



FOUNDRY COLLEGE

PHYSICAL INTERVENTION

Document Control Information

Version	DATE	DESCRIPTION
1	04/03/2014	Update to section 4 – NRE
2	03/03/2015	Updates to Summary and insertion of section titled “Alternatives to Physical Control”
3	13/09/2017	Minor amendments made
4	11/09/2018	Minor amendments made. Addition of SEN and Disabilities

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Committee	Resources
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1 SUMMARY

Central to this policy is the understanding that any physical Intervention used by staff must be in accord with the idea of “reasonable force” and used only as a last resort once all other strategies have been exhausted.

There is no statutory definition of ‘reasonable force’. Whether the force used is reasonable will always depend on the circumstances of individual cases. 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. The statutory power conferred by section 93 of the Education and Inspections Act 2006 is in addition to the common law power of any citizen in an emergency to use reasonable force in self-defence or to prevent another person from being injured or committing a criminal offence. Section 93 makes it clear that authorized staff may use force to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence.

Reasonable force may also be used in exercising the statutory power, introduced under section 45 of the Violent Crime Reduction Act 2006 (and re-enacted by Section 242 of the ASCL Act 2009), to search pupils without their consent for weapons. This search power may be exercised by headteachers and staff authorized by them, where they have reasonable grounds for suspecting that a pupil has a weapon. Reasonable force may be used by the searcher.

The term “physical restraint” is the “positive application of force with the intent of overpowering the client”. These are referred to as “Restrictive Physical Interventions” in national Guidance (DfES/DoH 29002/2003). A clear and consistent positive handling plan supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety. This policy document has been developed within the scope of the Use of force to control or restrain pupils (Guidance for schools in England April 2010).

2 ETHOS

- pupils will be taught within an atmosphere of co-operation and mutual respect
- boundaries and behaviour expectations are clear and appropriate (refer to Relationships / Behaviour Policy).
- pupils and staff are aware of the system of rewards and sanctions and positive behaviour is encouraged (refer to Relationship / Behaviour Policy)
- the needs of the individual will be acknowledged and respected, taking into account the diversity of experience, race, culture, disability, language, community and gender

3 EXPECTATIONS

- the College will provide a safe, positive environment
- the staff to be aware of the behaviour needs of each pupil
- pupils are encouraged to manage their own behaviour appropriately
- where necessary, pupils have a positive handling plan
- if a pupil is displaying difficult and challenging behaviour, the aim is to de-escalate the situation and maintain the safety of all the staff and pupils
- physical intervention will only be used rarely and as a last resort
- parents/carers, pupils and staff will be familiarised with the situations where physical intervention might be necessary

- all staff members will be required to undertake Team-Teach training
- until staff have been Team Teach trained, they MUST NOT use physical restraint techniques, but may use basic intervention techniques – i.e. a guide away
- all incidents will be recorded and logged in incident book
- pupils will be given the opportunity to reflect on the incident either immediately afterwards or the following day. This will be recorded.
- staff will be given the opportunity to discuss the incident and will be debriefed.
- parents/carers will be informed in the event of any physical intervention
- positive handling plans will be reviewed following an incident

4 SEN and DISABILITIES

Staff will work with parents and carers to plan positive behaviour support to reflect the individual needs of the pupil with SEN or disabilities or with medical conditions. They will consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

5 DEFINING PHYSICAL INTERVENTION

Any form of physical contact with the intention of containing the behaviour of a pupil. Physical intervention includes a range of actions from an arm around a shoulder to a restraint.

Physical intervention should only be used as a measure of control when there is a situation that involves.

- risk of serious harm to the pupil or other persons present
- serious damage to property is likely to occur

The decision on whether or not to use reasonable force to control or restrain a pupil is down to the professional judgement of the staff concerned and should always depend on individual circumstances. Physical intervention should be an act of care and control, not a punishment or form of discipline. It is the positive application of force with the intention of overpowering the pupil in order to protect a pupil from harming themselves or others or seriously damaging property. It must be emphasised that physical intervention must always be seen as the last resort.

