



Physical Intervention Policy

Committee with oversight for this policy – Behaviour & Safety	
Policy to be approved by the Headteacher	
Policy last reviewed by the Behaviour & Safety Committee	19/01/2016
Policy last ratified by the Headteacher	12/01/2016
Policy / Document due for review	January 2019

Ravenor Primary School

Physical Intervention Policy

This policy is to be read in conjunction with the following policies: Attendance and Good Behaviour; Equality Policies – Disability, Race and Gender; Safeguarding; Child Protection and Health and Safety. The policy is written following the 'Guidelines to Schools on Physical Restraint' (Positive Handling) issued by Ealing LA and follows both the spirit and intentions of this document. The policy was written in consultation with all teaching and non teaching staff, lunchtime supervisory staff and members of the Governing Body.

Definition of Physical Restraint

Physical Restraint is the positive application of force with the intention of controlling the pupil's behaviour in order to protect the pupil from harming itself or others or seriously damaging property.

Physical Restraint occurs whenever a member/s of staff, intentionally, using force, physically restricts a pupil's movement against his/her will.

Physical Restraint must only be used as a last resort when other strategies have failed. It must serve to de-escalate or prevent a violent or potentially violent situation. It must not be used purely to force compliance with staff instructions when there is no immediate risk to people or property. It must not be used as a result of anger.

Before resorting to physical restraint staff will have tried alternatives and especially those which have been successful in the past in preventing the child's behaviour from becoming a danger to themselves or others. (Suggested form of Non-Physical Crises Intervention Techniques are listed in Appendix 1)

Any incident of physical intervention must be recorded on the incident report form and given to the office for the attention of the Deputy Head/Head teacher as soon as soon after the event as is practical. (Blank copies of these forms are available in the Inclusion office). Ideally no later than the next working day.

Only the minimum force necessary, to prevent physical injury or damage, should be applied. Particular care must be taken to avoid inflicting any unnecessary pain or injury.

Restraint must not involve deliberately painful or dangerous procedures. It must:

1. **Never** interfere with breathing, blood supply or genital areas;
2. **Never** hold the head, throat or fingers.
 - The hold must be discontinued as soon as the situation is deemed safe.
 - When using physical restraint, members of staff have a responsibility to justify that means other than force have been attempted or are proving impracticable.
 - The child being restrained should be reminded throughout that the restraint is only temporary and clear instructions given as to what the child needs to do in order for the restraint to be relaxed
 - As soon as it is safe, restraint must be gradually relaxed as the pupil regains self control.

- At least two members of staff should be present, not only to assist but also to witness the incident. To this end the staff should not be in situations that leave them alone in difficult circumstances.
- Classroom telephones or the 'Red Card' system can be used to summon an additional member of staff.
- Staff should attempt to remove all other children from the area. In class time children can be escorted to the Hall, for an impromptu story session. A 'walk around' the displays in areas away from the incident can also be a positive focus.
- Staff should bear in mind that it is an offence to lock a child in a room without a court order (except in an emergency whilst seeking assistance).
- A member of the Senior Leadership Team would make the decision to call the police or medical support.
- A member of SLT would also ensure that any witnesses to the incident had an opportunity to 'de-brief' following the incident. Counselling may need to be provided for staff who, following the incident, are distressed. (For example, counselling services are offered by Focus who can be contacted via the Education Personnel Department or via Place2Be)
- The student's views should also be recorded as soon as possible, preferably on the same day.
- Parents/Carers of those involved would be contacted by a member of SLT on the day of the incident.
- Some children may have individual positive handling plans which are available from the Inclusion leader

If a parent/carer is unhappy with the way in which the incident was handled they should (in line with the complaints policy) first contact the Head teacher and if still not satisfied the Chair of Governors.

Appendix 1- SOME NON- PHYSICAL CRISES INTERVENTION TECHNIQUES

Appendix 2 - FORM FOR RECORDING AN INCIDENT

Appendix 1

SOME NON- PHYSICAL CRISES 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	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	Get up and move towards the pupil

does; Avoid crowding	
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 2

FORM FOR RECORDING AN INCIDENT

Please copy back to back.

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

NAME(S) OF STUDENT (S)

GENDER: M/F

ETHNICITY:

DATE(S)

TIME(S):

NATURE OF INCIDENT: verbal abuse, threatening behaviour, refusal, kicking, punching, bullying, fighting, other (please specify):

INVOLVING: staff, students, property, equipment, other (please specify):

Why was Physical Restraint Necessary?

Clearly define the circumstances that led to the incident, describing the students behaviour, the danger perceived, and the restraint used. (continue on a separate sheet if necessary)

FURTHER ACTION TAKEN BY THE HEADTEACHER

(tick as appropriate)

- | | | | |
|--------------------------|-------------------------------|--------------------------|-------------------------|
| <input type="checkbox"/> | Recorded in the Accident Book | <input type="checkbox"/> | Racial Incident Record |
| <input type="checkbox"/> | Accident Form completed | <input type="checkbox"/> | Parent/Carer contacted |
| <input type="checkbox"/> | Recorded as an assault | <input type="checkbox"/> | Police/others contacted |
| <input type="checkbox"/> | Child Protection | <input type="checkbox"/> | LEA informed |