Annex I

Physical Intervention
Wheeler Primary School
School Specific Information

1. Headteacher
   - Claire Mudd

   Deputy Headteacher
   - Paula Scowen
2. Chair of Governors
   - Steve Jones
3. SENCO
   - Claire Burrows
4. Designated Safeguarding Lead
   - Debbie Robinson
5. Senior Member of Staff with responsibility of overseeing
   - Claire Mudd
6. Trust Safeguarding Lead
   - Suzanne Wilson contact Swilson@hcat.org.uk

	Section Applies	Other Information
Introduction		
Purpose:	√	
Aim(s):	√	
Wider Trust aims/ethos:	√	
Consultation:	√	
Sources and references:	√	DfE guidance and legislation
Principles/values:	√	
Procedures		
Definition:	√	
Equality Impact:	√	
Health and safety:	√	
Teaching:	√	
Organisation:	√	For Trust wide use.
Homework/parent partnership:	√	
Resources:	No	
Monitoring and evaluation:	√	
Policy Key Information	**Date**	**Other Information**
Owned By		Suzanne Wilson
Original date	Feb 2017	
Approved By		Date approved by operations committee
Review Schedule	Feb 2019	
Amended dates	Feb 2018 Dec 2018	
Minimum Review date	2 years	

Hull Collaborative Academy Trust

Physical Intervention Policy

Date issued: March 2018
Ratified by the Trust Board:
Review Date: March 2020

Other related academy policies that support this Positive Handling policy include:- Anti-bullying, Behaviour, Child Protection, Complaints, Educational Visits, First Aid, Health & Safety, Intimate Care, Special Educational Needs & Disability, Staff Code of Conduct, Supporting Children with Medical Needs & Whistle Blowing

HCAT Ethos
HCAT's strapline is 'Children First'. This is central to the organisation's vision, ethos and culture and informs every decision we make. We are fully committed to ensuring pupils within the trust receive the highest quality education and acquire the necessary skills and characteristics to enable them to be happy and successful in life.

At HCAT we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

1. **Aims**

This policy has been written to support all teaching and support staff who come into contact with pupils who may need physical intervention. Staff recognise that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety/well-being and also to maintain good order and discipline. The Trust follows the non-statutory guidance; Use of reasonable force; Advice for Headteachers, staff and governing bodies July 2013.

2. **Minimising the need to use force**

As a school, we are committed to creating a calm and safe environment that minimises the risk of incidents arising that might require the use of reasonable force.

The school will:

- Create and maintain a calm, orderly and supportive school environment that minimises the risk of incidents that might require force arising
- Develop effective relationships between staff and pupils
- Teach pupils how to manage conflict and strong feelings
- De-escalate incidents if they do arise
- Only use force when the risks involved in doing so are outweighed by the risk involved in not using force

3. **Staff authorised to use force**

All members of school staff have a duty of care and legal power to use reasonable force.

- 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. (Section 93, Education and Inspections Act 2006)

The Headteacher will make every effort to ensure that staff:

- clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and
- are provided with appropriate specialist training to deal with difficult situations

4. **Deciding to use force**

Staff should only use force when:

- The potential consequence of not intervening are sufficiently serious to justify considering the use of force

- The risk associated with not using force outweigh those of using force
- The chance of achieving the desired result by other means is low

All staff will be kept informed and advised how to deal with particular pupils who present particular risk to themselves or others. If it is deemed there is a likelihood that force will need to be used a positive handling plan (PHP) will be created for the individual pupil. Reasonable adjustments will be made for children with special educational needs and disabilities (SEND). PHPs will be reviewed following any use of physical intervention and necessary alternations made, if required.

5. Using force

There is no legal definition of when it is reasonable to use force and each case must be judged on its circumstance. However, when manging situations involving pupils with SEN and disabilities or medical conditions, the staff must recognise these additional vulnerabilities and consider carefully any associated risks when using reasonable force.

The force used needs to be in proportion to the consequence it is intending to prevent. The degree of force used should be the minimum needed to achieve the desired result.
Staff will 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 a pupil.

Force should not be used to prevent trivial misbehaviour.

Before using force, staff should:

- Tell the pupil to stop misbehaving
- Communicate in a calm and measured manner
- Never act out of anger or frustration or to punish a pupil
- Make it clear to the pupil that physical contact or restraint will stop as soon as it ceases to be necessary.

The type of force used could be:

- standing between pupils or blocking a pupil's path
- leading a pupil by the hand or arm
- ushering a pupil away by placing a hand on the centre of the back
- using appropriate restrictive holds, which may require specific expertise or training

Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

Staff are advised that, as far as possible, they should not use force unless or until another responsible adult is present to support, observe or call for assistance.