The principles relating to the use of physical intervention may be summarised as below:

- i) staff should have good grounds for believing that immediate action is necessary to prevent a pupil from significantly injuring themselves or others, or causing serious damage to property
- ii) staff should take steps in advance to avoid the need for physical intervention e.g. through dialogue and diversion and the pupil should be warned verbally that physical intervention would be used unless he/she desists
- iii) a dialogue should be kept up with the pupil
- iv) use, whenever possible a member of staff who has an established relationship with the pupil so they can explain what they are doing and why
- v) a pupil may be successfully diverted from destructive or disruptive behaviour by being led away by the hand, arm, or by an arm around the shoulder
- vi) only the minimum force necessary to prevent injury or damage should be applied; physical restraint should only be attempted when there are sufficient staff
- vii) every effort should be made to secure the presence of other staff before using physical intervention. These staff can act as assistants and witnesses

- viii) as soon as is safe the physical intervention should be gradually relaxed to allow the pupil to regain self control
- ix) physical restraint should be an act of care and control; not a punishment
- x) physical restraint should not be used purely to force compliance with staff instructions when there is no immediate risk to people or property
- xi) it is important that the issues of age, gender, size, personal history and background and the relationship between the pupil and the staff involved are considered wherever possible
- xii) there must be care about the way in which a pupil is held to avoid any contact with intimate parts of the body
- xiii) when physical intervention is being used a staff member of the same gender should be present wherever possible
- xiv) if staff are not confident about their ability to contain a particular situation or type of behaviour, consideration should be given to involving the police

6 PHYSICAL CONTACT

- Staff should always maintain appropriate relationships with pupils
- Physical contact can describe a range of behaviours including appropriate demonstrations of affection; staff should not be deterred from consoling and comforting a pupil in distress
- Staff need to be aware of personal boundaries for themselves and the pupils

7 ALTERNATIVES TO PHYSICAL INTERVENTION

To reduce risk, staff should take effective action prior to or in place of physical intervention. They can:

- Show care and concern by acknowledging unacceptable behaviour and request alternatives using negotiation and reason.
- Give clear directions to pupils to stop
- Remind them about the rules and likely outcomes
- Remove an audience or take vulnerable pupils to a safer place
- Make the environment safer by moving furniture and removing objects which could be used as weapons
- Use positive touch to guide or escort pupils to somewhere less pressured
- Ensure that colleagues know what is happening and get help

8 PROHIBITED MEASURES

Staff should never take any action (physical or verbal) that is likely to cause pain or humiliation to a pupil.

- **Corporal Punishment**
Any application of force as punishment, including slapping, throwing objects, rough handling, pushing or punching is not acceptable
- **Deprivation of Food and Drink**
It is unacceptable to force a pupil to eat foods that they dislike, or deny them food of their choice as a form of punishment.
- **Intimate Physical Searches**

Intimate physical searches of pupils are totally unacceptable. Occasionally, and not as a punishment, a search of a pupil's clothing may be necessary – e.g. searching for a dangerous object.

9 RECORDING AND REPORTING OF INCIDENTS

- Staff must record all incidents of physical intervention. These forms and records are held centrally and signed by staff and management. This must be completed within 24 hours of the event and forwarded to the Headteacher.
- Significant incidents must be recorded and reported in line with Council and local procedures.

10 MONITORING

- staff should be clear about the expectations for informing management, parents and reporting and recording incidents
- the records will be checked monthly to ensure that they comply with policy and procedures and to monitor trends and practices
- there will be an annual review of practices and staff training needs
- a list of all staff authorised to use physical restraint, including their training expiry date, will be maintained
- all cases of physical intervention should be reported recorded and evaluated
- all young people involved in a physical intervention should have access to a debrief session, (a discussion about strategies that the pupil could use in the future) and a complaints procedure