



Physical Intervention Policy

Agreed:

Review Term: Autumn 2024

All staff at Fielding Primary School follow our Behaviour Policy. We believe that physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

This policy has been written in line with:

- Use of reasonable force, DFE July 2013
- Positive environments where children can flourish, Ofsted March 2018
- Reducing the need for restraint and restrictive intervention June 2019

On extremely rare occasions it may be appropriate for staff to intervene physically with or between pupils. All staff have a duty of care to pupils. To take no action, where the outcome is that a pupil injures him/herself, or another, including staff, could be seen as negligence. Any member of staff may restrain or restrict a pupil if they are acting in the best interest of children to prevent harm to the individual pupil or to prevent harm to others.

Unless the situation is urgent staff should seek assistance from appropriately trained staff, if such assistance is not available any response must still be reasonable and proportionate and should use the minimum force necessary in order to achieve the aim of the decision to restrain or restrict.

Occasions where intervention might be necessary:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- 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; and
- restrain a pupil at risk of harming themselves through physical outbursts.

We will not:

- use force as a punishment – it is always unlawful to use force as a punishment.

Any intervention will be a last resort and be proportionate, reasonable and appropriate, and be done with the aim to reduce not provoke. The flow chart in appendix A and non-confrontation

techniques, appendix B will be followed. If physical intervention is necessary an incident report form, appendix C will be completed.

Staff should NOT act in a way that might reasonably be expected to cause injury. This includes:

- slapping, punching, kicking or tripping a pupil;
- twisting or forcing limbs against joints;
- indecently touching, holding or pulling a pupil by the hair or ear;
- restricting airways,
- other than in circumstances that are exceptional, using reasonable force to hold a pupil face down on the ground.

Power to search

In addition to the general power to use reasonable force described above, the head teacher, deputy head teacher and assistant head teachers can use such force as is reasonable given the circumstances to conduct a search 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 to property.

Force cannot be used to search for items banned under the school rules.

Training

All staff receive up-to-date behaviour management training. The Head, Deputy Head, SENDCO and Childcare Manager are trained in de-escalation techniques and positive handling through Team Teach, this is updated every three years. In addition to this additional staff maybe trained where a risk assessment indicates it is needed.

Where Team Teach Techniques are used, the following should be noted:

‘Team Teach seek to avoid injury to the service user but it is possible that bruising or scratching may occur accidentally and these are not to be seen as a failure of the professional technique but a regrettable and infrequent ‘side-effect’ of ensuring that the service user remains safe.’

George Matthews – Team Teach Founder

Risk Assessment:

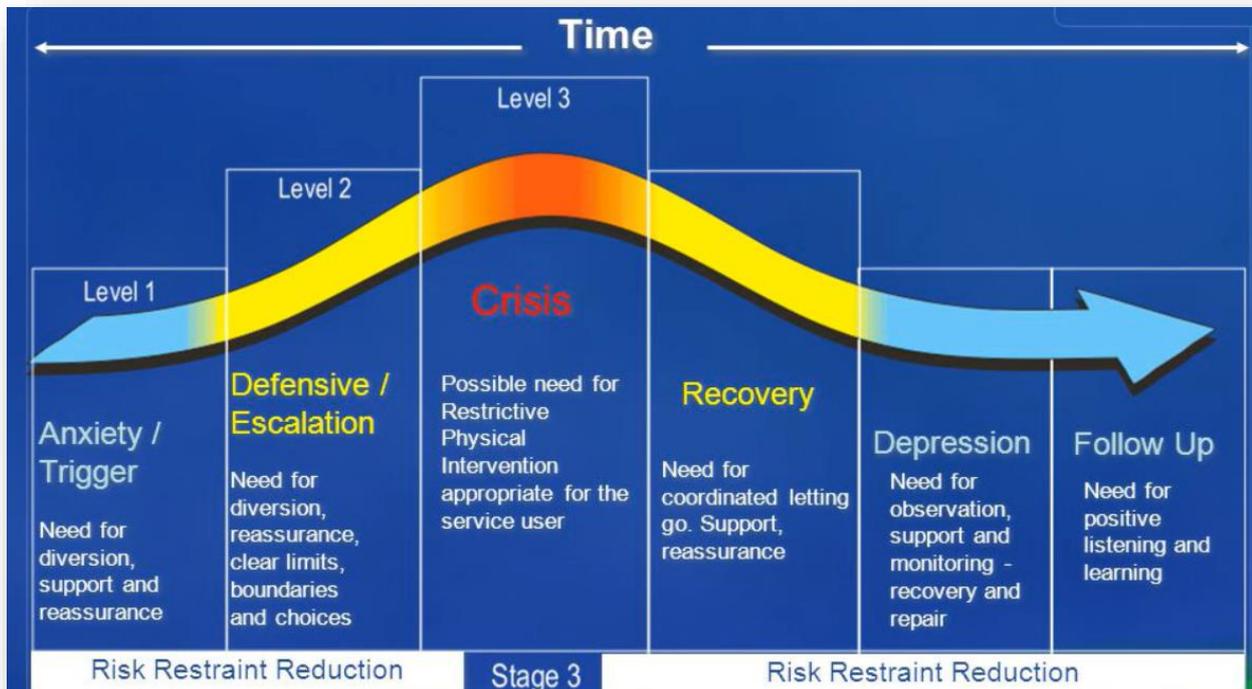
For pupils who display challenging behaviour and a for who a risk has been identified, a risk assessment will be carried out (appendix D) and a Team-Teach plan implemented, appendix E.

