

**Burlington Infant School**



**Use of Positive Physical Intervention Policy**

<b>Date:</b>	<b>January 2019</b>
<b>Date Due for Review</b>	<b>January 2020</b>
<b>Approved By:</b>	<b>Full Governing Body</b>

# Burlington Infant School: Positive Physical Intervention Policy



## USE OF POSITIVE PHYSICAL INTERVENTION POLICY

**"Always do your best and be your best"**

This policy has been written with reference to the following:

**Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies,**  
© Crown copyright 2015

And

**Behaviour and Discipline in School: Advice for Headteachers and School Staff**  
January 2016.

*The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.*

### Objectives

- To maintain the safety of pupils and staff
- To prevent serious breaches of school discipline
- To prevent serious damage to property

### Minimising the Need to Use Force

The use of force is used only as a last resort at Burlington Infants School to protect the safety of pupils and staff, and to ensure that all pupils can access the education to which they are entitled.

Procedures are in place to create a calm, supportive and caring environment through the use of our Golden Rules and SEAL activities during assemblies, Circle Times and PHSE curriculum, to support children in managing conflict and dealing with their emotions. We have also established a Nurture Room (The Jigsaw Room) to provide additional support as and when needed.

### What is 'reasonable force'?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.

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4. As mentioned above, schools generally use force to control pupils and to restrain them. 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.

5. 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 physical intervention.

6. School staff should 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 the pupil.

### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force<sup>2</sup>.
- 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.

### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In school, force is used for two main purposes - to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

### **Schools can use reasonable force to:**

- 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
- restrain a pupil at risk of harming themselves through physical outbursts.

### **Schools cannot:**

- use force as a punishment - it is always unlawful to use force as a punishment.

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### **Power to search pupils without consent**

In addition to the general power to use reasonable force described above, Headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items" (see Section 550ZB(5) of the Education Act 1996)

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force **cannot** be used to search for items banned under the school rules.

### **Communicating the school's approach to the use of force**

- Every school is required to have a Behaviour Policy and to make this policy known to staff, parents and pupils. At Burlington Infant School, parents are given a copy of the Behaviour Policy when their child is first admitted to school. This includes the power to use reasonable force.
- There is no requirement to have a policy on the use of force but it is good practice to set out, in the behaviour policy, the circumstances in which force might be used. At Burlington Infants, we have this policy on the 'Use of Positive Physical Intervention.'
- Any policy on the use of reasonable force should acknowledge their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).
- Schools do not require parental consent to use force on a student.
- Schools should **not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.
- By taking steps to ensure that staff, pupils and parents are clear about when force might be used, the school will reduce the likelihood of complaints being made when force has been used properly.

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Physical Intervention can take a number of forms, for example (not exhaustive and definitive):

- Physically interposing between pupils;
- Standing in the way of a pupil;
- Leading a pupil away from an incident by the hand;
- Going for a walk so that the child is doing the holding - 'which finger will you hold?' - trying to negotiate;
- Using Team Teach techniques to move or restrain a child;
- Taking shoes off if there is a chance you will get kicked; and/or
- Holding, pushing or pulling (clear and present danger instances).



Wherever possible, physical intervention will be carried out using Team Teach techniques, however instances of **clear and present danger** warrant decisive intervention.

### **Training**

It is the policy of the school that all staff should receive relevant training in appropriate techniques and refresher courses as required and assessed by the Head Teacher. Further training will be provided where members of staff feel that they require further training or face situations which require advanced or specialist techniques. At the current time 34/38 staff have been trained to **Team Teach Methods of Positive Handling Strategies** Foundation Level. This includes Teachers, Teaching Assistants, Lunchtime Supervisors and Office Staff.



Mrs Mari-Louise Booth- Headteacher is the Designated Safeguarding Lead.

Mrs McClarron, our Deputy Headteacher is Deputy Safeguarding Lead.

Mrs Maxine Clark is our designated Parent Support Advisor and has training in a range of child and family support resources.

Mrs Polly McLaughlin is trained as an ELSA (Emotional Literacy Support Assistant).

