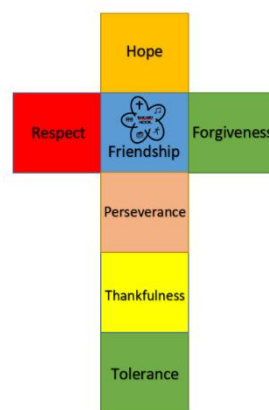


Garton on the Wolds CE Primary School Physical Intervention Policy

Respect, Aspire, Achieve



Our School Vision is to work as a community within the school's Christian ethos. We learn about world faiths alongside our Christian

Values to work towards creating an Outstanding school where all can flourish. Through the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.

Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we enable and equip each child to "I have come that they may have life, and have it to the full" (The Gospel of John – Chapter 10, verse 10).

We will realise our Vision by:

- demonstrating, as a Church school, our Christian values in action
- consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- a partnership of pupils, teachers, parents, governors and the local community
- Targets are challenging and achievable.

Our Values

Our Values are at the heart of our school vision and are illustrated in the Cross and shared with children on a regular basis, in Collective Worship and reinforced through our teaching and every day school life.

We established these in collaboration within our school community.

Our values can be said to be 'Human Values' and inclusive for all. As a Church of England school, however, we have rooted these Values in our Christian beliefs and in stories from the Bible making it particularly memorable for children.

Physical Intervention Policy

Overview

This policy is designed to:

- Provide the basis for a whole school approach to the use of reasonable force to restrain or control pupils;
- Assist the maintenance of good relationships between teacher and learner, and between school and the pupils' homes.

It is the responsibility of the Headteacher to ensure that any incidents of physical intervention comply with this policy. Local Authority guidelines and government legislation should be referred to for guidance:

- Department for Education Use of Reasonable Force – advice for headteachers, staff and governing bodies July 2013 reviewed July 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

- Positive environments where children can flourish Ofsted March 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/693446/Environments_where_children_can_flourish.pdf
- Keeping children safe in education September 2022
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf

This policy should be read alongside the Behaviour and Anti Bullying Policy.

The policy will be reviewed every third year, or sooner in response to a review of an incident or updated Department for Education or East Riding of Yorkshire City Council guidance.

This policy will be shared and reviewed with all staff, and published on the school's website for parents.

Rationale

At our school our Christian ethos of 'respect, aspire and achieve' underpins our values for equipping children with the skills that will enable them to positively contribute to society. We believe that the key factors that enable a child to reach their full potential are a whole school approach to behaviour, learning and teaching, a mutual respect and trust for all members of the school community within a positive, safe and caring environment. We believe that good behaviour is a necessary condition for effective teaching and learning to take place. On occasion, a pupil may behave in a way that may require reasonable, proportionate and necessary physical intervention, to prevent them from injuring themselves or others, damaging property, committing an offence and to maintain good order and discipline in the classroom.

At no time will force ever be used as a punishment, as this is unlawful.

Definitions

- **Reasonable Force**-this term covers the broad range of actions used by school staff that involves a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances where a pupil needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed.
- **Control** means 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 a classroom.
- **Physical intervention** is any method of physically intervening to resolve a difficult or dangerous situation, and is not necessarily physical restraint e.g. positive handling strategies – guides and escorts.
- **Restrictive physical intervention** (sometimes referred to as restraint) is defined as when a member of staff uses force with the intention of restricting a child's movement against their will.
- **Restrictive physical intervention should be used as a last resort** to support children at a time of crisis and should be avoided wherever possible. It is never a substitute for good behaviour management. Other methods (such as defusing conflict, non-physical calming etc.) of managing the situation should always be tried first, unless this is impractical. Any physical intervention should only be used when there is no reasonable and less intrusive alternative that will achieve the desired goal.

The option of physical intervention

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

Restrictive physical intervention may be a legally defensible response (Educations and Inspections Act, Section 93 (2006):

- where there is a risk of injury to self and /or others;
- where there is a risk of significant damage to property;
- where a child is behaving in a way that is compromising good order and discipline;
- to prevent the committing of a criminal offence.

Physical intervention should only be considered as an option if:

- calming and defusing strategies have failed to de-escalate the situation;
- the response is in the paramount interests of the child;
- not intervening is likely to result in more dangerous consequences than intervening.

Searching pupils without consent

The Violent Crime Reduction Act (2006) allows the use of 'reasonable force' and the Education Act 1996 gives the Headteacher and authorised staff the general power to search pupils without their consent, 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 property.