Advice for Staff - Managing a crisis situation

Behaviour is a method of communication. When pupils are in crisis, the actions and behaviour of staff can either reduce or inflame incidents. There are six stages of crisis. Appropriate action at levels 1 and 2 can de-escalate a situation 95% of the time. When assessing the situation and

making decisions, staff should always consider “What would I want somebody to do in similar circumstances if this was my child?”

Stages of crisis:



Stages 1 and 2:

Remaining **CALM** – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (calm) stance, i.e. not toe-to-toe, are recommended. Things to consider:

Communication

Stance-posture-gesture-facial expression-intonation-scripts

Awareness and Assessment

Reading behaviour –anticipating what might happen next-knowledge of handling plans

Listening and learning

Give time and space-allow pauses for take up time-give them a way out

Making safe

Objects-space-hotspots-safety responses

At stage 1 we will seek to use the Zones of Regulation. Pupils will be encouraged to identify and names their feelings and emotions, with adults supporting with visuals (lanyard or in class resources) to support. Pupils will be encouraged to dip into their ‘toolbox’ of strategies.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger (between personal and intimate space).

Staff should not physically stop pupils from leaving their room. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a pupil's exit.

Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger an animal chase response and drive the other person away. Where possible it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

Intonation - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation staff need to deliberately speak slower, lower and more quietly

Script (when talking to child):

- connect by using pupil's name;
- recognise the feelings;
- tell the pupil you're there to help;
- you talk and I will listen;
- give direction.

Diffusing body language responses:

- social distance;
- sideways stance, step back;
- intermittent eye contact;
- relaxed body posture;
- palms open, arms by side.

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows other person 'take up' time to make their own choices

In the event of a serious incident e.g. a fight, staff should:

- make their presence felt – “stop fighting, stop fighting”;
- send for assistance;
- spell out sanctions, using the agreed behaviour scripts;
- remove the 'fuel' by clearing the 'audience' away;
- be a witness;
- intervene physically if confident and having assessed the degree of risk;
- not ignore or walk away.

Stage 3: Crisis

If a pupil is in crisis a guide, hold or restraint will need to be applied, dynamic risk assessment should take place. A red card sent/phone call for help to the office should be made.

Scripts (for adults)

When restraint is being used help should always be offered by another adult. Asking for or accepting help should never be seen as a failure. There are two scripts:

1. The 'help' script

Can I help? This means help is available

'You can help by...'

2. The **'more'** script. At time the person adult involved in the restraint may not be in the best place to make the decision. The 'more' help script will be used. 'More' is the code for 'it is time for a change'. At this point the person offering help takes charge of the situation.

'Can I give you more help?' This is not a question, this is an indication that the person must swap, response should be: *'What do you suggest?'*

The person offering help needs to give a clear direction e.g. *'I would like you to....' 'I would like you to go and....let me sit with....'*

Stage 4:

As a pupil is moving out of the stage 3 crisis stage, a co-ordinated reduction of restraint should be used. Until the pupil is calm. There should be an awareness that if this is done too quickly the pupil may loop back into crisis mode.

Stage 5:

After a restraint has taken place, some pupils will need time to rest, perhaps have water, build relationships. A pupil should not be left alone during this point.

Stage 6:

After any restraint, once calm, the pupil should be involved in reflecting on the event and a risk assessment completed by the member of staff to minimise the chance of restraint needing to be applied again. Refer to appendix D

A debrief for all staff involved will take place with a senior leader. Appendix F.

Support for staff

In some circumstances, even if this policy is followed we recognise that staff can sometimes get hurt.

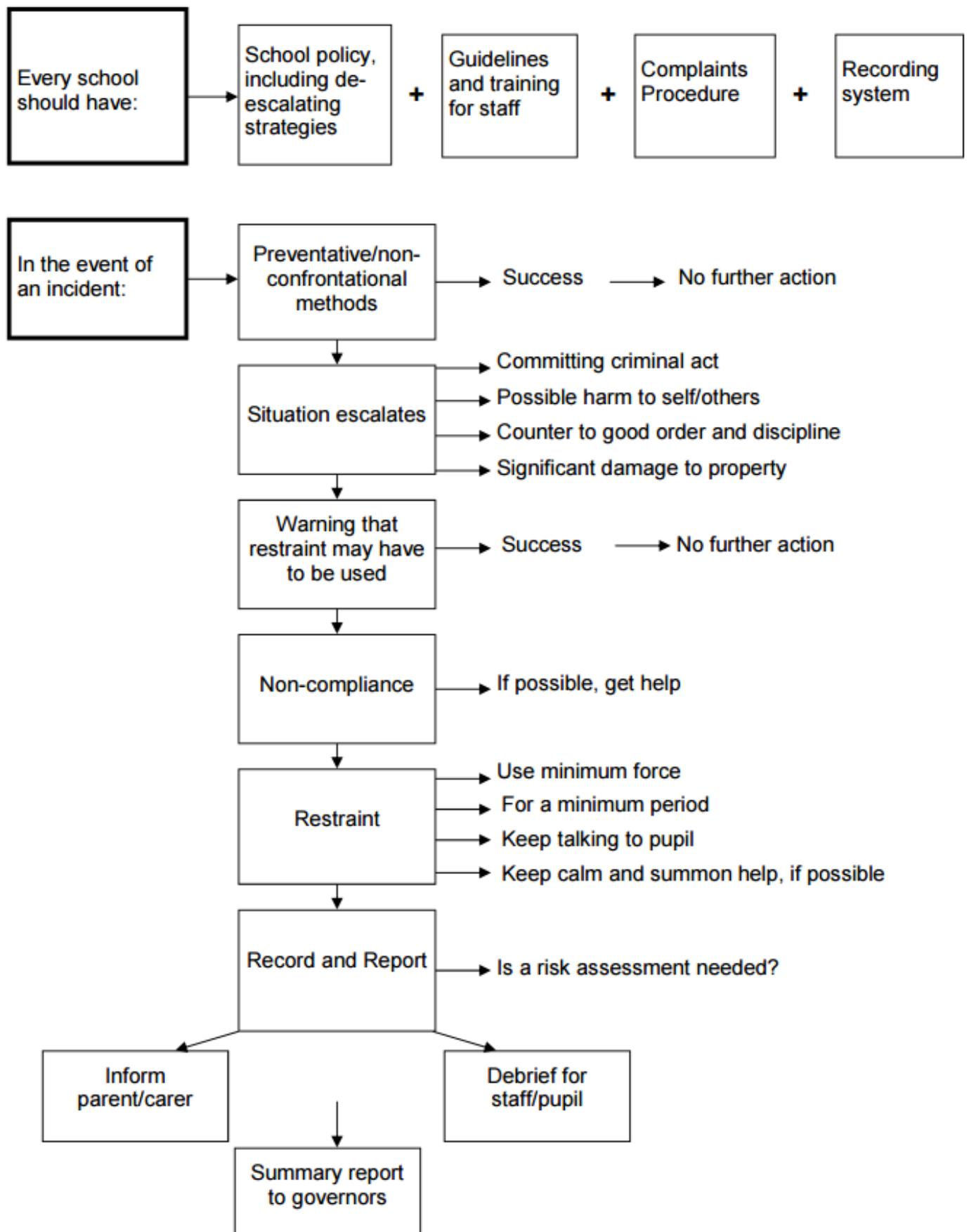
Always seek first aid from named first aider

Complete an Ealing incident form. <https://ealing.info-exchange.com/SchoolIncidents>

Workplace assistance is available should you need it:

