
- be a witness;
- intervene physically if confident and having assessed the degree of risk;
- not ignore or walk away.

Stage 3: Crisis

If a pupil is in crisis a guide, hold or restraint will need to be applied, dynamic risk assessment should take place. Walkie Talkie to a member of SLT /phone call for help to the office should be made.

Scripts (for adults)

When restraint is being used help should always be offered by another adult. Asking for or

accepting help should never be seen as a failure. There are two scripts:

1.The 'help' script

Can I help? This means help is available

'You can help by...'

2.The 'more' script. At times the person involved in the restraint may not be in the best place to make the decision. The 'more' help script will be used. 'More' is the code for 'it is time for a change'. At this point the person offering help takes charge of the situation.

3.'Can I give you more help?' This is not a question, this is an indication that the person must swap, response should be: 'What do you suggest?'

The person offering help needs to give a clear direction e.g. 'I would like you to....''I would like you to go and....let me sit with....'

Stage 4:

As a pupil is moving out of the stage 3 crisis stage, a co-ordinated reduction of restraint should be used, until the pupil is calm. There should be an awareness that if this is done too quickly the pupil may loop back into crisis mode.

Stage 5:

After a restraint has taken place, some pupils will need time to rest, perhaps have water, build relationships. A pupil should not be left alone during this point.

Stage 6:

After any restraint, once calm, the pupil should be involved in reflecting on the event and a risk assessment completed by the member of staff to minimise the chance of restraint needing to be applied again. Refer to Appendix D.

Support, reassurance and monitoring will be provided to the child and members of staff involved. A debrief for all staff involved will take place with a senior leader. Appendix E.

Core Team will be involved in the process and parents will be informed that day.

Any incident of physical intervention will be recorded before the start of the next school day on the 'Record of Physical Intervention' form. See Appendix F.

Children with SEN or medical conditions

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, we will consider the risks carefully and recognise the additional vulnerability of these groups. We will also consider our duties under the Equality Act. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, we can

reduce the occurrence of challenging behaviour and the need to use reasonable force.

What happens if a pupil complains when force is used on them?

All complaints about the use of force should be thoroughly, speedily and appropriately investigated by the Head teacher. or a member of the Core Team.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

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 must not be an automatic response when a member of staff has been accused of using excessive force. We will refer to our Model procedure for schools responding to allegations of abuse made against teachers and other school staff Where an allegation of using excessive force is made against a teacher, this guidance makes clear that a person must not be suspended automatically, or without careful thought.

Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

Governing bodies should always consider whether a member of staff has acted within the law when reaching a decision on whether or not to take disciplinary action against the member of staff. As employers, we have a duty of care towards our employees. It is important that we provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

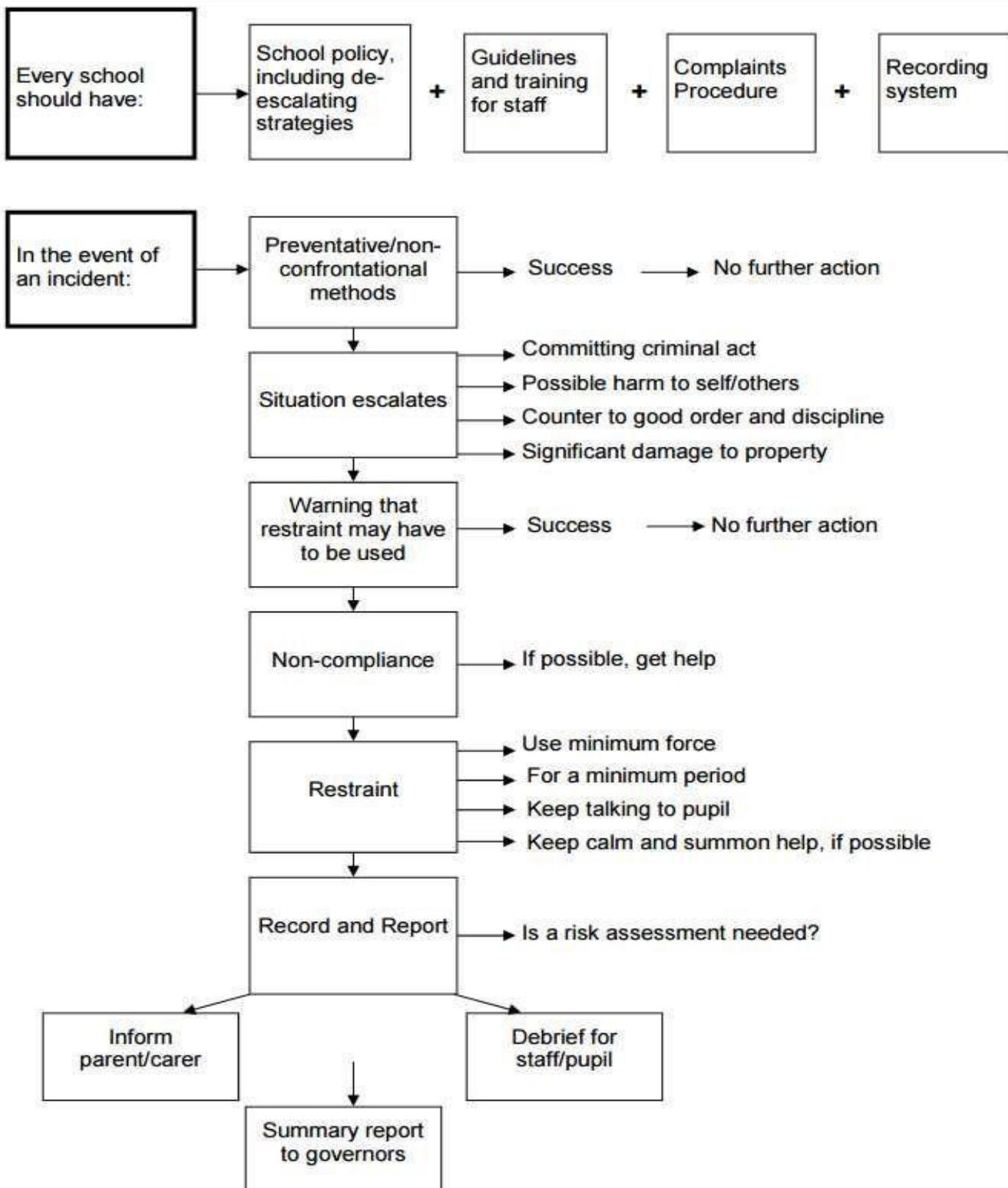
What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