This applies to headteachers and staff authorised by them where they have reasonable grounds for suspecting that a pupil has a weapon.

However, it would be sensible **not** to search when resistance is expected, but rather to call the police. Force **cannot** be used to search for other items banned under the school's own rules.

At Garton on the Wolds CE Primary reasonable force may be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction and to do so and they are at risk to their or others safety.
- Prevent a pupil behaving in a way that disrupts a school event or a school visit and affects the safety of themselves or others around them.
- 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
- Restrain a pupil at risk of harming themselves through physical outburst.
(Use of Reasonable Force DfE July 2013- revised July 2015)
- Garton on the Wolds CE Primary has a legal duty to make reasonable adjustments for disabled children and children with special educational needs and disabilities (SEND).
- The school does not require parental consent to use force on a pupil but will always report to a parent where force has been used – see below for procedures.

Where used, physical restraint must:

- never be entered into lightly;
- involve the minimum force necessary;
- be used to de-escalate a potentially dangerous situation;
- be applied only until the immediate threat has passed;
- support the child to maintain self-control;
- not be used offensively as a threat or a punishment;
- not inflict pain;
- be administered calmly and rationally and not in response to anger or frustration;
- be the result of a professional judgement about the child's safety, taking account of the age and ability of the child;
- be in the best interests of the child and not for the convenience of staff
- not be a substitute for a positive intervention/ behaviour management programme;
- be planned; an emergency response is only justified on the first occasion;
- always be the last resort (i.e. all means other than force were attempted and found to be insufficient).

A child should always be monitored for health and safety during physical restraint. Holds should stop immediately if the following signs are noted:

- difficulties in breathing;
- sudden change in colour of skin;
- vomiting.

Authorised Staff

Teachers have a duty of care to maintain good order and safeguard children's health and safety. However, teachers are not under a duty to run risk of serious personal injury by intervening when it is not safe to do so.

In this school any staff member who has charge of children is authorised to use reasonable force of physical intervention as set out in this policy and has taken the Team Teach training in positive behaviour management within the last two years.

However, in an emergency or a case of self-defence everyone has the right under the Criminal Law ACT (1967) to use 'reasonable force' to defend themselves or others against attack.

Procedures for Reasonable Force

A calm and measured approach to a situation is needed and teachers should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the pupil. It should be used as a positive strategy in order to regain control of a young person who has temporarily lost control of him/herself, to the detriment of the maintenance of good order and/or their own or others' safety.

Before intervening physically a teacher should, wherever practicable, tell the pupil who is misbehaving to stop, and what will happen if he or she does not.

Throughout the incident, the trained staff should continue attempting to communicate with the pupil, using supportive calming techniques, and should make it clear that physical intervention will stop as soon as it ceases to be necessary.

Team Teach trained staff will use de-escalating strategies (Appendix 3), when initially attending an incident.

If the child continues to put themselves and others at risk, then the member of staff will consider, after risk assessing the situation, whether it is **reasonable, proportionate and necessary** to use physical intervention.

Physical intervention can take several forms. It might involve staff:

- Physically interposing between pupils;
- 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;
- Pulling;
- Leading a pupil by the hand or arm;
- Leading a pupil with gentle pressure by placing a hand in the centre of the back;
- Blocking a pupil's path;
- Holding.

Holding techniques should take account of the following:

- airway- no obstruction of airway
- breathing – no restriction of chest area
- circulation- no pressure on arterial pressure points
- avoid pressure on joints
- Good body alignment

The following should never happen:

- No face down holding
- No kicking, slapping/ punching, tripping or holding by hair.

The following restraint techniques **must not** be used, as the Physical Control in Care Medical Panel 2008 identified that they pose an unacceptable risk to children. No staff in this school are trained in any of the below techniques.

- The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
- The 'double basket-hold' which involves holding a person's arms across their chest
- The 'nose distraction technique' which involves a sharp upward jab under the nose.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. Team-Teach techniques seek to avoid injury; however it is possible that bruising or scratching may occur accidentally to either pupil or member of staff supporting them. These are not necessarily as a failure of professional techniques, but a regrettable and infrequent side effect of attempts to keep people safe. There will always be a verbal check of injury after physical intervention and any injury will be treated and recorded on a skin map, on appropriate incident form. HS1 and/ or HS2, these will be sent to the LA.

It is the duty of all staff to offer appropriate support during or after a physical intervention or serious incident.

