



Guidance for Physical Intervention in Briary Primary School.

School Values and Policies

Briary Primary School is committed to the principle that the school should be a place where every child feels safe, secure, successful and valued.

The school behaviour policy outlines how staff at Briary Primary School create and maintain good order and relationships through positive approaches. These approaches are successful for the vast majority of the time. This guidance on the use of restrictive physical interventions supplements the main behaviour policy. Both should be read in conjunction with the school SEND policy, the Health & Safety policy, and the Safeguarding policy.

DfE guidelines have been taken into consideration in the formulation of this policy:

Use of reasonable force – Advice for headteachers, staff and governing bodies – July 2013

Behaviour and discipline in schools – Advice for headteachers and school staff – January 2016

Purpose of this guidance

This guidance aims to give all members of the school community clear guidelines so that any physical intervention that they undertake is carried out in a way that supports the values and principles described above. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff at school will fulfil their responsibilities in those circumstances, whilst ensuring that staff and pupils feel safe and supported by any action taken.

The Head Teacher, will be responsible for ensuring that staff and parents are aware of the policy. They will ensure that any necessary training/ awareness-raising takes place so that staff know their responsibilities.

DfE guidelines have been taken into consideration in the formulation of this policy:

Use of reasonable force – Advice for headteachers, staff and governing bodies – July 2013

Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties. (DfES Sep 2003)

Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders (DfESJul 2002)

Physical touch

The staff at Briary Primary School believes that physical touch is an essential part of human relationships. In our school, adults may well use touch to prompt, to give reassurance or to provide support in PE.

To use touch/physical support successfully, staff will adhere to the following principles. It must:

- be non-abusive, with no intention to cause pain or injury
- be in the best interests of the child and others
- have a clear educational purpose (e.g. to access the curriculum or to improve social relationships)
- take account of gender issues

The Assistant Headteacher (SENCO / dtCiC) is responsible for ensuring that relevant staff are aware of any pupil who finds physical touch unwelcome. Such sensitivity may arise from the pupil's cultural background, personal history, age etc.

What do we mean by 'physical intervention'?

It is helpful to distinguish between:

Definition	Example	
Non-restrictive physical interventions. (As already stated touch/physical contact is a small but important and natural part of teacher-pupil relationships in our school).	Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish	For example: <ul style="list-style-type: none">• guiding/shepherding a person from A to B• use of a protective helmet to prevent self-injury• removal of a cause of distress
Restrictive physical interventions	Prevent, impede or restrict movement or mobility. Restraint. To use force to direct.	For example: <ul style="list-style-type: none">• isolating a child in a room• holding a pupil• blocking a person's path• interpositioning• pushing/pulling

and between:

Emergency/unplanned interventions	Occur in response to unforeseen events
Planned interventions	In which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment and recorded in an individual plan for the management of a pupil discussed and agreed with parents using a suitable risk assessment proforma (as from 2013 guidance). See appendix 3.

When is restrictive physical intervention permissible at Briary Primary School?

Restrictive physical intervention is rarely used at Briary Primary School. However, it will be necessary when its aim is to prevent a pupil injuring themselves or others. (For example, pupils playing in a dangerously rough manner) or to prevent them damaging property. (For example, pupils throwing a heavy object at/near to expensive computer equipment). (DfE guidance 'Use of reasonable force' July 2013)

School staff can use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any person (including the pupil himself);
- 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. (Section 93 of the *Education and Inspections Act 2006* makes it clear that force may be used to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence.)

Risk assessment

The use of a restrictive physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy. It is avoided whenever possible and will not be used for staff convenience.

Restrictive physical intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate (or in an emergency situation). Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's best interests at heart. Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation.

Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

Who may use restrictive physical interventions?

All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006) In addition, a list will be attached to this policy of staff who have received additional training in the use of restraint (see Appendix 1). The headteacher will ensure that those on this list are aware and understand what is involved. The headteacher will review this list annually to ensure that it is up to date.

