

# Physical Intervention Policy



GREEN RIDGE  
PRIMARY ACADEMY

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## 1. Introduction

At Green Ridge Primary Academy we believe that pupils need to be safe, to know how to behave, and to know that the adults around them are able to manage them safely and confidently. Only for a very small minority of pupils will the use of physical intervention be needed. On such occasions, acceptable forms of intervention are used in order to safeguard a child themselves, other children or members of staff.

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

All school staff need to feel that they are able to manage inappropriate behaviour, and to have an understanding of what challenging behaviours might be communicating. They need to know what options are available for managing behaviour, 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.

## 2. Definition of “restrictive physical intervention”

“Restrictive Physical Intervention” is the term used to describe interventions where bodily contact using force is used to control or manage a child’s behaviour. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to use “reasonable force” to control or restrain pupils in circumstances that meet the following legally defined criteria.

- To prevent a child from committing a criminal offence (*this applies even if the child is below the age of criminal responsibility*)
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (*including the child’s own property*)
- To stop the child from engaging in any behaviour which is prejudicial to maintain the good order and discipline at the school.

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.

### 3. When the use of restrictive physical interventions may be appropriate at Green Ridge

The academy will make every effort to support pupils before the need for physical intervention is necessary. Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. The de-escalation strategies used to prevent the need for physical intervention include (but are not limited) to:

- Visuals (e.g. now and next boards/visual timetables)
- Limited choices provided (e.g. you can finish your learning here or do an activity outside)
- Use of scripted responses
- Use of calm spaces to facilitate self-regulation
- Refer to zones of regulation
- Use of calming resources
- Removal of other children from the immediate environment

However, there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

#### Who may use restrictive physical intervention at Green Ridge?

The following staff (as well as the teachers employed at the school) are authorised by the Headteacher to have control of pupils, and **must** be aware of this Policy and its implications. However, non-inclusion on this list does not mean that an adult is necessarily barred from using physical intervention. If the Head has lawfully placed an adult in charge of children then that adult will be entitled to use restrictive physical intervention.

We take the view that staff should not be expected to put themselves in danger and that removing other pupils and themselves from risky situations may be 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.

#### Names of Authorised staff

- Teachers
- Teaching Assistants
- Administration Staff
- Premises Staff
- Peripatetic teachers

## 4. Planning for the use of restrictive physical interventions at Green Ridge

Staff will use the minimum force needed to restore safety and appropriate behaviour.

The 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
- Restrictive Physical Intervention will only be used in circumstances when one or more of the legal criteria for its use are met
- Staff will only use it when there are good grounds for believing that immediate action is necessary and that it is in the pupil's and/or other pupil's best interests for staff to intervene physically.
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion (see above for examples). The pupil will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour
- Only the minimum force necessary will be used
- Staff will be able to show that the intervention used was a reasonable response 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, the Restrictive Physical Intervention 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 competence of the individual pupil will always be taken into account
- In developing Individual Behaviour Support 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 Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

## 5. Acceptable forms of intervention Green Ridge

- 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 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. [Should a pupil appear to **enjoy** physical contact this must not be sought via Restrictive Physical Intervention.]

There may be occasions where staff deem it necessary to guide or escort a child from a situation they are in, this could be due to the child putting themselves, other children or staff in danger. This would be done following the 'Step On Training' that all staff have received (and refreshed on annually). When a child is being guided or escorted, they are never placed in a restrictive hold and can always get out of the position they are in should they want to (see Annex 2 for further information).

Should a child continue to put themselves in a dangerous situation, they may be positively handled for as short a period as possible to ensure they are safe. In these situations, a member of staff who has been trained on 'Step Up' will be called to support (where possible). The child may then be positively handled to get them to a safe space or to support them with de-escalation (see Annex 3 for further information). In these holds, the pupil's movement may be restricted to prevent harm to themselves or to others. A positive handling log is kept in the Headteacher's office which must be completed by any member/s of staff following the use of any 'Step-Up' positive handling with a child. The Headteacher is made aware of any use of positive handling which may be deemed to be beyond that which is typical in the day-to-day running of the school and separate to the school behaviour policy. We regularly review the use of positive handling to ensure that it is being used appropriately and in-line with the guidelines noted in this policy.

## **6. Developing an individualised plan for positive handling at Green Ridge**

If a pupil is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Positive Support Plan will likely 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
- ❑ Techniques for managing the pupil's behaviour i.e. strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention may be used
- ❑ ensuring a system to summon additional support

*Please refer to Appendix 1 for a Positive Support Plan Pro-forma*

## 7. Guidance and training for staff

Guidance and training is essential in this area. We need to adopt the best possible practice. At Green Ridge, this is arranged for all staff at a number of levels including:-

- awareness of issues for governors, staff and parents,
- behaviour management techniques for all staff
- managing conflict in challenging situations - all staff

Training in practical techniques of physical intervention may be required for staff where there is a significant likelihood of them needing to intervene physically due to the nature of the pupil (or pupils) that they are working with. Where there is an identified need for such training, staff will be trained by an approved instructor. Typically, this is through 'Step Up' which links to our 'Step On' training on de-escalation strategies. *(NB there is no legal requirement for staff to be trained in the use of practical techniques so staff may exercise their legal right to physically intervene even if they have not had such training. However, they would still need to demonstrate that their intervention was reasonable and proportionate).*

## 8. Complaints

It is intended that by adopting this policy and keeping parents and governors informed we can avoid the need for complaints. All disputes which arise about the use of force by a member of staff will be dealt with according to Child Protection and Safeguarding policies.

