

Keir Hardie Primary School & Children's Centre



Policy on the use of Physical Intervention

Reviewed:	Autumn 2017
Date of Next Review:	Autumn 2018

Policy on the use of Physical Intervention

This policy was reviewed by the co-ordinator

Print Name Neerasha Singh

Signature: *N. Singh*

Date: 19.09.2017

This policy was reviewed by the Head Teacher

Print Name

Signature

Date

This policy was reviewed and agreed by the Chair of Governors

Print Name

Signature

Date

Policy on Using Physical Intervention

Rationale

The aims of this policy are to:

- Assist staff to maintain a safe and secure environment in school¹ so that learning can take place.
- Protect all pupils in school against any form of physical restraint which is either unnecessary or inappropriate or excessive or unlawful.
- To protect staff and minimise the risk to staff of any accusation of improper conduct towards a pupil

The school has a Behaviour Policy. Please refer to the policy for information.

Pupils with Known Behavioural Difficulties

Children with Special Educational needs are identified through the procedures outlined in the Special Educational Needs Policy.

If a pupil begins to show a tendency towards disruptive or violent behaviour, even if they are not on the Inclusion register, then a risk assessment will also be carried out on that pupil. The risk assessment will be carried out by a senior teacher in collaboration with the class teacher, and may involve the Learning Mentor and the Head or Deputy headteacher.

If a class teacher feels that a pupil needs a risk assessment then they should inform the SENCo and agree a time to prepare the risk assessment. The purpose of the risk assessment is to identify the potential hazards which the pupil presents and detail the action which needs to be taken to deal with the behaviour.

The aim is to keep the use of restrictive physical intervention with any pupil to a minimum.

Principles of Physical Intervention

The general principle is that the use of physical intervention should, wherever possible, be avoided. Before using physical intervention, staff should always attempt to use diversion or diffusion to manage the situation. However the Education Act 1996 allows all teachers to use reasonable force to prevent a pupil from:

¹ Please note: 'School' refers to KH Primary School and KH Children's Centre

- Acting in a way that is counter to maintaining good order and discipline at the school
- Injuring another child or adult
- Exposing themselves to danger, including attempting to run out of school
- Damaging property
- Committing a criminal offence

If physical intervention is deemed to be necessary then:

- It should be an exceptional circumstance.
- It must be used in ways that maintain the safety and dignity of all concerned.
- It should be both reasonable and proportional to the circumstances and be the minimum necessary to avert injury or damage to property. In all cases there should be the minimum use of physical restraint. There should be no unnecessarily rough handling or shaking of the pupil.
- It should be sensitive to the cultural expectations of pupils and their attitude towards physical contact.
- It should avoid any contact that might be misinterpreted as sexual.
- It should be applied for the shortest period of time.

Examples of acceptable forms of physical intervention are:

- A safe holding tactic by which a pupil is restrained until he/she calms down.
- Physical removal of a pupil from one place to another.
- Removing a weapon or dangerous object from a pupil.

Applying Physical Intervention

Physical Intervention

Intervention will always be used as a last resort. It can be applied immediately if:

- 1) The pupil is assaulting or injuring another person.
- 2) The pupil is injuring himself.
- 3) The pupil is putting himself/herself into danger (e.g. attempting to run away).
- 4) The pupil is damaging property.

Please note: Should the child be attempting to run away avoid restraining him/ her.

Where a pupil is deliberately refusing to cooperate or refusing to follow instructions then the teacher or member of staff should:

- 1) Give clear instructions to the pupil as to what is required of them.
- 2) Give the pupil a warning of the consequences of not complying with the request from the teacher.
- 3) Give the pupil time to reconsider and conform to the request.
- 4) Keep calm and remain in control of the situation.

- 5) Send another adult or responsible pupil to bring an appropriate member of staff. This could be the headteacher, the deputy head teacher, the year leader, the Inclusion Manager or the person named in the child's risk assessment (if there is one). This member of staff will go through these steps again when they arrive and attempt to persuade the child to accompany them and leave the room.

If a pupil still refuses to comply then the staff members should make an assessment as to whether physical intervention will succeed. If an older child is involved then he or she may be physically bigger and stronger than the adults and physical intervention would be very difficult. The senior member of staff should make an assessment of the situation and decide whether to physically intervene or follow another course of action. This could be:

- Remaining by the pupil and giving him/her further time to calm down and reflect on the situation.
- Remaining by the pupil and arranging for the pupils' parents to be contacted and asked to come to school to deal with the incident.
- Removing other pupils to another room while the pupil calms down, if they are felt to be in danger. In this case there should always be two members of staff with the disruptive pupil

Parental Involvement

If a member of staff deems it necessary to use physical intervention with a pupil then the head teacher or deputy head teacher must be informed immediately. The head or deputy will decide if the parent should be asked to come to school and take the pupil home. In all cases of physical intervention the parents must be informed on the day of the incident and given an explanation of the incident.

Recording Instances of Physical Intervention

Often, the Headteacher or Deputy Headteacher will have been involved at an early stage in dealing with an incident or extreme behaviour and will have sanctioned the use of physical intervention. If not, a member of staff who has used physical intervention with a pupil must immediately report the incident to the head or deputy. The Head or Deputy will ask the member of staff to make a written report on the incident. This should include:

- Name of the pupil and date of the incident.
- The location and time of the incident
- The circumstances and significant factors leading up to the incident
- A description of the pupil's behaviour
- Strategies used to control the behaviour
- The reason for using physical intervention
- A description of the physical intervention used
- Whether the pupil, other pupils, or staff experienced any injury

Responsibilities:

Headteacher

It is the responsibility of the head teacher to regularly review this policy and monitor incidents of physical intervention.

It is the responsibility of the head teacher to regularly review the Behaviour Policy in order to promote good behaviour and ensure that there are clear guidelines for dealing with bad behaviour.

Class teachers

It is the responsibility of the class teachers to inform the Inclusion Manager if there is a pupil in their class who is displaying extreme behaviour and to work with the Inclusion Manager to draw up a risk assessment.

It is the responsibility of class teachers to monitor the risk assessment and arrange with the Inclusion Manager for review when necessary.

Class teachers will be responsible for informing teacher assistants and other staff who work in the classroom of the risk assessment.

Inclusion Manager / SENCo

In collaboration with the class teacher, the SENCo will write risk assessments on children who are identified as extremely disruptive or violent. The SENCo will copy risk assessments to all staff who may work with the child. This will usually mean all the teachers, teacher assistants and learning support assistants who work in the learning group, including lunchtime supervisors.