



# **Banstead Infant School Physical Intervention Policy**



This school endeavours to ensure that all children are safe. The main objective of this policy is to ensure all staff, parents and children or young persons are aware of the procedures and practice that will be carried out to ensure that this is the case at the school. It is intended to ensure that it will prevent serious breaches of school discipline and prevent injury to individuals or serious damage to property.

## GUIDANCE ON PHYSICAL INTERVENTION BY STAFF

**This policy should be read in conjunction with** “Use of reasonable force - Advice for headteachers, staff and governing bodies” DfE July 2013 and “Touch and the use of restrictive physical intervention when working with children and young people” Surrey County Council December 2017 v14.3

### Acceptable forms of intervention at Banstead Infant School

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

- to communicate
- to give first aid
- to comfort a child in distress
- to gently direct a child (e.g. holding hands, hands on shoulder)
- for curricular reasons (for example in PE, Drama etc.)
- in an emergency to avert danger to the child or other children
- for life skills (e.g. changing for PE, toileting, using cutlery)
- in an emergency to increase safety to the child or young person and staff

In an emergency incident staff may take into account the use of reasonable force and their responsibilities under duty of care.

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

- the child or young person’s age and level of understanding
- the child or young person’s individual characteristics and history
- the location where the contact takes place (it should not take place in private without others present)

If a child requires physical support on a regular basis this information will be documented on an individual plan such as a handling plan, toileting plan or behaviour support plan.

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 child’s 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 child.

## **Use of force by staff to control or restrain a child**

In order to minimise the need to use force or restrain child staff will strive to:-

- create a calm environment that minimises the risk of incidents that might require
- using force and apply school rules consistently and fairly.
- develop an effective relationship between staff and a child or young person that is
- central to good order.
- ensure all supervision of children is carried out in a consistent manner so children
- and staff are comfortable within the setting.
- use emotion coaching techniques to show children how to manage conflict and strong feelings.
- ensure all staff have appropriate instructions and training to enable them to be effective in their various roles in and out of the classroom.
- ensure that handling plans will be put in place and training given to ensure staff are equipped to deal with individual children or young persons who have been identified.
- whenever possible, warn a child that force may have to be used before using it.

## **Responsibilities**

It is the Headteacher's duty to ensure all staff are aware of their statutory powers to use force and or restrain a child or young person. As part of the induction process into school the head teacher will inform staff if they have the powers to restrain, and who they can turn to if they are in a situation with a child or young person that may be causing concern.

The Headteacher will inform the governors of those people that have been authorised to use force or restrain a child or young person in school. All staff at school may have the statutory powers to use force to restrain a child or young person or remove them from a classroom. A record of 'authorised' staff will be indicated on the DBS checklist retained in the school office.

## **When and where to use restraint**

The judgement on whether to use force and what force to use should always depend on the circumstances that staff find themselves in. Time in these circumstances is often short with little time for reflection. Nevertheless, staff need to make the clearest possible judgements. Staff will need to decide the seriousness of the incident and the injury, disorder or damage that could occur if force is not used. The chances of achieving a desired outcome by other means and the risks associated with physical intervention compared with using other strategies. Staff will have been made aware of any significant children i.e. those on SEND/Child Protection Registers and in any extreme cases where there is a need to engage the police to avoid danger to themselves and others.

If a member of staff decides that the use of force is appropriate and an action of last resort then they should always:-

- give a warning to the child that a physical intervention may have to be used.
- suggest how the child is to be handled ensuring that no form of restraint is used that could constrict breathing.
- appropriate means are passive physical contact such as standing between children or blocking a child's path, leading a child by the hand or arm, ushering a child away by placing a hand in the centre of the back or in more extreme circumstances using appropriate restrictive methods that a member of staff has been trained to perform.
- try to ensure that they do not use force unless or until another responsible adult is present to support, observe or call for assistance.

Examples of situations that particularly call for judgements of this kind include:

- a child attacks a member of staff or other child
- children are fighting, causing risk or injury to themselves or others
- a child is causing or on the verge of committing deliberate damage to property.
- a child is causing or is at risk of causing injury or damage by rough play or use of an object.
- a child absconds from a class or leaves school at an unauthorised time.
- a child persistently refuses to follow an instruction to leave a classroom.
- a child is behaving in a way that seriously disrupts a lesson, a school event or school visit.

In these examples use of force would be reasonable (and therefore lawful) if it is clear the behaviour is dangerous and the situation could not be resolved in any other way. Account must be taken of the individual needs of the child and their understanding of the situation.