### **Advice for Staff**

All staff must be aware of strategies and techniques for dealing with difficult pupils and situations. Our first priority is to defuse and calm a situation, whilst maintaining a safe situation for the pupils in our care.

The following strategies are examples but will be influenced by the age of the pupil and the context in which they are applied.

- Move calmly and confidently.
- Use distraction techniques.
- Make simple, clear statements.

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- Intervene early.
- Try to maintain eye contact.
- Allow the child the opportunity to move from a situation so that they don't feel 'cornered' (unless this will create a greater risk).
- If alone, summon help before the situation escalates.
- If possible, remove the audience from the immediate location.

### Action Steps

- Tell the pupil who is misbehaving to stop and tell him/her to make the right choice.
- Remind the pupil of the consequences if the behaviour doesn't stop.
- Ensure, where possible, that another staff member is present or available if the situation requires it.
- Continue to talk calmly to the pupil throughout the incident.
- Make it clear that any physical intervention will stop as soon as it is no longer necessary.
- Once the situation is resolved, staff involved will complete a detailed report and discuss this with the Headteacher.
- Parents/Carers will be informed (in some situations they will be contacted at the outset).
- Appropriate follow up action should be taken, which may include;
  - Providing respite for those involved
  - Accessing external advice/support

A calm and measured approach to a situation is needed and staff should **never** give the impression that they have lost their temper or are acting out of anger or frustration when handling a problem. If a member of staff feels unable to handle a situation they must summon help and withdraw from the situation when it is safe to do so.

- 1) Remember physical restraint is a last resort.
- 2) Never get involved physically with a child when you are angry - hand over to someone else.
- 3) Offer help to other staff involved in incidents.
- 4) Any form of force or restraint that is likely to injure a pupil (particularly anything that could constrict breathing) should only be used in extreme emergencies and where there is no viable alternative.

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### **Pupils with SEN or Disabilities**

The SENCO (Ms Ashford) is directly involved in reviewing the needs and management programme of pupils with SEN and behavioural difficulties. An individual risk assessment is drawn up where it is known that force is more likely to be used to restrain a particular pupil, such as with a pupil with SEN or poor behaviour. This gives clear guidance on 'positive handling plans' and takes into account issues identified on a pupil's statement.

Staff coming into contact with such vulnerable pupils need to be made aware of situations that may provoke difficult behaviour, preventative strategies and what de-escalation strategies are likely to work - the child's triggers.

Parents are made aware that such a risk assessment is in place for their child and the school seeks express written consent from the parent to inform staff about their child and acknowledging that physical restraint may at times be necessary.

Pupils experiencing difficulties should also be given guidance/strategies to cope when faced with times of crisis.

### **Telling parents when force has been used on their child**

- It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. At Burlington Infants, parent/carers are informed following any serious incident.
- In deciding what is a serious incident, teachers should use their professional judgement and consider the:
  - pupil's behaviour and level of risk presented at the time of the incident;
  - degree of force used;
  - effect on the pupil or member of staff; and
  - the child's age.

### **Recording and Reporting Significant Incidents**

#### ***This part of the guidance is statutory***

The Governing Body must ensure appropriate procedures are in place for recording and reporting significant incidents where a member of staff has used force on a pupil. An incident is significant and requires a written record when the answer is 'yes' to any of the following questions:-

- Did the incident cause injury or distress to a pupil or member of staff?
- Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right to require a written record? (i.e. involved restrictive holds).

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- Is a written record needed to justify use of force? (especially when judgement finely balanced).
- Is a record needed to help identify and analyse patterns of pupil behaviour or staff training needs?
- Were other agencies involved, such as the police?

The record should be compiled by the member of staff involved with the incident, with the Headteacher checking the record on the attached Incident Form (see Appendix 1). All injuries are also recorded in line with other school procedures.

Parents, as soon as is practicable, are told when and where the incident took place, why force was used, what force was used, whether there were any injuries and what follow up action (support and/or disciplinary) has been taken in relation to their child.