Risk Management

An **individual behaviour management plan (IBMP)** must be in place for a child who requires physical restraint on more than one occasion. Any behaviour management plan should include a Risk Assessment (Appendix 2) and a Positive Handling Plan. The school will seek advice from East Riding Psychology Service regarding the behaviour management of children who are exhibiting challenging behaviour and request a CBC meeting (Challenging Behaviour Consultation). Broadly, this plan should include:

- **Preventative measures**- to reduce the risk of challenging behaviour occurring, or to reduce its intensity and duration if it has started.
- **Proactive measures**- to support the pupil effectively and prevent difficulties emerging.
- **Early intervention**- to decrease the likelihood of difficult behaviour occurring and measures to minimise the effect of the risk.
- **Planned measures**- to manage the pupil and others safely when difficulties arise. This should include a risk assessment and a positive handling plan

For further guidance on completing a risk assessment (Appendix 2) or a positive handling plan.

Procedures for when Restrictive Physical Intervention (restraint) has been used

When a child has been restrained due to a serious incident, this must be reported to the Headteacher immediately.

The effects of an incident of physical restraint should be monitored and support provided to the child or staff, as needed.

Physical Interventions

On occasions where force is not necessary and the child exhibits no resistance, then a written record is not necessary as it is part of de-escalation to a situation, so a physical intervention can be avoided e.g. guides/escorts.

Recording and reporting for Restrictive Physical Intervention

A written record should be completed as soon as possible, **and always within 12 hours of the incident** in order to:

- ensure the policy guidelines are followed;
- inform parents;
- inform future planning as part of school requirement processes;
- prevent misunderstanding or misinterpretation of the incident;
- provide a record for any future enquiry.

A written record of any occasion where **force** is needed should be recorded on the 'Restrictive Physical Intervention' RPI record form (Appendix 1).

- names of staff and child involved;
- reason for using physical intervention rather than other strategies;
- type of physical intervention used;
- date and duration of physical intervention;
- completion of the restrictive physical intervention (RPI) Record Form will provide the above information (Appendix 1).

The Head teacher will ensure that the member of staff attends a debriefing after the incident to ensure the policy was adhered to and to ensure further support (medical/ emotional/ OT) is offered, as needed.

Incidents involving the use of force can cause the parents of the pupil involved great concern. **The school will inform parents when a serious incident has resulted in physical intervention involving their child** (unless there are clear reasons not to inform parents due to potential harm to the child in which case EH&SH will be informed). The Head teacher, or member of staff to whom the incident is reported, will need to consider whether that should be done straight away or at the end of the school day, and whether parents should be told orally or in writing.

Where a parent wishes to make a complaint with regards to physical restraint the school's complaints procedure will be used and the Head teacher will inform HR.

Training

Where an Individual Behaviour Plan, risk assessments (Appendix 2), or outcome of a EP led 'Challenging Behaviour Consultation' include appropriate and planned use of restrictive physical intervention, at least one member of the Senior Leadership team will have completed detailed physical restraint training through East Riding Local Authority or another recognised provider (Team Teach). This will be updated every 3 years to ensure up to date techniques are used or sooner where an individual plan is updated.

Further guidance for staff

- Provided staff have followed the recommendations in this policy and East Riding Physical Intervention Guidelines for Schools October 2011 and acted in a professional, considered and informed manner

with the child's best interests being paramount, East Riding of Yorkshire Council will support their actions.

- Teachers and support staff in schools do not have a duty to run the risk of personal injury by intervening where it is not safe to do so.
- Injuries to staff should be reported to Occupational Health Service in order to seek advice on appropriate medical support.
- If there are concerns regarding Health and Safety regulations regarding violent incidents, reference should be made to 'Prevention of Violence and Intimidation at Work' Safe Working Procedure No. 28.

Other Physical Contact

In line with DFE guidance July 2013 on reasonable force page 6, our school does not adopt a 'no contact' policy. 'There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.' Staff are advised to avoid any physical contact if a situation arises where they find themselves on their own with a child. However, if the child is acting in a way to harm themselves, or the adult in attendance then the adult has a duty of care to intervene.

Page 8 states; 'There are occasions where physical contact, other than reasonable force, with a pupil is proper and necessary'. However, staff should be aware of the context of how and when this contact takes place to limit the risks that it could be mis-interpreted by the child or others.

The Intimate Care Policy should be read alongside this guidance on appropriately dealing with intimate care situations.

Examples where contact with a pupil might be proper and necessary:

- Holding the hand of the child at the front/ back of the line when the class is moving around school or when walking together around school or on an offsite visit;
- When comforting a distressed pupil, however offering a hug would not be appropriate;
- 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;
- To give first aid.

