

Touch and the Use of Physical Intervention Policy

Background

At Brookwood School we believe that pupils need to be safe, know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of pupils the use of restrictive physical intervention may be needed, and, on such occasions, acceptable forms of intervention will be used.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils.

All the school staff need to feel able to manage inappropriate risk and behaviour, and to have an understanding of what and how challenging behaviours might be communicated. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

Throughout this policy, where reference is made to staff, this includes staff working at Brookwood and Pirbright Children's Centre and where reference is made to pupils, this includes children using the Children's Centre premises and accessing their services.

Definition of 'Restrictive Physical Intervention'

The Law allows for teachers and other persons authorised by the headteacher to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following: -

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school

"Restrictive Physical Intervention" is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the headteacher has to, in specific circumstances, use "reasonable force" to control or restrain pupils. There is no legal definition of "reasonable force". However, there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

The definition of physical force also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

When the use of restrictive physical interventions may be appropriate in Brookwood School

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and wellbeing of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

Who may use restrictive physical intervention in Brookwood School

The following staff (as well as the teachers employed at the school) are authorised by the headteacher to have control of pupils, and **must** be aware of this Policy and its implications:

Teaching Assistants
Midday Supervisors
Children Centre staff

We take the view that staff should not be expected to put themselves in danger, and that removing pupils and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

Planning for the use of restrictive physical interventions in Brookwood School

Staff will use the minimum force needed to restore safety and appropriate behaviour. The principles relating to the intervention are as follows: -

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- staff will only use it when there are good grounds for believing that immediate action is necessary and in the pupil's and/or other pupil's best interests
- staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion and at the level of understanding of the child or young person
- only the minimum force necessary will be used to prevent severe distress, injury, or damage
- staff will be able to show that the intervention used was in keeping with the incident
- every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- as soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
- a distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- the age, understanding, and competence of the individual pupil will always be taken into account
- in developing Individual Education/Behaviour Plans, consideration will be given to approaches appropriate to each pupil's circumstance
- following every incident of Restrictive Physical Intervention staff and pupils involved will be supported and debriefed as it is essential to safeguard the emotional well-being of all involved at these

Acceptable forms of intervention in Brookwood School

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age)
- to gently direct a pupil
- for curricular reasons (for example in PE, Drama etc)
- in an emergency to avert danger to the pupil or pupils
- in rare circumstances, when Restrictive Physical Intervention is warranted

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding
- the pupil's individual characteristics and history
- the location where the contact takes place (it should not take place in private without others present)

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular pupil.

Developing a positive handling plan in Brookwood School

If a pupil is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Positive Handling Plan will be completed. This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing.

The plan will include:

- involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- a **record** to be kept in school of risk reduction options that have been examined and discounted, as well as those used
- managing the pupil, strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention is to be used
- identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil
- a system to summon additional support
- additional training needs

Guidance and training for staff

Training in touch and physical intervention at Brookwood School will be in four levels:

- awareness for governors, staff and parents
- behaviour management - all staff
- managing conflict in challenging situations - all staff
- specific training on Restrictive Physical Intervention techniques - all staff

Should any pupils in school require planned as opposed to emergency physical intervention, the headteacher will arrange for named members of staff to attend additional specific training in restrictive physical intervention.

Approved at Curriculum and Pupil Wellbeing Committee: February 2017

Date for next review: Spring 2020 or when guidance changes

School Procedure - The use of restrictive physical interventions by staff

This procedure supports the application of the guidance on the use of Restrictive Physical Intervention and Brookwood Primary School's Touch and the Use of Physical Intervention Policy.

All staff should study the policy statement carefully. It can be found in the policies folder on the P:\ drive.

1. The person responsible for authorising staff to use restrictive physical intervention as part of a structured and planned intervention within this school is the headteacher.
2. The person responsible for ensuring that all planned use of restrictive physical intervention is risk assessed is the headteacher.
3. Copies of any risk assessments are held in the pupil's SEN file (in the SENCo office) and are reviewed after every use of force.
4. Should planned restrictive physical interventions be considered appropriate, named members of staff will be trained in restrictive physical intervention. No other person should engage in a planned intervention.
5. Only those trained in appropriate techniques within the last twelve months may be authorised. The person responsible for ensuring that appropriate training is provided, including regular updates, is the headteacher.
6. Once created, training records will be held in the school's safeguarding folder which resides in the headteacher's office.
7. Staff whose roles include the supervision of children may use reasonable force in an emergency unplanned intervention where it is necessary to prevent a serious injury from occurring.
8. Every use of restrictive physical intervention is to be reported the same day to the headteacher or the deputy in charge if the headteacher is off-site. The headteacher or deputy will ensure that a parent of the child who has had force used against them is notified that day by telephone.
9. In addition, the details of each use of physical intervention must be recorded on the Pupil Incident Report Form – a copy of which is held in the school's safeguarding folder which resides in the headteacher's office. The person leading the planned or unplanned intervention must complete this form. The head teacher will review every use of physical intervention.