6. Reason for using force

To:

- restrain a pupil at risk of harming themselves through physical outbursts.
- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

7. Staff Training

Reminders of the behaviour policy will be given regularly through staff meetings and briefings. Staff will be offered the opportunity to take part in specialist training in dealing with challenging behaviour. If a pupil is displaying challenging behaviour and it is thought they may need physical intervention a positive handling plan will be written, discussed and disseminated to staff.

8. Advice for staff

At all times try to manage your own emotions – maybe take a deep breath – and do not become involved in a 'conflict spiral'. Situations are rarely personal.
Name the inappropriate behaviour; express clearly the desired behaviour, calmly confidently, assertively.
Use 'language of choice' – put the responsibility, ownership of behaviour with the child.

9. Recording incidents

Any incident of physical intervention **must** be recorded on the Positive Handling Record Form in Appendix 2 by the main adult/s involved. This completed incident form should then be passed to to a senior member of staff responsible for recording and monitoring who, after giving the incident a log number, will upload the incident on to CPOMS. A record of the log number and child's name, will be kept securely.

10. Reporting incidents

After any incident in which force has been used parents should be informed as soon as possible. The Headteacher should also be informed.

11. Post – incident support

Physical Intervention can be distressing for both staff and pupils it is important both staff and children are given the time and support needed to help them regain their composure.

- The school will decide, and involve, as appropriate any multi-agency partner e.g. early help, social care, CAMHS.
- Wherever possible, the views of the child, post incident, most be sought understood and recorded.
- Opportunities to repair relationships between staff and pupils affected by the incident will be offered
- In some cases, the incident may lead to the fixed term or permanent exclusion of the pupil in line with the behaviour policy

12. Complaints or allegations

Complaints will be dealt with under the school's complaints procedures however, if an allegation of abuse is made against a member of staff, the school will follow the procedures outlined in the child

protection policy, and advice sought from the Local Authority Designated Officer, as per Keeping Children Safe in Education – Part 4.

13. Physical Contact with pupils in other circumstance

There may be occasions when physical contact with a pupil may be proper or necessary e.g., sports coaching or giving first aid. Touching may also be appropriate where a pupil is being congratulated or praised, or where a pupil is in distress and needs comforting. Teachers must use their own professional judgement when they feel a pupil needs this kind of support. For some pupils touching is particularly unwelcome. Staff must bear in mind that even innocent and well-intentional physical contact can sometimes be misconstrued.

14. Powers to search pupils without consent

In addition to general power to use reasonable force, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items'[2]:

- knives or weapons
- alcohol
- tobacco and cigarette papers
- fireworks
- illegal drugs
- stolen items
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used
  i) to commit an offence,
  ii) to cause personal injury to, or damage to the property of, any person (including the pupil)
- Principal and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can confiscate any prohibited items found as a result of a search.

The Headteacher must ensure the person carrying out the search is of the same sex as the pupil, and the search must be carried out in the presence of another adult also of the same sex as the pupil. Pupils cannot be required to remove any clothing other than outer garments. If pupil's possessions are searched this must also be done in the presence of another adult. The person carrying out the search is able to use such force as is reasonable in the circumstance for exercising that power. Furthermore, the Education Act 2011 allows staff to lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

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[2] The School Behaviour (Determination and Publicising of Measure in Academies) Regulations 2012

Appendix 1

NON-PHYSICAL CRISIS INTERVENTION TECHNIQUES

Do	Don't
♦ Appear calm and relaxed	♦ Appear afraid and unsure of yourself, ♦ Bossy or arrogant ♦ Assume an "I don't give a damn about you" attitude
♦ Keep the pitch and volume of your voice down	♦ Raise your voice
♦ Feel comfortable with the fact you are in control ♦ Project a calm assured feeling that you will see the situation through to a peaceful end no matter what happens	♦ Appear to expect an attack
♦ Talk with the pupil	♦ Give demands ♦ Make demands
♦ Be matter of fact if the pupil becomes agitated ♦ Be sensitive and flexible ♦ Be flexible but consistent ♦ Be aware of body language	♦ Make threats ♦ Maintain continuous eye contact ♦ Gesticulate
♦ Stay close to the pupil and attend to him/her	♦ Turn your back or leave ♦ Invade their personal space
♦ Be patient	♦ Display emotion ♦ Argue
♦ Acknowledge his/her feelings ♦ Leave the pupil an avenue of escape	♦ Corner the pupil physically or psychologically
♦ Where possible, remain seated as long as the pupil does; ♦ Avoid crowding	♦ Get up and move towards the pupil

Appendix 2

Physical Intervention Record Log no:

Child's Name:		Date:	
Location of Incident:			
Staff Involved:		Witnesses:	
Start Time:	Duration of Restraint:	Injuries to Staff:	Injuries to Child:

Nature of Risk (tick)					
Criminal Offence	Injury	Absconding	Serious Disruption	Damage	Other
Level of Risk	Low		Medium	High	

The Incident – Describe the incident briefly, include what led up to it:

Who or what was at risk?	