Complaints

If a child and /or his/ her parents wish to make a complaint about restrictive physical intervention used by a teacher or any other authorised person, they can complain to the head teacher in the first instance (or the Chair of Governors, if the head teacher is the subject of the complaint). The head teacher will seek advice from HR and the matter will be investigated under the relevant disciplinary procedure. Complaints will be dealt with in line with the school's complaints policy.

Policy Written By	Senior Leadership Team and Governing Body
Approved By Governors	October 2022
Review Date (Or before if necessary)	September 2025

APPENDIX 1

Garton on the Wolds CE CE Primary School

RESTRICTIVE PHYSICAL INTERVENTION (RPI) RECORD

1	RPI Number					
2	Pupil Details					
Forename:			Class:			
Surname:			Year Group:			
Age/DOB :			Child looked after (Y/N):			
			Child SEN (Y/N)			
Local authority			East Riding of Yorkshire			
3	Incident Details/RPI					
Date:						
Location:						
Duration of RPI:			Start time:		End time:	
4	Staff Involved					
Staff member		Observer		Signed		
		Team				
		Teach				
Staff member		Observer		Signed		
		Team				
		Teach				
Staff member		Observer		Signed		
		Team				
		Teach				
Staff member		Observer		Signed		
		Team				
		Teach				
5	Incident: (Factual report)					
What was happening before?/triggers/de-escalation technique						
6	Medical check and injuries					
Medical check carried out by (initials)			Pupil (Yes/ No):			
			Staff (Yes/ No):			
Brief description of any injuries: (See HS2/medical log for further details)						

Garton on the Wolds CE Primary School
RESTRICTIVE PHYSICAL INTERVENTION (RPI) RECORD

7	Reason for Physical Intervention			
Overall level of risk: (Please tick)		High	Medium	Low
Risk of injury to staff / student				
Other students liable to injury				
Property about to be damaged/being damaged				
Good order compromised				
Student trying to abscond				
Significant disruption to others education or well being				
8	De-escalation Techniques used (Please tick)			
Advice / Support			Touch	
Firm clear directions			Calm talking / stance	
Negotiations			Time out	
Limited choices			Reminders about consequence	
Distraction			Other:	
Planned ignoring			Other:	
9	Physical Intervention strategies used (please tick)			
OTHER			ESCORTS	
Caring C escort			Single elbow (1 person)	
Wrap			Single elbow (2 person)	
Seated or floor (T) wrap			Single double elbow (1 person)	
Half Shield			Figure of 4 (2 person)	
Cradle hold			Double elbow (2 person)	
			Seated single elbow (2 person)	
Other			Escort to seated	
Independently to ground			Taken to ground by staff	
If other hold <u>or</u> escort to seated, please describe				
10	Information shared (Please initial)			
Parents / carers (by whom and how)				
Social worker			Medical staff (who)	
Police			Local authority	
Chair of Governors			Other:	
11	Supporting records completed			
Recorded on child concern log			Racial incident form	
Accident form HS1			CP form (body map)	
Violent incident form HS2				
12	Do you feel you require further training or support?			

Garton on the Wolds CE Primary School
RESTRICTIVE PHYSICAL INTERVENTION (RPI) RECORD

13	Why do you think this action was in the best interest of the pupil? (REASONABLE, PROPORTIONATE AND NECESSARY)						
14	How can we reduce the likelihood of need to physically intervene in the future?						
Date of most recent Behaviour Response Plan							
Does the individual Behaviour Response Plan need to be reviewed? Y/N							
15	RPI reported to (tick)						
Head		DSL/D DSL		Assistant Head		Senior Leader	
Signed: (staff member reporting/completing form)							
Designation/Post held:							
I confirm that I have read this form. Signed (Head teacher):							

Appendix 2

RISK ANALYSIS FORM

Name of Pupil:_____ DOB: _____ School:_Date of Risk Analysis: _____

RISK IDENTIFICATION			RISK ANALYSIS*		PRIORITISATION			RISK MANAGEMENT		WHO/ WHEN
There is a risk that ...	Where	When	Likelihood A – E	Impact 1 - 5	High	Medium	Low	Precautions already taken	If further action needs to be taken – Update Individual Behaviour Response Form	
1.										
2.										
3.										
4.										
Other Agency Involvement Currently:										
Form Completed In Liaison with:										
Shared with:					Head Teachers' Signature			Review Date: Review Group:		

* LIKELIHOOD: 'A' Very High; 'B' High; 'C' Significant; 'D' Low; 'E' Very Low

* IMPACT: '1' Catastrophic; '2' Critical; '3' Significant; '4' Marginal; '5' Negligible

Guidelines for Physical Intervention

All colleagues must follow the Physical Intervention policy.