Approved at Curriculum and Pupil Wellbeing Committee: February 2017

Date for next review: Spring 2020 or when guidance changes

Appendix A - Restrictive Physical Intervention - Individual child or young person risk assessment

A plan for assessing and managing foreseeable risks for children or young people 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 (i.e. what specific behaviours have occurred)	
Is the risk potential or actual? (i.e. 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?
(i.e. 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 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)

.....
(Head teacher)

.....
(Class teacher)

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

Communication of 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 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:

[Adapted from DfE document]

Appendix B - Restrictive Physical Intervention - Pupil Incident Report Form

PART A (to be completed for all incidents involving unruly or unacceptable behaviour by pupils)

Name of School:	Brookwood Primary School
Pupil name:	
Staff name and status:	
Incident date/time/place:	

Nature of incident (tick boxes as appropriate)	Vandalism	<input type="checkbox"/>	Physical control	<input type="checkbox"/>	
	Bullying	<input type="checkbox"/>		Absconding	<input type="checkbox"/>
	Assault	<input type="checkbox"/>		Substance abuse	<input type="checkbox"/>
	Diversion	<input type="checkbox"/>		Non-compliance	<input type="checkbox"/>
	Isolation	<input type="checkbox"/>		Serious disruption	<input type="checkbox"/>
	Time out	<input type="checkbox"/>		Other (please state)	<input type="checkbox"/>

ANTECEDENTS: (events leading up to incident)

BEHAVIOUR: (how did the pupil respond, describe what actually happened)

CONSEQUENCES: (how did the staff intervene, how did the child respond, and how was the situation resolved)

NAMES OF THOSE INVOLVED: (staff and pupils)

NAMES OF WITNESSES: (staff and pupils)

SIGNATURE OF REPORT COMPILER:

PART B (When restrictive physical intervention has occurred)

WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO PHYSICAL CONTROLS:

(tick the appropriate box below)

Defusing	<input type="checkbox"/>	Time out offer	<input type="checkbox"/>
Deflection	<input type="checkbox"/>	Time out directed	<input type="checkbox"/>
Distraction take up time	<input type="checkbox"/>	Changes of task	<input type="checkbox"/>
Appropriate Humour	<input type="checkbox"/>	Choices	<input type="checkbox"/>
Proximity control	<input type="checkbox"/>	Limits	<input type="checkbox"/>
Verbal advice/support	<input type="checkbox"/>	Consequences	<input type="checkbox"/>
Rule reminder	<input type="checkbox"/>	Another member of staff	<input type="checkbox"/>
Hurdle help	<input type="checkbox"/>		<input type="checkbox"/>
Planned ignoring	<input type="checkbox"/>	Other (please state)	<input type="checkbox"/>

JUSTIFICATION FOR USE OF PHYSICAL CONTROLS:

(tick the appropriate box below)

To prevent/interrupt;	A criminal offence	<input type="checkbox"/>
	Injury to pupil/staff/others	<input type="checkbox"/>
	Serious damage to property	<input type="checkbox"/>
	Disruptive behaviour	<input type="checkbox"/>
	Pupil absconding	<input type="checkbox"/>
	Other (please state)	<input type="checkbox"/>

NATURE OF RESTRICTIVE PHYSICAL INTERVENTION USED:

(Insert language relevant to training received and include estimate of duration of use of physical intervention)

Standing	<input type="checkbox"/>	Sitting	<input type="checkbox"/>	Kneeling	<input type="checkbox"/>	Floor (Prone)	<input type="checkbox"/>	Floor (Supine)	<input type="checkbox"/>
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RESPONSE AND VIEW OF THE PUPIL: (this field **must** be completed)

DETAILS OF ANY RESULTING INJURY:

(injury to whom and action taken as a result, e.g. first aid, medical treatment)

ANY OTHER RELEVANT INFORMATION:

**NAME OF SENIOR
PERSON NOTIFIED:**

TIME/DATE

HEADTEACHER'S COMMENTS:

SIGNATURE OF HEADTEACHER:

DATE: