

Physical Intervention Policy

<i>Policy/Procedure Title</i>	<i>Physical Intervention Policy</i>
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<i>Approved by</i>	<i>Governors</i>
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As a Trust we take seriously our duty of care to all pupils and students, employees and visitors in our schools. A duty of care exists when one person (or a group of people) is presumed to have a responsibility for another person (or group of people). This requires them to take reasonable care to avoid acts (doing something) or omissions (not doing something) that are likely to cause harm to another person. This may, on occasion, require us to use some form of physical intervention. This will always be reasonable, proportionate, necessary and in the best interests of the child or young person and be carried out by specifically trained staff.

Aims

- To safeguard all pupils and students
- To safeguard all individuals on our premises
- To maintain the dignity of all pupils and students
- To use the minimum force for the shortest period of time
- To ensure any physical intervention is reasonable, proportionate and necessary and in the best interests of the child or young person
- To ensure that all practice within our schools is lawful by providing training through a body that has been accredited by the Institute of Conflict Management (ICM) (Team Teach)

Philosophy

The Trust believes that an Academy should be a place where children and young people learn to respect both themselves and others in a secure, positive environment. As outlined in our Behaviour Policy, we believe that there is no challenging behaviour without a reason. All challenging behaviours are a form of communication and it is up to us as staff to try to understand this communication and support our students to find a better way of communicating. We accept that this will require us to be adaptive, flexible, creative and reflective when considering and implementing strategies.

At times, however, we accept that our pupils and students may display challenging behaviour which means it is necessary to use some form of physical intervention in order to fulfil our duty of care. We believe that the use of restrictive physical interventions must always be considered within the wider context of other measures as highlighted in our agreed Team Teach positive handling approach. These include establishing and maintaining good relationships with children and young people and using diversion, de-escalation and negotiation including offering choices, to respond to difficult situations. We also believe it is important to consider all sensory issues as part of our approach to any incident, paying particular attention to any environmental difficulties or awareness of our own tone and volume of voice etc...

When we deem it appropriate to use physical interventions we agree that it will be as a last resort to prevent injury to the pupil or student, injury to others, damage to property or significant disruption to the good order of the school. All staff will be trained in Team Teach positive handling strategies and techniques including physical interventions and all incidents involving physical interventions will be recorded promptly.

Training

Comprehensive Team Teach training will be provided for all key members of staff and refresher training will be completed every 24 months. This ensures staff are brought up-to-date with current thinking and are given regular training and re-training in acceptable holding techniques.

Team Teach is Institute of Conflict Management (ICM) accredited and focuses on the term 'Positive Handling' to describe a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, defusion and de-escalation. Restraint is only a small part of the framework. It also maintains that any planned Restrictive Physical Intervention should be under the supervision of an identified member of staff who has undertaken appropriate training. The purpose of Team-Teach training is to support adults understanding and management of challenging behaviour, by embedding and entwining the teaching of physical techniques within a holistic de-escalation approach, in order to encourage the promotion of socially acceptable behaviours for all concerned.

In addition, in cases where it is known that a pupil or student may, on occasions, require specific restrictive physical intervention not covered during the Team Teach training, each school will ensure that appropriate training is provided for relevant staff (both teaching and support staff) by accredited trainers.

Other strategies and approaches

Within our schools we will have permanent and temporary safe spaces which provide a child or young person with the opportunity to calm down to prevent behaviour from escalating, provide a place to safely let off steam or recover after an incident. These safe spaces include spaces within the existing classroom e.g. a corner with options of duvets and cushions, a tent or dark den etc...or outside of the classroom e.g. chill room, ball pool, light room, field etc... When an incident is showing signs of escalating then these will be offered e.g. 'Do you need cushions?' or a choice 'Chill room or group time?' These will be backed up with visual support as necessary. If a child or young person is unable to make a safe choice then adults may need to make a choice for them to prevent injury to the child or young person, others, damage to property or disruption to the good order of the school, telling them they need time or a place to calm down. This might include escorting them to a quieter place using agreed Team Teach approaches.