Staff to which this power applies are:

- any teacher who works at the school;
- any other person whom the head has authorised to have control or charge of pupils, including:
- support staff such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors.

Parents and volunteers in the school are not given authorisation. Staff from the local education authority may have their own policies about the care and control of pupils but, whilst on the premises, they will be expected to be aware of, and operate within, the policy of this school. This means that visiting staff will need to ask the headteacher for authorisation.

How staff at Briary Primary School might intervene

When a restrictive physical intervention is justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'. It will 'be proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

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

Staff will:

- use the minimum amount of force for the minimum amount of time;
- avoid causing pain or injury; avoid holding or putting pressure on joints;
- in general hold long bones.
- *never* hold a pupil face down on the ground or in any position that might increase the risk of suffocation.

During an incident the member of staff involved will tell the pupil that his or her behaviour may be leading to restraint. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

In an emergency, staff must summon assistance by a member of staff specifically trained in intervention techniques (see Appendix 1). Staff carry walkie-talkies for this purpose, or a child can be sent with the red card found in the classroom for this purpose.

The place of restrictive physical intervention within broader behavioural planning

If, through the school's special needs assessment procedures, it is determined that a restrictive physical intervention is likely to be appropriate to help a pupil make progress, a risk assessment will be carried out following the school's guidelines.

If appropriate, an individual management plan will then be drawn up for that pupil. This plan will aim to reduce the likelihood of the need for restrictive physical intervention as well as describing how such intervention will be carried out. This plan will be discussed and agreed with parents/carers.

Before the plan is implemented, any necessary training or guidance will be provided for the staff involved. The headteacher will be responsible for establishing staff needs and for organising necessary training.

What to do after the use of a restrictive physical intervention

After the use of an unplanned restrictive physical intervention, the following steps will be taken.

- details of the incident will be recorded by all adults involved on the attached form. (Appendix 2.) A copy will be given to the Headteacher.
- recording will be completed within 12 hours whenever possible. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- any injuries suffered by those involved will be recorded following normal school procedures.
- the headteacher will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the head teacher will follow the school's safeguarding procedures and also inform parents/carers.
- parents/carers will be informed on the day of the incident. Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions. This will be provided by a member of the SLT.

Arrangements for recording and informing parents in the case of a planned restrictive intervention will be followed as agreed beforehand but broadly will follow the same pattern as above.

The headteacher will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The head teacher will report on this information to the Governing Body annually.

Complaints procedure

Any complaint will first be considered in the light of the school's safeguarding procedures, following LA guidance (including KCSIE 2016 section 4). If safeguarding procedures are not appropriate, the school's complaint procedures will be followed.

Appendix 1

Staff currently trained in physical intervention, using SCIPr methods:

Mr R McDonagh
Mrs N Murrell
Mrs S Symons
Mrs S Moody
Mr A Deer
Mrs A James
Mrs T Cripps

Appendix 2

Recording Form:



Physical Intervention

Date:

Child:

Class:

Adults involved in restraint:

Other adults present:

Details of incident:

Appendix 3

Risk assessment proforma for assessing and managing foreseeable risks for children who present challenging behaviours:

SPECIMEN PROFORMA FOR ASSESSING AND MANAGING FORESEEABLE RISKS FOR CHILDREN WHO PRESENT CHALLENGING BEHAVIOURS

Name of child:

Class group:

Name of teacher:

School:

IDENTIFICATION OF RISK	
Describe the foreseeable risk.	
Is the risk potential or actual?	
List who is affected by the risk.	

ASSESSMENT OF RISK	
In which situation does the risk usually occur?	
How likely it is that the risk will arise?	
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:.....

RISK REDUCTION OPTIONS			
Measures	Possible options	Benefits	Drawbacks
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

AGREED BEHAVIOUR MANAGEMENT PLAN & 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:

Relationship to child:

Date:

COMMUNICATION OF BEHAVIOUR MANAGEMENT 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