If a child is subject to a care order the local authority is also informed. If reporting the incident to a parent may result in significant harm to the child then the LA is informed. If appropriate, other external agencies are informed such as the Safeguarding LA Officer, the Health and Safety Executive etc. The record forms part of the child's educational record.

### **Post Incident Support**

Care is taken after an incident to ensure both staff and pupils are supported including meeting immediate medical needs, rebuilding relationships and reflecting on the incident so lessons can be learned.

The Headteacher will report major incidents to the Governing Body and monitor other incidents where force has been used.

### **Complaints and Allegations**

If a complaint is made reference is made to the school's complaints procedure and guidance on dealing with allegations of abuse by staff.

### **What about other physical contact with pupils?**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary are:

- Holding a hand
- Comforting a distressed pupil
- Giving praise or congratulation
- Demonstrating how to use a musical instrument
- Demonstrating exercises or techniques during PE
- To give first aid.

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This document should be read in conjunction with the school's Behaviour and Anti-Bullying Policy, the school's Safeguarding Policy & Child Protection Procedures, alongside the DfE Non Statutory Guidance for Schools - Use of Reasonable Force (2015).

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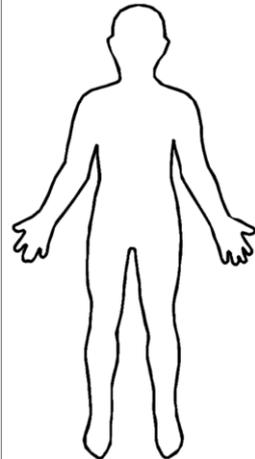
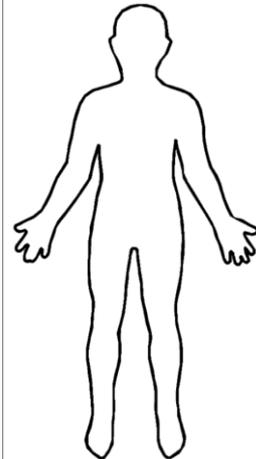
## Appendix 1

### Burlington Infants School

#### **POSITIVE PHYSICAL INTERVENTION RECORD**

<b>Serious Incident Record</b>				Issue Number 225			
Name of Young Person .....							
Class .....							
Location of incident				Date:			
Name of staff using intervention.....							
Other staff members involved .....							
<b>Start time</b>	<b>Duration of intervention</b>	<b>Injuries Noted</b>		<b>Medical Check</b>		<b>Incident Reviewed with Young Person</b>	
<b>Finish time</b>		Young person		Offered		Offered	
		Staff		Accepted		Accepted	
Trigger							
<b>Behaviour leading up to intervention</b>							
Remove disruptive child from classroom where they have refused to follow an instruction to do so							
Prevent a pupil behaving in a way that disrupts a school event/trip/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							
To stop a fight							
Pupil is at risk of harming themselves through physical outburst							
<b>Behaviour displayed</b>							
Kicking		Throwing objects		Shouting out		Screaming	
Biting		Running away		Threatening		Slapping	
Scratching		Spitting		Head butting		Other	
Nipping		Hitting		Refusal		Other	
<b>De escalation</b>		<b>Nature of Risk</b>		<b>Physical intervention</b>			
Verbal advice and support		Severe disruption to education		Small person escort			
Clear direction		Danger to self		Cradle			
Choices		Danger to staff		T- wrap standing			
Distraction		Damage to others		T – wrap sitting			
Reassurance		Danger to property					
Planned ignoring		Absconding					
Reminder of consequences							

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<b>Humour</b>	
Follow up: including post incident pastoral support and any disciplinary action against pupils:	
<b>Injuries sustained: FRONT</b>  	<b>Injuries sustained: Back</b>  
<b>Report compiled by:</b>  Role:  Involved in incident? YES/NO  Witness to incident? YES/NO  Signature:  Date:	<b>Report countersigned by:</b>  Role:  Involved in incident? YES/NO  Witness to incident? YES/NO  Signature:  Date:
<b>SMT informed</b> .....	<b>Date</b> ..... .....
<b>Signature</b> .....	