If a member of staff is unclear about any aspects of this policy, they must seek the advice of a member of the Core team.

Appendix A: Flow chart for use of physical intervention



Appendix B: Non-Physical Crisis Intervention Techniques

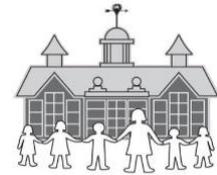
Do	Don't
appear calm and relaxed	appear afraid and unsure of yourself; appear bossy, arrogant; assume an "I don't give a damn about you" attitude
keep the pitch and volume of your voice down.	raise your voice
feel comfortable with the fact that you are in control (if you control yourself, you control the situation); project a calm assured feeling that you will see the situation through to peaceful end no matter what happens	appear to expect an attack (or you will have one)
talk <u>with</u> the pupil	give commands; make demands
be very matter of fact if the pupil becomes agitated; be sensitive and flexible; be flexible yet consistent; be aware of body language; monitor breathing (chest movements) which can telegraph aggressive responses	make threats (Especially any that you are not absolutely sure that you can carry through!); maintain continuous eye contact; gesticulate (this may provoke confrontation)
stay close to the pupil and attend to him/her	turn your back or leave; invade the pupil's personal space
be patient; if a pupils agitation increases to the verge of attack: * Acknowledge his/her feelings; * Continue with a matter of fact attitude; * Always leave the pupil an avenue of escape	display emotion; argue; corner the pupil physically or psychologically
where possible, remain seated as long as the pupil does; avoid crowding	get up and move towards the pupil
stay near him/her, about one arm's length away; stand to one side; give the pupil more space if appropriate	give up
seek to relax your muscles and keep them under control.	tense your muscles

Appendix C: Incident reporting form: Use of Physical Intervention

This form should be completed following an incident involving Physical Restraint and kept by the school for future reference. A record of the incident must also be entered on SIMS Behaviour Log.

Incident Reporting Form: Use of Physical Intervention	
Name:	Class:
Date:	Time:
Description of incident: Verbal abuse, threatening behaviour, refusal, kicking, punching, bullying, fighting, other	
Staff and students Involved:	
Why was Physical intervention necessary? Clearly define the circumstances that led to the incident, describing the student's behaviour, the danger perceived, and the physical intervention/team teach techniques used.	
Was the pupil, staff members injured?	
Witness to the incident statement	
Reporting and recording (tick as appropriate)	
<input type="checkbox"/>	Recorded online, Ealing accident form Parent/Carer contacted
<input type="checkbox"/>	Recorded on SIMS Police/others contacted <input type="checkbox"/> Safeguarding
<input type="checkbox"/>	concerns recorded on MyConcern
Signature of member of staff reporting	
Signature of Head teacher	

Appendix E: Team-Teach plan for individual child.



Name:	Class:	Date:	Review Date:
Triggers situations ¹ :			
Time:	Places:	Activities:	People:
What the behaviour(s) looks like:			
What the behaviour sounds like:			
Preferred support strategies (where non-physical interventions have proved successful what does the child like?)			
Medical or emotional conditions to consider			
Preferred strategy			
Post incident restoration structure			
Reporting required:			
Monitoring arrangements:			
Those involved in agreeing plan:			
¹ Must be added to SEN Learning Plan			

Appendix F: Debrief

Leader:	
Staff Involved:	
Child :	Class :
Describe the incidents that led up to the physical intervention	
What was the decision making process for using physical intervention ? Was the flow chart followed?	
Does this child have a current risk assessment and team-teach plan? Was this plan followed?	
What changes need to be made to current plan? Reflection	
What can be done to reduce the risk of physical intervention in the future? Risk assessment - Team-teach plan - Staff training –	
Involvement of another adult/agency? Who?	
Staff and pupil well-being	
Was/is any first aid required? If so has the Ealing accident online form been completed?	