- employee assistance programme funded by school. www.workplaceoptions.com
- Username: Ealing. Password: on request

Appendix A: Flow chart for use of physical intervention



Appendix B: Non-Physical Crisis Intervention Techniques

Do	Don't
appear calm and relaxed	appear afraid and unsure of yourself; appear bossy, arrogant; assume an "I don't give a damn about you" attitude
keep the pitch and volume of your voice down.	raise your voice
feel comfortable with the fact that you are in control (if you control yourself, you control the situation); project a calm assured feeling that you will see the situation through to peaceful end no matter what happens	appear to expect an attack (or you will have one)
talk <u>with</u> the pupil, explore feelings using Zones of Regulation	give commands; make demands
be very matter of fact if the pupil becomes agitated; be sensitive and flexible; be flexible yet consistent; be aware of body language; monitor breathing (chest movements) which can telegraph aggressive responses	make threats (Especially any that you are not absolutely sure that you can carry through!); maintain continuous eye contact; gesticulate (this may provoke confrontation)
stay close to the pupil and attend to him/her	turn your back or leave; invade the pupil's personal space
be patient; if a pupils agitation increases to the verge of attack: * Acknowledge his/her feelings; * Continue with a matter of fact attitude; * Always leave the pupil an avenue of escape	display emotion; argue; corner the pupil physically or psychologically
where possible, remain seated as long as the pupil does; avoid crowding	get up and move towards the pupil
stay near him/her, about one arm's length away; stand to one side; give the pupil more space if appropriate	give up
seek to relax your muscles and keep them under control.	tense your muscles



Appendix C: Incident reporting form: Use of Physical Restraint

This form should be completed following an incident involving Physical Restraint and kept by the school for future reference.

Child:	
Class:	
Date and time of incident	
Adult completing form:	
Date and time of completion	

Description of incident:

verbal abuse, threatening behaviour, refusal, kicking, punching, bullying, fighting, other:

Involving: staff, students, property, equipment, other:

Why was Physical Restraint necessary?

Clearly define the circumstances that led to the incident, describing the student's behaviour, the danger perceived, and the restraint/team teach technique used.

Was the pupil or adult injured? If so please describe

Witnesses to Incident & their statement:

Reporting and recording (tick as appropriate)

Recorded online, Ealing accident form		Recorded on Bromcom	
Safeguarding concerns recorded on MyConcern		Parent/Carer contacted	
SEND pupil, added to Teams for SENDCO to review		Police/others contacted	
Added to Teams for HT/DHT to review		Exclusion? LA informed	

Once completed, create a Team Chat with all involved and upload this form.

Appendix D: Risk assessment for individual child, challenging behaviour



Name of child:

Class:

Date:

Risk/hazards	Who is at risk?	Existing controls	Actions taken	Risk rating

Risk Rating

Severity	Likelihood	Risk rating (SxL)
1 = no injury or illness 2 = first aid injury/illness 3=minor injury/illness – up to 3 days away 4= 3(+) days injury/illness 5 = major injury / illness 6 = fatal or disabling injury/illness	1 = very remote 2 = improbable 3 = possible 4 = probable 5 = likely 6 = certainty	High 14+ Medium 5 – 13 Low 1- 4

Signed:

Date:



Appendix E: Team-Teach plan for individual child.

Name:	Class:	Date:	Review Date:
Triggers situations ¹ :			
Time:	Places:	Activities:	People:
What the behaviour(s) looks like:			
What the behaviour sounds like:			
Preferred support strategies (where non-physical interventions have proved successful what does the child like?)			
Medical or emotional conditions to consider			
Preferred strategy			
Post incident restoration structure			
Reporting required:			
Monitoring arrangements:			
Those involved in agreeing plan:			

¹ Must be added to SEND passport.



Appendix F: Debrief

Date:		Date of incident:
Leader:		Staff member(s):
Child:		Class:

Check on wellbeing of staff and pupil.

Was/is any first aid required? If so has the Ealing accident online form been completed?

Describe the incidents that led up to the restraint.

Risk of harm to children - What was the decision making process for using restraint? Was the flow chart followed?

Does this child have a current risk assessment and team-teach plan?

Was this plan followed?

What changes need to be made to current plan?

Reflection

What can be done to reduce the risk of physical intervention in the future?

Risk assessment		Team-teach plan		Staff training	
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Involvement of another adult/agency? Who?