

DOVE HOUSE SCHOOL ACADEMY TRUST

Physical Intervention Policy

Policy Title		Physical Intervention Policy			
Author / Reviewer		Headteacher			
Governor Committee		Delegated to the Headteacher			
Signed by Tom Pegler (Headteacher)					
Reviewed	September 2019	Approved	September 2019	Next Review	September 2021

POLICY STATEMENT

The purpose of this policy is to ensure that there is a plan in place for how physical intervention situations are managed, and to ensure that staff are aware of their responsibilities and all procedures.

INTRODUCTION

This policy provides a framework for the use of physical intervention within Dove House School, based on current guidance.

There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

It is essential that physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique.

Physical intervention used by staff must be in accordance with the idea of 'reasonable force' and used only as a last resort once all other strategies have been exhausted.

The school has two trained tutors in the use of physical intervention and restraint; the aims and guidelines central to this approach are incorporated within the policy.

CONTEXT OF USE

A calm considered approach to the situation is needed. When circumstances justify, staff can:

- Physically interpose between pupils.
- Lead a pupil by the arm.
- Shepherd a pupil away by placing a hand in the centre of the back.

- In extreme circumstances use more restrictive holds.
- Use any necessary action consistent with the concept of 'reasonable force'.

Types of incident where the use of reasonable force may be necessary fall into three broad categories:

1. Action due to imminent risk of injury.
2. Action due to developing risk of injury or significant damage to property.
3. Action where a pupil is behaving in a way that is compromising good order and discipline.

Examples of 1 & 2

- Prevent a pupil from causing injury or damage by accident by rough play or by misuse of dangerous materials or object.
- A pupil attacks a member of staff or another pupil.
- A pupil is engaged in or on the verge of starting to damage property.
- A pupil is running up and down a corridor in a way that could cause injury.
- A pupil is absconding (NB: this only applies if the pupil is at risk if they leave the room/building/site).
- Preventing or stopping a fight between two or more pupils.

Examples of 3

- A pupil persistently refuses to leave the room.
- A pupil is behaving in a way that is seriously disrupting the lesson.

ACCEPTED PHYSICAL INTERVENTIONS USED

In all situations staff will take a calm and measured approach. Initial intervention should always be without force. Any physical intervention must follow other appropriate actions.

Accepted strategies provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force. Restraints where two people are used will be deemed as a more restrictive hold. As the amount of restriction/number of people increases so does the risk assessment based on the situation as to the level at which they are going to intervene.

Training on physical intervention given to staff will include sections on the background, theory and rationale behind the approach as well as an understanding of personal space and body language before any physical techniques are taught. Any physical interventions used will need to take account of age, cultural background, gender, stature and medical history of the pupil involved.

Taught techniques seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the pupil remains safe.

Below is a spectrum of intervention used by staff;

 Increase in level of intrusion	<u>1 Person standing/walking</u> Friendly hold Single elbow Figure of four Double elbow		Associated increase in level of risk 
	<u>2 Person standing/walking</u> Friendly hold Single elbow Figure of four Double elbow	<u>1 Person to chairs</u> Friendly hold Single elbow Figure of four Double elbow	
	<u>2 Person to chairs</u> Friendly hold Single elbow Figure of four Double elbow		

PLACING PHYSICAL INTERVENTION IN CONTEXT

Physical intervention is never seen in isolation at Dove House School. It is but one strategy available to staff and should always be seen as a last resort when all other strategies have failed. Physical interventions can be placed in two broad categories:

Emergency interventions

These will involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response.

The following situations may constitute the above:

- A student attacks a member of staff or another student (self-defence)
- A student attacks a fellow student /students are fighting
- A student is engaged in or about to commit deliberate damage or vandalism to property

- A student is causing or is at risk of causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- A student is running on a corridor or stairway in a way that might cause an accident or injury to themselves or to others - particularly like to be the case in crowded areas with smaller children
- A student absconds from a class or tries to leave the school at an unauthorised time (NB. This will only apply if the student leaving might itself lead to a risk of injury, property damage or serious disruption)
- A student is behaving in a way that is seriously disrupting a lesson, school event or educational visit
- A student is behaving in a way that is seriously compromising good order and discipline
- A student persistently refuses to obey an order to leave the classroom
- A student is behaving in a way that is seriously disrupting the lesson, if they are kept there. Assistance should be sought in such circumstances.

Planned Interventions

These will involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section as an agreed response to an identified behaviour. This will be documented in a 'Positive Handling Plan' (PHP) and will be reviewed termly. Permission of parents/guardians will be sought before initiating this as an accepted response. The PHP will list the accepted strategies to be used as well as strategies that may be used beforehand. A risk assessment will also be completed identifying the risks involved in the procedure as well as the risks involved if a planned physical intervention is not used.

Physical intervention should be seen in an environmental context. If an appropriate curriculum is in place, then the necessity for physical interventions will be reduced.

RISK ASSESSMENT

In the case of emergency interventions staff will make a risk assessment at the time comparing the risks associated with intervention against the risks of not intervening. In the case of planned interventions staff involved with the pupil will meet with the member of staff responsible for physical intervention in the school. A risk assessment will be used in conjunction with the PHP.

REPORTING AND MONITORING OF INCIDENTS

This is of paramount importance for a number of reasons:

- Protection for staff and pupils.
- Keeps a record of number of incidents so times/locations in which most incidents occur can be identified.
- All interventions are checked and investigated by the Headteacher.

TRAINING AND AUTHORISATION OF STAFF

All staff who have satisfactorily completed training are authorised to use physical intervention. Documentation will be retained and maintained by the member of staff responsible for instruction. Once staff have received their initial full training, refresher training will be undertaken annually. Extra refresher training will be provided at staff meetings and INSETs as considered appropriate or when requested.

POST PHYSICAL INTERVENTION PROCEDURES

As soon as is reasonably possible after an incident staff need to fill out a 'Physical Intervention Incident Form'. A copy of the form, signed by the Headteacher, should be retained by the member of staff responsible for physical intervention in the school who will also provide a debrief for the staff and check their welfare.

Following an incident, a debrief for the pupil will be undertaken by an appropriate member of staff. This should include (if appropriate) a discussion about strategies that the pupil could use in the future. Parents will be notified of any physical interventions on the day of the incident.

The numbers and types of incidents are regularly reported to the Board of Trustees.