



PHYSICAL INTERVENTION POLICY

1. Purpose

The purpose of this policy is to make clear the position of the school with regards to necessary physical interventions and to safeguard the well-being of students and staff when a situation or incident requires the use of physical intervention.

Our restraint policy is based on the following principles:

- Physical intervention is used only as a **last resort** when other appropriate strategies have failed.
- Any physical contact is only the minimum required.
- Physical intervention is used in ways that maintain the safety and dignity of all concerned.
- Incidents are recorded and reported to the Head Teacher.
- The nursing team are informed of each incident.

It is the objective of the Pilgrim PRU to maintain consistent and safe practices in the use of handling, reasonable force & restraint. If a child or young person needs to be restrained in anyway the nursing team would be called upon to support the teachers in any action. *In addition to this at The Croft the nursing team and the teachers are trained in managing challenging behaviour in children.* At The Darwin Centre the nursing team are trained in the prevention of violence and aggression. The teaching team have also undertaken training in safe handling and breakaway training. It is CPFT policy to ensure minimal physical intervention where possible.

Physical Intervention and the Law

The law allows all adults who are authorised by the Head teacher to be responsible for students to use such force as is reasonable to prevent a student:

- a) Committing a criminal offence (or for younger children that which would be an offence)
- b) Causing personal injury, injury to others or damage to property
- c) It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, significant injury would have followed.

This policy has been written with DfE 'Use of reasonable force' advice for Head teachers, staff and governing bodies July 2013.

Staff should not hesitate to act in these situations provided they follow this policy; however, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience of their professional colleagues.

In most cases the nursing team will be called on to support any physical intervention that may be required to assist a student back to the ward.

2. Definition of Terms:



Handling – refers to any physical intervention applied by a member of staff where it is necessary to make physical contact with a student in order to manage their conduct or ensure their own or others safety. Handling strategies may be restrictive or non-restrictive and include shepherding, guiding, supporting, blocking, confining, holding and, in the most extreme cases, restraining.

Use of Reasonable Force – is the application of appropriate and proportionate force required to achieve the required outcome from the handling strategy employed (see above) without further endangering the student, member of staff or others present at the time of physical intervention.

Restraint - is the positive application of force in order to actively prevent a child from causing significant injury* to him/herself or others or seriously damaging property.

*Significant Injury would include: actual or grievous bodily harm, physical or sexual abuse, risking the lives of, or injury to, themselves or others by wilful or reckless behaviour, and self-poisoning.

3. Implementation of Physical Intervention:

All members of staff working with students at the school are authorised to handle, use reasonable force or restrain students if/when such physical intervention is necessary.

No member of staff is required to employ any physical intervention strategy if they are not comfortable or confident to do so effectively.

No member of staff should intervene physically if they have reason to believe that to do so would worsen the situation/incident that is taking place.

In all circumstances where physical intervention is or may become required members of staff should ensure that adult assistance is requested before intervention, although it is understood that circumstances may lead to the need for intervention prior to the assistance arriving.

Staff considering handling, use of reasonable force or restraint must provide opportunity for the student to alter their behaviour/actions before employing a physical intervention strategy and should continue to make instructions to the student and details of their intended interventions clear.

The method of physical intervention employed must use the minimum reasonable force for the minimum length of time.

| DO | DON'T |
|---|--|
| <ul style="list-style-type: none"> ❖ <i>Summon help / involve another member of staff if possible.</i> ❖ <i>Continue to talk to the pupil in a calm way.</i> ❖ <i>Use simple and clear language.</i> ❖ <i>Tell the pupil what s/he must do for them to remove the restraint (this may need frequent repetition).</i> ❖ <i>Use the minimum force necessary.</i> ❖ <i>Be aware of any feelings of anger.</i> ❖ <i>Hold limbs above a major joint if possible e.g. above the elbow.</i> | <ul style="list-style-type: none"> ❖ <i>Try to manage on your own.</i> ❖ <i>Stop talking even if the pupil does not reply.</i> ❖ <i>Act in temper.</i> ❖ <i>Allow a prolonged verbal exchange with the pupil.</i> ❖ <i>Involve other pupils in the restraint.</i> ❖ <i>Use physical restraint or intervention as a punishment.</i> ❖ <i>Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct.</i> ❖ <i>Twist or force limbs back against a joint.</i> |



| | |
|---|---|
| <ul style="list-style-type: none">❖ <i>Relax the restraint in response to the pupil's compliance.</i> | <ul style="list-style-type: none">❖ <i>Bend fingers or pull hair.</i>❖ <i>Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck.</i>❖ <i>Slap, punch, kick or trip up the pupil.</i> |
|---|---|

5. Recording Physical Intervention

All incidents where staff feel that they have used force to modify behaviour or conduct should be recorded. It is not necessary to record every incident of contact with a child, but where a member of staff perceives that contact has been received at all negatively, they are advised to record the circumstances.

Intervention Recording Forms are available in the administration office and should be submitted to the designated officer (DO) for Safeguarding. The Head Teacher will be informed of the intervention that has taken place.

It is the responsibility of the intervening member of staff to complete the record form on the day that the intervention took place.

The circumstances and nature of the physical intervention will be held on the record of the student involved.

The DO will inform any necessary agencies/authorities (eg. IRT) of the physical intervention in accordance with DFE and LA guidance. The Deputy or Head teacher will ensure that parents/carers are appropriately informed.

For the safeguarding of both staff and student, any subsequent investigation of the situation/incident should be undertaken by a member of staff other than the one applying the physical intervention.



Appendix 1: Restraint Recording Form

| RECORD OF POSITIVE PHYSICAL HANDLING / RESTRAINT | | |
|--|-----------------------|---------------------|
| Child's / Young Person's Name: | | Date: |
| Time: | Location of incident: | Report compiled by: |
| ANTECEDENTS (events leading up to the incident): | | |
| BEHAVIOUR (how did the pupil respond, describe what actually happened): | | |
| CONSEQUENCES (how did staff intervene, how did the pupil respond, how was the situation resolved): | | |
| NAMES OF THOSE INVOLVED (staff and pupils): | | |



| | | |
|---|---|--|
| NAMES OF WITNESSES (staff and pupils): | | |
| WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO THE PHYSICAL CONTROLS? (tick below): | | |
| Verbal advice and support [] Reassurance [] Calm talking / stance [] Time out directed [] Time out offered [] | Choices / limits / consequences [] Distraction [] Planned ignoring [] Take up time [] Negotiation [] | Humour [] Contingent touch [] Transfer adult [] Success reminder [] Other (please specify) |
| WHY WAS THE DECISION MADE TO USE RESTRAINT? <div style="text-align: right; margin-right: 20px;"> To prevent child / young person from causing injury to him / herself? [] To prevent child / young person from causing injury to others? [] To prevent child / young person from causing damage to property? [] To prevent child / young person from causing serious disruption? [] To prevent child / young person from running away? [] Other? (Please specify) [] </div> | | |
| DESCRIPTION OF PHYSICAL RESTRAIN HOLDS USED: (please include approx.. time span of any holds) | | |
| CHILD'S VIEWS Report read and discussed with child: Yes [] No [] Child / young person agrees with content: Yes [] No [] If no, what is the child's/young person's view? / If yes, does the pupil have any comments? | | |
| Did the child / young person suffer any injuries as a result of this incident? Injury location and description: | | |
| Did staff or others suffer any injuries as a result of this incident? Injury location and description: | | |