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 child's and/or other children'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 (see 'Strategies' below)
- 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

- 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 child will always be taken into account
- In developing Individual Behaviour Plans, consideration will be given to approaches appropriate to each child's circumstance

**Physical restraint should very rarely be used and only in exceptional circumstances.**

However, our duty of care requires that reasonable measures are taken to prevent harm. If there is a risk of someone being injured or hurt, or if someone is actually being hurt, we must intervene.

Otherwise physical restraint can only be used as part of a planned programme and staff must attend MAPA training (Management of Actual and Potential Physical Aggression).

Where there are concerns regarding a specific child a risk assessment will be drawn up by the SENCo in collaboration with parents.

School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

**What is reasonable force?**

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restrain means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

**Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force. (Section 93, Education and Inspections Act 2006)
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

**When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Taken from “Use of reasonable force - Advice for Headteachers, staff and governing bodies” DfE July 2013

### **Strategies to avoid the use of physical intervention**

If possible, try to avert a situation where loss of control may give rise to the need for physical restraint. For example:

- distract
  - change the activity
  - ‘come and help me with something’
  - allow time out
  - acknowledge anger - ‘I can see you are cross’ ‘I will leave you alone’
- Assess the situation and implement strategies to minimise the likelihood of physical intervention being necessary.
  - Don’t pick up or attempt to physically remove an angry child.
  - If you need to move a reluctant child from the class guide by the shoulders.
  - If a child is behaving in a way likely to cause injury, (e.g. has thrown himself on the floor, is throwing things around the room) remove all other children and adults from the room, withdraw yourself but continue to observe the child.

It may be appropriate to use some physical intervention to prevent significant risk of harm but don’t restrain on your own. Call for assistance.

- Use only the minimum force or action necessary.
- Approach from the side as you present less of a target.
- When working with a child who may lash out or kick, don’t sit in front of them. Rather sit close beside them so that your arm overlaps theirs, place your arm over the child’s arm, your hand over their hand. Keep your feet and legs tucked under your chair. Again in this position you present less of a target.
- You may defend or block if a child attempts to hit you. Use your hand to deflect ‘hits’ if a child targets your eyes.
- If a child is pulling your hair, press their hand down
- If a child is flailing, withdraw, but continue to observe the child and don’t risk personal injury

## Recording of incidents

A record sheet, the Pupil Incident Report Form, (**will be completed by all staff engaged in any incident where handling has taken place even if they did not handle the child.**) The record sheets will be kept centrally in the school office, at the back of the behaviour log.

Once completed, they must be passed to the Headteacher or the Deputy Head Teacher if the Head Teacher is off site. They must be completed once the situation has been dealt with to ensure accuracy and that it is a true and honest report. The Headteacher will inform the parents of the child by phone followed by a letter and if necessary arrange to meet them. The report will then be filed in the child's records in the school office.

Following any incidents where force has been appropriate the Headteacher will make arrangements to support the staff and children as these can be upsetting times.

First aid will be administered by a trained first aider and emotional support will be provided as required.

Staff will discuss the situation within 2 days with the Head teacher to see if all procedures were followed and how we could try to avoid further repercussions, learning from the experience.

## Complaints procedures

The school has a clear complaints procedure and any complaints would be received in the first instance by the Headteacher. If matters were not resolved then the complainant would take the matter to the Governing Body. Parents wishing to make a complaint will be issued with the guidance booklet detailing the procedures.

## Caring touch

There may be circumstances when physical contact is appropriate and recovery other than that covered by Section 93 of the Education Inspection Act of 2006 i.e.:-

- contact in PE demonstrating technique or exercises.
- administering first aid.
- congratulating a child or young person or where a child is in distress and needs comforting
- young children and those with additional needs may need staff to provide physical prompts or help.

In all these cases teachers must use their own professional judgement when they feel a child needs this kind of support, which should always respect the wishes of the individual.

## Log all incidents

- Any use of physical intervention should be recorded, along with views of all involved and a note of what preceded the intervention and what happened afterwards. This should be signed by a witness and the member of staff and given to the headteacher.
- Every use of restrictive physical intervention is to be reported the same day to the Head teacher or the assistant head in charge if the Head teacher is off-site. The Head teacher or

assistant head will ensure that a parent of the child who has had force used against them is notified that day.

- In addition, the details of each use of physical intervention must be recorded on the Pupil Incident Report Form that is held at the back of the behaviour log. This form can also be found in Appendix 1 of this document. The person leading the planned or unplanned intervention must complete this form. The head teacher will review every use of physical intervention.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Following an incident support should be available to staff and pupils involved or witnessing an event.

