

Name of Policy: Physical Intervention	Version/Last Review Date: Oct 2018 (V2)
Statutory documents linked to policy: Use of reasonable force in school 2013	Previous review date: May 2013 (V1)
Other Policies linked to this policy: Child Protection Safeguarding Behaviour	Next Review Date: Oct 2021 (V3)
Governor Committee Responsible	People & Resource Management

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self-belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

Purpose of Policy:

- To establish clarity amongst Governors, staff, parents and pupils as to the circumstances in which physical intervention may be appropriate
- To describe what actions staff may take when incidents occur that may require the physical restraint of a pupil
- To define the procedures that must be taken immediately after any such incident.

Circumstances in which Physical Intervention may be Appropriate:

The policy of this school is that physical intervention will only be used if a pupil is:

1. Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
2. Injuring themselves or others
3. Causing damage to property (including the pupil's own property)

The First Priority is the Health and Safety of Pupils and Staff:

Preventative Strategies:

All staff should have a sound knowledge of the school's strategies for dealing with pupils who are distressed, angry or potentially violent. Techniques for calming pupils or re-directing their outbursts should always be used prior to the use of any physical contact.

Physical intervention will only be used in order for the school to carry out its duty of care towards the pupil concerned, other users of the building and property.

Staff faced with a situation where physical intervention may be required immediately should adhere to the following sequence wherever possible:

1. Send for help immediately (if not to help with the incident itself then to ensure that there are adult witnesses)
2. Appraise the situation quickly and honestly and decide whether or not it is controllable by oneself – especially in terms of physical strength
3. Send away any other pupils who may be at risk or who may be exacerbating the situation
4. Intervene non-physically as quickly as possible, using a calm voice and displaying a calm and authoritative demeanor
5. Try to interpose oneself between the protagonists (or between the protagonist and the object at risk) without using physical contact, and without putting oneself at risk
6. Use physical contact to restrain the pupil(s), bearing in mind the constraints listed below, whilst explaining in a calm and measured way why the action is being taken, and where the pupil is going
7. Continue to talk calmly and *non-judgementally* to the protagonist(s) while they regain their composure and become able to follow normal verbal instructions

Physical Intervention Techniques:

The school does *not* include a policy of training staff in particular physical intervention techniques, as these would be inappropriate to the age and physical development of the pupils, and to the type of incidents that occur in this school. It is considered better to identify types of physical intervention that should *not* be used on children (see below).

If physical intervention appears to be likely, staff should adhere to the following guidelines:

- Remove other pupils from the area immediately
- Whenever possible ensure that two members of staff carry out any physical intervention
- If the situation can be contained in the short term send for a senior member of staff
- Proceed as previously listed.

Do not use any of the following types of physical contact:

- Holding a pupil around the neck or by the collar or in any other way that might restrict the pupil's ability to breathe (this includes double arm locks)
- Twisting or forcing limbs against joints
- Tripping up a pupil
- Holding or pulling a pupil by the hair or ear
- Holding a pupil a pupil face down on the ground
- Holding a pupil in any way that may be considered to be indecent

School Procedures Following an Incident

If any incident takes place which requires physical intervention or the physical restraint of a pupil, the following actions should be taken:

1. The headteacher or most senior member of staff present on site should be informed immediately
2. The staff involved should complete a written report for the headteacher (see attached pro-forma)
3. The headteacher should make a decision as to the following issues:
 - Whether or not medical help is required
 - Whether or not the incident should be reported as a Child Protection issue
 - Whether or not to contact the police
 - When and how to contact parents
4. A record of the incident and a copy of any reports must be retained for future reference

NB If a complaint is made by parents/carers that the pupil concerned has been assaulted by a member of staff, Child Protection procedures should be followed automatically.

Physical Intervention Policy

Appendix 1 Positive Handling Plan

For assessing and managing foreseeable risks for children who are likely to need Restrictive Physical Intervention

School:

Name of Child:

Class group:

Name of teacher:

Name of parents/Carers:

Name of Support Service Member/s:

Identification of Risk	
Describe the foreseeable risk (ie what specific behaviours have occurred)	
Is the risk potential or actual? (ie has this happened before)	
List who is affected by the risk	
Assessment of Risk	
In which situations does the risk occur?	
How likely it is that the risk will arise? (ie how often has it happened before)	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by:

Signature:

Date:

Agreed Positive Handling Plan and School Risk Management Strategy		
Focus of Measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

Agreed by:

Date:

.....
(Parent/carer)

.....

.....
(Child - if appropriate)

.....
(Headteacher)

.....
(Class teacher)

.....
(Support Service Member/s)

.....

Communication of Positive Handling Plan and School Risk Management Strategy		
Plans and strategies shared with:	Communication Method	Date Actioned

Staff Training Issues		
Identified training needs	Training provided to meet needs	Date training completed

Evaluation of Positive Handling Plan and School Risk Management Strategy		
Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		
ACTIONS FOR THE FUTURE		

Plans and strategies evaluated by: **Title:**

Date:.....

WNA Restraint Incident Form

Pupil: _____

Date: _____

Time: _____

Location: _____

Description of Incident (attach separate report if necessary):

Signed: _____ (member of staff involved)

Senior member of staff informed: _____

Headteacher's checklist:

	Yes	No
Medical attention required for the pupil or other pupils?	<input type="checkbox"/>	<input type="checkbox"/>
Medical attention required for staff?	<input type="checkbox"/>	<input type="checkbox"/>
Reported as a Child Protection issue?	<input type="checkbox"/>	<input type="checkbox"/>
Parents contacted?	<input type="checkbox"/>	<input type="checkbox"/>
LA contacted?	<input type="checkbox"/>	<input type="checkbox"/>
Social Services contacted (for LAC)?	<input type="checkbox"/>	<input type="checkbox"/>
Police contacted?	<input type="checkbox"/>	<input type="checkbox"/>