If the use of these places is known to be likely, then this will be seen as a planned approach and form part of the child or young person's individual management plan. (See later recording and reporting)

Any individual's behaviour management strategy that includes the use of any form of Restrictive Physical Intervention such as Time Out or Withdrawal will be carefully monitored to ensure that the strategy is having a positive effect on the pupil or student and that the time spent allows for appropriate space and time to be given, whilst seeking to ensure the minimum disruption to their education and learning time in school.

Recording and reporting

Each school has its' own behaviour recording sheets and procedures as outlined in their behaviour guidance documents.

Agreed Trust procedures will include an individual behaviour management plan for students where known behaviours and any planned responses, including possible physical interventions will be outlined. Following an unplanned intervention, these plans will be amended and updated to reflect this. These plans will be shared and agreed with parents/carers.

Any incidents involving physical intervention will be recorded in the school's agreed format of a bound and numbered book. Each school will endeavour to inform parents/carers of any unplanned or emergency incidences involving physical intervention as soon as possible after the incident (this may be done by phone or via the home school book). This will be followed up by a written record of the incident, which will have been shared with and reviewed by a member of the SLT.

A copy of a behaviour recording sheet will also be sent to the parents once completed and reviewed by a member of the SLT.

Where any injury or damage to property has occurred, each school will ensure that agreed Health and Safety reporting forms are completed and registered appropriately.

Incidents of restrictive physical interventions in each school will be monitored by the SLT in order to help our staff learn from experience, promote the well being of pupils in our care and provide a basis for appropriate support and school organisation. Monitoring will also help each school to determine what specialist help is needed for pupils. Information on trends and emerging problems will be shared within each school using local procedures.

Monitoring information will be reported on a regular basis to school governors by the Head teacher.

Key Terms

Positive handling - describes the full range of Team-Teach strategies used to de-escalate, defuse and divert in order to prevent violence and reduce the risk of injury to staff and children and young people (physical and non-physical).

Physical Intervention - Any method whereby an adult enters a child or young person's personal space to encourage, reassure or coerce in order to enable learning to continue to take place.

Restrictive Physical Intervention - The purpose of this should be to safeguard the child/young person, other people or to prevent significant damage to property or disruption to the good order of the school. By this we mean the positive application of force by staff, in order to overcome rigorous resistance; completely directing, deciding and controlling a pupil's free movement including escorting or guiding a pupil to move them against their will.

Time out – A choice offered to help a child/young person to acquire skills of self-regulation at a point when they are not ready to learn. This will be part of a planned behaviour programme and may include moving to a different part of the classroom or school.

Withdrawal – When a child/young person is not ready to learn and is unable to make a choice, they may be removed from the situation to a place of safety (this may require physical intervention). They will be accompanied by an adult at all times and observed and supported in a safe and appropriate way until they are ready to resume their learning.

Place of safety – A room in the school environment providing a space that is safe from potential harm and has a viewing window/door from which the whole room can be seen.

Seclusion – 'Confining a child/young person in a room that they are unable to leave independently and leaving them there alone'

Seclusion is not a practice that is sanctioned or used in schools in Oxfordshire. However in exceptional or emergency situations the place of safety may be used for this purpose. If this is necessary as a last resort as part of our duty of care to other children/young people and/or staff, then staff will stay in full visual and verbal contact at all times in order to reassure the child/young person until alternative arrangements can be made.

The Principle of Last Resort

Staff/employees should only use physical restraint when there is no other realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is acute and imminent, by which time the prospect of safely managing it may be significantly reduced.

Please also refer to the following:

- Dfe Use of reasonable force, advice for headteachers, staff and governing bodies, July 2013
- Joint DfES/DH guidance issued July 2002, '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 disorder'
- DfES Reference LEA/0264/2003, 'Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties', September 2003
- Dfe Exclusion from maintained schools, Academies and pupil referral units in England. A guide for those with legal responsibilities in relation to exclusion.