



FRAYS

Academy Trust

Frays Academy Trust Physical Intervention Policy

**Date Ratified: July 2020
Review Date: July 2023**

Approval

Signed by Chair of Directors	
Date of Approval/Adoption	July 2020
Date of Review	July 2023

Notes on Document

This document is the property of the Frays Academy Trust and its contents are confidential. It must not be reproduced, loaned or passed to a third party without the permission of the Chief Executive.

It is controlled within the Frays Academy Trust admin server where the electronic master is held and can be accessed on a read only basis, subject to security permissions.

Paper or electronic copies may be taken for remote working etc. However, all paper copies not held within the admin server are uncontrolled. Hence the footer 'DOCUMENT UNCONTROLLED WHEN PRINTED' which must not be changed.

Once issued, as a minimum this document shall be reviewed every two years or as necessary by the Trust.

To enable continuous improvement, all readers are encouraged to notify the author of errors, omissions and any other form of feedback.

Contents

1	Context	3
2	Introduction.....	3
3	Definition of ‘restrictive physical intervention’	3
4	Acceptable forms of physical contact	4
5	When the use of physical interventions may be appropriate	4
6	Who may use physical intervention in any school in Frays Academy Trust.....	4
7	Alternative strategies to Physical Intervention	5
8	Planning for the use of physical interventions	5
9	Developing a positive handling plan	6
10	Guidance and training for staff	6
11	Complaints.....	6
	Appendix 1 – School procedures – the use of restrictive physical interventions by staff	7

Physical Intervention Policy

Touch and the use of Restrictive Physical Intervention for all Staff working with Children & Young People

Policy and Guidance for Staff in Frays Academy Trust

1 Context

The Policy is best placed within the context of the school's Behaviour Policy; it will be part of a graduated response. It also connects to, and should be consistent with, policies on Health and Safety, Child Protection and Safeguarding, Equality, and Managing Allegations of abuse by staff. It is also informed by DfE Guidance "The Use of Reasonable Force in Schools" (July 2013) and the Statutory Guidance "Keeping Children Safe in Education" (September 2020) and the law through the "Education and Inspections Act" (2006).

2 Introduction

At Frays Academy Trust, the majority of pupils behave well and conform to the expectations of our school. We operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils.

We believe that our pupils need to be safe, know how to behave, and know that the adults around them can manage them safely and confidently. However, for a very small minority of pupils in exceptional circumstances the use of restrictive physical intervention may be needed, and, on such occasions, acceptable forms of intervention will be used.

In each school, staff need to feel able to manage inappropriate risk and behaviour, and to understand what and how challenging behaviours might be communicated. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

3 Definition of 'restrictive physical intervention'

The Education and Inspections Act (2006), allows for teachers and other persons authorised by the Headteacher/Head of School to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following: -

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school

"Restrictive Physical Intervention" is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Headteacher/Head of School must, in specific circumstances, use "reasonable force" to control or restrain pupils.

- **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, or pulling a child back to stop them being hit by a moving vehicle.
- **Restraint** 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 being restrained, or to stop a pupil from putting themselves or others at immediate risk of harm.

There is no legal definition of “**reasonable force**”. However, there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

The definition of physical force also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

4 Acceptable forms of physical contact

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

- to comfort a pupil in distress (so long as this is appropriate to their age)
- to gently direct a pupil
- for curricular reasons (for example in PE, Drama etc.)
- in an emergency to avert danger to the pupil or pupils
- in rare circumstances, when Restrictive Physical Intervention is warranted

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

- the pupil's age and level of understanding
- the pupil's individual characteristics, needs and history
- the location where the contact takes place (it should not take place in private without others present)

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 participants 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 pupil.

5 When the use of physical interventions may be appropriate

Restrictive Physical Interventions will only be used when all other strategies have failed, and therefore only as a last resort. However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. The safety and well being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

6 Who may use physical intervention in any school in Frays Academy Trust

All members of school staff have a legal power to use reasonable force. In addition, the Headteacher/Head of School may give temporary authorisation to others e.g. parent helpers on a trip, volunteers or centrally employed support staff.

At Frays we recognise that physical intervention to control a pupil, may be necessary, in order to maintain their safety. We also recognise that there may be extreme situations that may lead to it being essential that a child is restrained. We therefore have a number of staff in each school who have had “Positive Handling Training”, and that this is refreshed every three years. Each school holds a list of these staff.

We take the view that staff should not be expected to put themselves in danger, and that removing pupils and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

7 Alternative strategies to Physical Intervention

There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (e.g. When a pupil is about to run across a road). However, in many circumstances there are alternatives e.g. the use of assertiveness skills, or de-escalation techniques such as:

- The broken record (in which an instruction is repeated until the pupil complies)
- Withdrawal of attention (audience) e.g. if an action such as damage to property is threatened. This may include moving the remainder of the class away from the room where the incident is taking place.
- Use of a distracter, such as a whistle, to interrupt the behaviour (such as a fight on the playground) long enough for other methods of verbal control to be effective
- Only one adult directly speaking to a child to ‘talk them down’ to keep the situation calm and controlled.
- Allowing the child an opportunity to move to a quiet “safe” space to decrease stimulation.
- Ensuring a child maintains their own personal space
- Deploying distraction techniques
- Other techniques designed to defuse the situation, such as the avoidance of confrontation, allowing silence, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- The employment of other sanctions consistent with the School’s policy on behaviour.

8 Planning for the use of physical interventions

If there are no other alternatives and physical intervention is deemed necessary, the following 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 pupil’s and/or other pupil’s best interests
- 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, any restraint used will be relaxed to allow the pupil to regain self-control
- a distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- the age, understanding, and specific needs of the individual pupil will always be taken into account
- in developing Individual Behaviour Plans, consideration will be given to approaches appropriate to each pupil’s circumstance
- procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Physical Intervention, as it is essential to safeguard the

emotional well-being of all involved at these times

9 Developing a positive handling plan

If a pupil is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Positive Handling Plan will be completed. This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing.

The plan will include:

- involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- a record needs to be kept in school of risk reduction options that have been examined and discounted, as well as those used
- managing the pupil, strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention is to be used
- identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil
- ensuring a system to summon additional support
- identifying training needs

10 Guidance and training for staff

Guidance and training is essential in this area. We need to adopt the best possible practice. In the Frays Academy Trust, this is arranged at a number of levels including:

- awareness for governors, staff and parents
- behaviour management for all staff
- managing conflict in challenging situations - all staff
- Positive Handling Training - groups of staff.

11 Complaints

The purpose of this policy is to ensure physical intervention is used proportionately. However, if there are complaints they will be addressed through a thorough investigation. All disputes that arise about the use of force by a member of staff will be dealt with according with the Managing Allegations of Abuse against Staff and Child Protection Policies.

Appendix 1 – School procedures – the use of restrictive physical interventions by staff

This procedure supports the application of the Frays Academy Trust policy and guidance on the use of Restrictive Physical Intervention. All staff should study the policy statement carefully.

1. 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 of School.
2. The person responsible for ensuring that all planned use of restrictive physical intervention is risk assessed is the Head of School.
3. Copies of all risk assessments are held the Head of School and are reviewed after every use of force and termly.
4. The people who are authorised to use reasonable force in planned restrictive physical interventions (e.g. Positive Handling) are listed in Appendix 1. No other person should engage in a planned intervention. The list includes their names and Job title and the dates of their training.
5. Only those trained in appropriate techniques within the last three years may be authorised. The person responsible for ensuring that appropriate training is provided, including regular updates, is the Head of School.
6. Training records are held by the Head of School.
7. Those not involved in risk assessment but whose roles include the supervision of children may use reasonable force in an emergency unplanned intervention where it is necessary to prevent a serious injury from occurring.
8. Every use of physical intervention is to be reported the same day to the Head of School or the Deputy in charge if the Head of School is off- site. The Head of School or Deputy will ensure that a parent of the child who has had force used against them is notified that day. This will be done by phone and followed up in a meeting on that day.
9. In addition, the details of each use of physical intervention must be recorded on the Pupil Incident Report Form that is held by Head of School. This form can also be found in Appendix of this document. The person leading the planned or unplanned intervention must complete this form. The Head of School will review every use of physical intervention. ^[1]_[SEP]

Individual child or young person risk assessment

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

School:

Name of Child:

Class group:

Name of teacher:

Name of parents/Carers:

Identification of Risk	
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	

Individual child or young person risk assessment (Continued)

Assessment of Risk	
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:

Individual child or young person risk assessment (Continued)

Agreed Plan and 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:

..... (Parent/carer)

..... (Child - if appropriate)

..... (Head of School)

..... (Class teacher)

Date:

Individual child or young person risk assessment (Continued)

Communication of 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

Individual child or young person risk assessment (Continued)

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

Plans and strategies evaluated by:

Headteacher/Head of School.....

Date:

Pupil Incident Report Form

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

School:

Name of Child:

Class group:

Name of Staff Member and Job Title:

Date:

Time:

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

(tick the appropriate box below)

Defusing		Time out offer	
Deflection		Time out directed	
Distraction take up time		Changes of task	
Appropriate Humour		Choices	
Proximity control		Limits	
Verbal advice/support		Consequences	
Rule reminder		Another member of staff	
Hurdle help		Other (please state)	
Planned ignoring			

JUSTIFICATION FOR USE OF PHYSICAL CONTROLS:

(tick the appropriate box below)

To prevent/interrupt;

A criminal offence
Injury to pupil/staff/others
Serious damage to property
Disruptive behaviour
Pupil absconding
Other (please state)

NATURE OF RESTRICTIVE PHYSICAL INTERVENTION USED: (Insert language relevant to training received and include estimate of duration of use of physical intervention)									
Standing		Sitting		Kneeling		Floor (prone)		Floor (Supine)	
RESPONSE AND VIEW OF THE PUPIL: (this field must be completed)									
DETAILS OF ANY RESULTING INJURY: (injury to whom and action taken as a result, e.g. first aid, medical treatment)									
ANY OTHER RELEVANT INFORMATION:									
Signature of Staff Involved:									
NAME OF SENIOR PERSON NOTIFIED:									
TIME / DATE OF SENIOR PERSON NOTIFIED:									
HEAD OF SCHOOL'S COMMENTS:									
SIGNATURE OF HEAD OF SCHOOL:									
DATE:									