Allegations of abuse

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

- The person responsible for authorising staff to use restrictive physical intervention as part of a structured and planned intervention within this school is the Head Teacher.
- The person responsible for ensuring that all planned use of restrictive physical intervention is risk assessed is the Head Teacher.
- Copies of all risk assessments are held in the Behaviour file in the Head Teacher's office and are reviewed after every use of force and termly. (See Appendix 2)

This policy will be monitored by the school and governors and will be reviewed on a regular basis. The Headteacher and staff will review the schools use of force strategy following any incidents and make any relevant changes to the policy.

Further guidance can be found in 'Touch and the use of restrictive physical intervention when working with children and young people' Surrey County Council December 2017 v14.3

This policy links to the following policies:

Safeguarding

Whistleblowing

SEND

Intimate care

Staff Code of Conduct

Behaviour



**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** (to be completed if the use of restrictive physical intervention has occurred)

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

(tick the appropriate box below)

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

**JUSTIFICATION FOR USE OF PHYSICAL CONTROLS:**

(tick the appropriate box below)

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

|                 |                          |                |                          |                 |                          |                      |                          |                       |                          |
|-----------------|--------------------------|----------------|--------------------------|-----------------|--------------------------|----------------------|--------------------------|-----------------------|--------------------------|
| <b>Standing</b> | <input type="checkbox"/> | <b>Sitting</b> | <input type="checkbox"/> | <b>Kneeling</b> | <input type="checkbox"/> | <b>Floor (Prone)</b> | <input type="checkbox"/> | <b>Floor (Supine)</b> | <input type="checkbox"/> |
|-----------------|--------------------------|----------------|--------------------------|-----------------|--------------------------|----------------------|--------------------------|-----------------------|--------------------------|

**RESPONSE AND VIEW OF THE PUPIL: (this field must be completed)**

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|  |
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**DETAILS OF ANY RESULTING INJURY:**

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

|  |
|--|
|  |
|--|

**ANY OTHER RELEVANT INFORMATION:**

|  |
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|  |
|--|

**NAME OF SENIOR  
PERSON NOTIFIED:**

|  |
|--|
|  |
|--|

**TIME/DATE**

|  |
|--|
|  |
|--|

**HEADTEACHER'S COMMENTS:**

|  |
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|--|

**SIGNATURE OF  
HEADTEACHER:**

|  |
|--|
|  |
|--|

**DATE:**

|  |
|--|
|  |
|--|

A plan for assessing and managing foreseeable risks for children who are likely to need Restrictive Physical Intervention

**Banstead Infant School** .....

**Name of Child:** .....

**Class:** .....

**Teacher:** .....

**Name of Parents/Carers:** .....

**Name of Support Service**

**Member/s:** .....

| <b>Identification of Risk</b>   |  |
|---|--|
| 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  |  |

|  |  |
|--|--|
| <b>Assessment of Risk</b>  |  |
| 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:**.....

| <b>Agreed Plan and School Risk Management Strategy</b> |                         |               |
|--|-------------------------|---------------|
| 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)

| <b>Communication of Plan and School Risk Management Strategy</b> |                             |                      |
|--|-----------------------------|----------------------|
| <b>Plans and strategies shared with:</b>                         | <b>Communication Method</b> | <b>Date Actioned</b> |
|  |                             |                      |

| <b>Staff Training Issues</b>     |  |                                |
|----------------------------------|--|--------------------------------|
| <b>Identified training needs</b> | <b>Training provided to meet needs</b> | <b>Date training completed</b> |
|                                  |  |                                |

| <b>Evaluation of Plan and School Risk Management Strategy</b> |  |                       |
|---|--|-----------------------|
| <b>Measures set out</b>                                       | <b>Effectiveness in supporting the child</b> | <b>Impact on risk</b> |
| Proactive interventions to prevent risks                      |  |                       |
| Early interventions to manage risks                           |  |                       |
| Reactive interventions to respond to adverse outcomes         |  |                       |
| <b>ACTIONS FOR THE FUTURE</b>                                 |  |                       |

**Plans and strategies evaluated by:** .....

**Title:** .....

**Date:** .....

## **Appendix 2**

As of November 2016, the people who are authorised to use reasonable force in planned restrictive physical interventions are listed here. No other person should engage in a planned intervention.

Caroline Conway

Stephanie Adam

Sheri Cooper

Charlotte haime