## Positive Support Plan

<b>Name</b>	<b>Class</b>	<b>Date of creation</b>	<b>Version of plan: Review dates:</b>
<b>This is me (picture):</b>	<b>Potential triggers for behaviour incidents</b>	<b>Proactive Adaptations to support behaviour</b>	
<b>Area of need – what are their barriers to learning? <u>Physical and/or sensory</u></b>		<b><u>Cognition and learning</u></b>	
<b><u>Social, emotional, and mental health</u></b>		<b><u>Communication and Interaction</u></b>	
<b>Signature of Class Teacher:</b>	<b>Signature of Parents/Carers:</b>	<b>Signature of young person (if appropriate)</b>	



POSITIVE behaviours you will see:	What you will say:	What you will do:
•	•	•

SIGNS that XXX is becoming dysregulated:	What you will say:	What you will do:
•	•	•

CHALLENGING behaviours you will see:	What you will say:	What you will do:
		•







HARMFUL behaviours you will see:	What you will say:	What you will do:
•	•	•

Signs that the pupil is beginning to self-regulate	What you will say:	What you will do:
	•	•



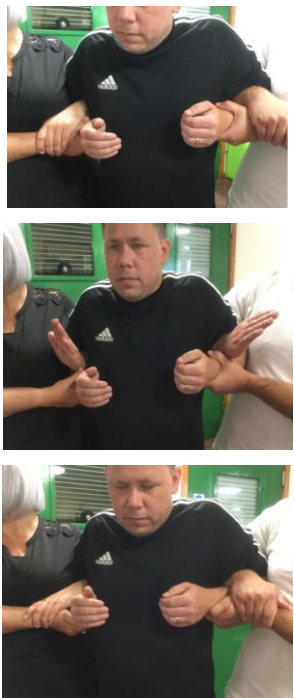

Following an incident		
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*N.B – Upon the creation of this pastoral plan with the Class Teacher and Parents/Carers, the Class Teacher will ensure that this plan is shared with all relevant staff members separately.*

## Step-On Training - Escorts and Guides

<p><u>Open Mitten</u></p> 	<p>Fingers together Thumb away from fingers Palms parallel to floor</p> <p><i>The hand should remain in a mitten to avoid/minimise the possibility of gripping.</i></p>	<p><u>Closed Mitten</u></p> 	<p>Flat hand Fingers and thumb together</p> <p><i>The hand should remain in a mitten to avoid/minimise the possibility of gripping.</i></p>
<p><u>Offering an Arm</u></p> 	<p>Hip in Head away Sideways stance Arm is offered Invite is accepted Draw elbow in for extra security</p>	<p><u>Supportive Hug</u></p> 	<p><i>To communicate comfort:</i></p> <p>Hip in Head away Sideways stance Closed mittens contain each shoulder Communicate intention Use 'de-escalation script' if needed</p>
<p><u>Supportive Arm</u></p> 	<p>Hip in Head away Sideways stance Positioned behind the elbow Closed mittens used above the elbows to maintain safe shape Communicate intention</p>	<p><u>Open mitten to stabilise and to turn</u></p> 	<p>Open mitten hand, placed on the arm above the elbow Safe shape (arm tucked into sides) Palm parallel to the floor Staff positioned (see image) with extended arm Staff moves the individual's arm in front or behind their body to gently turn them Communicate intention Use 'de-escalation script' if needed</p>
<p><u>Open mitten escort</u></p> 	<p>Hip in Head away Open mitten hands above the elbows Safe shape Arm resting across the shoulders Communicate intention Move assertively (prevent kicking / dropping)</p> <p><i>The hand should remain in a mitten to avoid/minimise the possibility of gripping.</i></p>	<p><u>Open mitten escort (paired)</u></p> 	<p>Hip in Head away Open mitten hands above the elbows Safe shape Arms resting across the shoulders Communicate intention Move assertively (prevent kicking / dropping)</p> <p><i>The hand should remain in a mitten to avoid/minimise the possibility of gripping.</i></p>

## Step-Up Training – Physical Intervention

<p><u>Elbow tuck figure of 4 (lone worker)</u></p> 	<p><i>Lone worker elbow tuck should be used only where staff have a height and weight advantage.</i></p>	
<p><u>Elbow tuck rescue shape (paired)</u></p> 	<p><i>Elbow tuck rescue shape:</i></p> <ol style="list-style-type: none"> <li>1. Staff arms either side of the child's arm.</li> <li>2. Both hands thumb on top.</li> <li>3. Staff bring arms back bending them and bringing the child's arms back into a safe position.</li> </ol> <p><i>All elbow tucks can start from this rescue shape</i></p> <p><i>The rescue shape is not designed to be maintained but is used as a familiar shape to return to between transitions.</i></p>	
<p><u>Elbow tuck figure of 4</u></p> 	<p><i>The elbow tuck Figure of 4 is predominantly used to control arm movement in a range of operational situations.</i></p> <p>Transition from rescue shape to Figure of 4. Ensure tuck is maintained keeping own thumbs on top or cradling the arm. 'Inside' hand moves to hold own lower arm.</p> <p>Own hand holding own lower arm. Cradling, or thumbs on top of service user's lower arm. Maintain tuck. Head away.</p>	<p><u>Elbow tuck figure of 4 standing</u></p>  <p>Head away. Hips in. Firm 'A frame' stance. Use own body to help support tuck shape.</p>