Diversion, distraction and de-escalation attempted (tick)							
Verbal advice & support		Firm clear directions		Negotiation		Limited choices	
Reassurance		Tactical ignoring		Distraction		Diversion/diffusion	
Humour		Withdrawal offered		Withdrawal directed		Transfer adult	
Consequence reminders		Success reminders		CALM stance and talk		Take-up time	

Physical strategies attempted					
Help hug	Cradle hug	Wrap	Sitting wrap	Double elbow	Half shield
Single elbow (2 person)	Sitting single elbow (2 person)	Small child escort	Fight response	Punch/kick response	

PHP amended?	No		Yes		Reason
Positive debrief	No		Yes		

Positive debrief: repair, reflection and rebuilding of relationships is an essential element in positive handling response.

Signature	**Date**	**Signature**	**Date**
Monitor Signature			

Appendix 3

POSITIVE HANDLING PLAN

Name: **DOB:**

ENVIRONMENTS AND TRIGGERS

Describe the situations that have led to a dangerous incident in the past.

-
-

RISK

Circle (or make **bold**) the level of potential risk.

Low Medium High

Circle (or make **bold**) and/or describe precisely what might happen

Slap	Punch	Bite	Pinch	Spit	Kick
Hair grab	Neck grab	Clothing grab	Body holds	Arm grab	Weapons / Missiles

e.g.
Violent tantrums
Starts fights with other children
Punches and kicks other children
Grabs children around the neck and won't let go
Very powerful when in a temper
Throws/pushes furniture

PREVENTION

Describe any changes to routines, personnel or environment that might reduce the risk of this happening.

DIVERSION AND DISTRACTIONS

Describe interests, words, objects etc. that may divert attention from an escalating crisis.

DEESCALATION
Describe any strategies that have worked in the past or should be avoided

	Try	Avoid
Verbal advice and support		
Firm clear directions		
Negotiation		
Limited Choices		
Distraction		
Diversion		
Reassurance		
Planned Ignoring		
Withdrawal Offered		
Withdrawal Directed		
Transfer Adult		
Reminders about Consequences		
Humour		
Success Reminders		
Other/Talk about ringing parents		

PHYSICAL INTERVENTION
Describe any strategies that have worked in the past or should be avoided.

	Try	Avoid
Help Hug		
Cradle Hug		
Standing Wrap		
Sitting Wrap		
Standing Double Elbow		
Sitting Double Elbow (Single person)		
Standing Single Elbow		
Standing Single Elbow (2 person)		
Sitting Single Elbow (2 person)		
Half Shield		
Other		

LISTENING AND LEARNING
Describe any strategies which have worked in the past or should be avoided.

Responds to:
-

Avoid:
-

RECORDING AND NOTIFICATIONS REQUIRED

Parents/Carers	
Headteacher	
Social Care	

Educational Psychologist	
Doctor / Nurse	
Others:	

Name	Status	Signed	Date

Useful Links

DfE: Behaviour & Discipline in Schools. Advice for Headteachers and school staff – Updated January 2016

https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

DfE: Supporting pupils at school with medical conditions. Statutory guidance – December 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf

DfE Use of reasonable force Advice for Headteachers, staff and governing bodies July 2013

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Guidance for safer working practice for those working with children & young people in education settings – October 2015
https://www.safeguardinginschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final.pdf

Guidance on 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 Disorders (2002)

http://media.education.gov.uk/assets/files/pdf/g/guidance%20on%20the%20use%20of%20restrictive%20physical%20interventions.pdf

DfE Screening, searching and confiscation – advice for Headteachers, staff and governing bodies. Updated Jan 2018

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Jan_2018.pdf

DfE Keeping Children Safe in Education. Statutory guidance for schools and colleges

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf.

Summary of changes - June 2018

Page 3	Added HCAT ethos
Page 4	Recording incidents on CPOMS Ascertaining pupil views post incident
Page 5	Added the need to review PHPs, if required Added more description of the use of force involving pupils with SEND or medical conditions. Reference to Keeping Children Safe in Education
Page 6	Included lawfully searching for electronic devises
Page 14	New hyper link for Keeping Children Safe in Education

Summary of changes - December 2018

Page 5	Recording incidents Removed reuirement for bound book
Appendix 2	New Positive Handing Record form