95% De-escalation techniques and strategies to be used in the first instance.

If a Team Teach colleague is called to a situation, they must use de-escalation strategies. This will sometimes involve keeping quiet, when they cannot think of anything helpful to say, rather than inflaming the situation or following the agreed script (see below.)

In all cases refer to the behaviour response plan for each child.

Examples of de-escalation techniques

- Firm clear directions - re-assuring physical contact
- Negotiations - Calm talking/stance
- Limited choices -Time out
- Distraction - reminders about consequences
- Planned ignoring

For example you will speak in a **calm**, reassuring way and use the following **script**:

- Child's name
- I can see that...
- I am here to help...
- Talk and I will listen.
- Come with me and we can...

De-escalation approaches

Remember not to discuss with your colleague what has happened over the top of the child as this could inflame and aggravate the behaviour that you are trying to calm.

It may be necessary to swap with the adult who has been working with the child, so that the child and adult can calm separately. This does not mean that the adult leaves, however they are to remain at a distance. They are the child's 1:1 support; you are there to calm the situation.

Once the child is calm then the adult will need to re-integrate and discussion can be held with the child at a later time about the unacceptable behaviour. Remember that some children take a long time to calm on the 6 stages of crisis. and can spike up again quickly, if discussions are held too quickly after the incident.

5% Restraint procedure

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

Restrictive physical intervention may be a legally defensible response (Education and Inspections Act, Section 93 (2006)):

- where there is a risk of injury to self and /or others;
- where there is a risk of significant damage to property;
- where a child is behaving in a way that is compromising good order and discipline;
- to prevent the committing of a criminal offence.

Physical intervention should only be considered as an option if:

- calming and defusing strategies have failed to de-escalate the situation;
- the response is in the paramount interests of the child;
- not intervening is likely to result in more dangerous consequences than intervening.

When **responding to a call**, Team Teach colleagues must risk assess the situation.

- What danger is the child in?
- What danger is the adult in?
- Are you able to use de-escalation strategies?
- If not, why not?
- What hazards are there in the environment that can be removed?

Use of **Physical Intervention**.

The use of **physical intervention MUST be reasonable, proportionate and necessary**, to prevent a child from injuring themselves or others, damaging property, committing an offence and to maintain good order and discipline in the classroom.

Where used, physical restraint must:

- never be entered into lightly;
- involve the **minimum force necessary**;
- be used to de-escalate a potentially dangerous situation;
- **be applied only until the immediate threat has passed**;
- support the child to maintain self-control;
- not be used offensively as a **threat or a punishment**;
- not inflict pain;
- be **administered calmly and rationally** and not in response to anger or frustration;
- **be the result of a professional judgement about the child's safety**,

taking account of the age and ability of the child;

- **be in the best interests of the child and not for the convenience of staff**
- not be a substitute for a positive intervention/ behaviour management programme;
- be planned; an emergency response is only justified on the first occasion;
- **always be the last resort** (i.e. all means other than force were attempted and found to be insufficient).

As a child should always be monitored for health and safety during physical restraint, the adult who called the Team Teach colleague, must remain to witness and monitor the child if physical restraint is performed.

Holds should stop immediately if the following signs are noted:

- **difficulties in breathing**;
- **sudden change in colour of skin**;
- **vomiting**.

Only these strategies will be used:

- Caring C when moving children to a safe place. (small children)
- Single or double elbow when moving children to a safe place (small or large children, especially if a child lifts their feet)
- T-Wrap and sitting t-wrap if a child is hitting, biting, kicking, destroying the environment or threatening to hurt themselves.
- An adult will need to swap out with another Team Teach colleague, so the adult who is monitoring should ask for a second Team Teach colleague to attend, whilst the first colleague is with the child.
- Cradle hold one hand across body and one hand behind head (small children)
- A Figure of 4 will need two colleagues and will be used when behaviour is extreme.

Adults should not:

- drag children by one arm:
- use unnecessary pressure:
- talk to the children in an uncalm or threatening way:

All children, who have been physically restrained **MUST** be checked by a medical member of staff and recorded on RPI form. Body map to be completed if required.

Head teacher and or DDSL/Assistant Headteacher must be informed immediately. Parents informed as advised by Head or deputy.

A RPI form must be completed within 12 hours.

Child concern log must be completed and RPI number added 12 hours.

HS2 must be completed if a member of staff has been injured. Staff well-being and reactions to be discussed with Headteacher or Assistant Headteacher.

