

# St Edward's C of E Primary School

## Physical Intervention Policy

In school, Physical Intervention can take many forms and does not always involve restraint. Physical Restraint is rarely used and would be a last resort to safeguard **all** children and staff within the environment.

Physical Contact is generally used for four different purposes –**To regulate, reassure, redirect and restrain pupils.**

- **Redirection** can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil to a safe space by placing a hand in the centre of the back or using age appropriate strategies).  
**Regulation and Reassurance** refers to Positive Touch, intensive interaction and age appropriate nurturing strategies with a child that can support a child's sensory and or emotional regulation. (Positive Touch can include light and or deep pressure strategies such as stroking or a tight reassuring squeeze. Similarly, intensive interaction refers to the active modelling of desired behaviour for example sitting appropriately with peers.)
- When members of staff use '**restraint**' they physically prevent/ restrict a pupil from continuing what they were doing after they have been told to stop. The use of restrictive restraint techniques would only used in extreme circumstances.

### **Minimising the need to use Active Physical Contact and Restraint**

As the use of active physical contact and restraint should only be a last resort, our school minimises this possibility by creating a safe, orderly and supportive school environment that lessens the risk and severity of dysregulated behavioural outbursts by adopting positive behaviour management strategies. EDR (an accredited positive behaviour management training provider) has provided staff with de-escalation strategies that are always used in the first incidence.

**All school staff members have a legal right and duty of care** to use Physical Contact and **reasonable force** to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and safety.

Members of staff **should not** put themselves at risk. An individual would not be seen to be failing in their duty of care by not using Physical Contact and reasonable force to prevent injury, if doing so threatened their own safety.

### **Deciding whether to use Physical Contact and/or Reasonable Force**

Section 93 of the *Education and Inspections Act 2006* enables school staff to use **reasonable force** to prevent a pupil from:

- committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury or damage to property; 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.

**There is no statutory definition of 'reasonable force'**. Whether the force used is reasonable will always depend on the circumstances of individual cases. Deciding on whether the use of force is justified will depend in part upon the context in which the misbehaviour takes place. The force used must be proportionate to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour.

Some examples of situations where Physical Contact and/or reasonable force might be used are:

- to prevent a child from physically harming a member of staff, another child, or themselves.

- to stop a fight between two or more children;
- to prevent a child-causing deliberate damage to property;
- to prevent a child causing injury or damage by accident, by rough play, or by misuse of dangerous materials or object;
- to ensure that a child leaves an environment where the child persistently refuses to follow an instruction to do so to ensure safety;
- to redirect a child that seriously disrupts the learning and safety of others within the classroom setting, wider school community or offsite activity, such as a school visit.

The judgement on whether to use Physical Contact and what strategies to use should always depend on the circumstances of each individual child.

In the case of children **with SEN and or additional behavioural needs** where it is known that physical control and intervention is more likely to be necessary, an Individual Positive Behaviour Support Plan (PBSP) is created, based on specific needs and in response to the risks identified and created. This is reviewed regularly.

In these instances, parents/carers are made aware the individualised programme in place for their child and the increased likelihood and potential that the above strategies may be used to ensure transparency and best practice.

In the unlikely event that a child that **has not** been identified as requiring a Positive Behaviour Support Plan but **does** require Physical Contact or Intervention as their behaviour poses a significant risk to themselves, others or the environment a dynamic risk assessment of the situation will be completed and a proportionate response will be implemented by staff. The incident will then be reported, recorded and reviewed; and appropriate action plan will be drawn up.

## Recording, Reporting and Monitoring significant incidents

Procedures are in place for **recording, reporting, monitoring and informing parents/ carers of, significant** incidents where a member of staff has used Physical Contact on a child.

In determining whether incidents are **significant**, we consider:

- The child's behaviour and the level of risk presented at the time.
- The Physical Contact/ Intervention used and whether it was proportionate in relation to the behaviour.
- The effect on the child and or the member of staff.

Following an incident that resulted in Restrictive Physical Intervention:

- The staff member who used physical restrictive restraint would complete an entry in the numbered log book.
- A First Aider (that had not been part of the incident) would ensure any first aid is administered.

The Head teacher would also inform the parents/carers in writing of the following:

- The time, date, location and brief account of why the intervention was assessed as necessary in that instance.
- Brief account of what type of force was applied and the degree of force
- Details of any physical injuries sustained, if applicable.

## Post-incident support (for both staff and pupils)

Following an incident in which restrictive physical interventions are employed, both staff and pupils are given separate opportunities to talk about what happened, when ready, in a calm and safe environment. This reflective opportunity is designed to explore, discover and resolve the cause and effect on all parties involved. This process is **not** designed to apportion blame/punish.

If any injury or severe distress was caused to either party, immediate necessary attention would be given.

## Complaints and allegations

Should a concern, complaint or allegation arise regarding physical intervention, this would be addressed through the procedures outlined in the Complaints policy.