

# Physical Intervention and Handling Policy



Welley Road

Wraysbury, Staines

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Produced by:

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# POSITIVE HANDLING POLICY

This policy provides a framework for the use of Physical Intervention with Wraysbury School and takes into account the relevant legislation in the Education and Inspections Act 2006 and the DfE guidance 'The use of force to control or restrain pupils' 2013.

This policy should be read in conjunction with other policies and forms part of the suite of policies on Attendance, Safeguarding and Child Protection. It also takes account of the RBWM policy and guidance on the use of force to control or restrain pupils.

## **Corporal Punishment**

The law quite clearly forbids the use of corporal punishment with pupils in maintained schools. Teachers are forbidden to use any degree of physical contact which is intended to cause pain, humiliation or injury to a pupil.

However, Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

- a) committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- b) causing personal injury to others, including the pupil him/herself
- c) causing damage to property, (including the pupil's own property)
- d) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school whether during a teaching session or otherwise.

These provisions apply when a teacher or authorised person is on school premises and when they have lawful control over a child elsewhere e.g. on a field trip.

When circumstances justify, staff can:

- Physically interpose between pupils
- Use holding, pushing, pulling
- Lead a pupil by the arm
- Shepherd a pupil away by placing a hand in the centre of the back
- Any necessary action consistent with the concept of "Reasonable Force".

## **Type of Incident**

Three broad categories cover most incidents where use of force might be necessary

- where action is necessary in self-defence or because of an imminent risk of injury

- where there is developing risk of injury, or significant damage to property
- where a pupil is behaving in a way that is compromising good order and discipline.

### **Reasonable Force**

All staff are legally able to use physical intervention when necessary.

There is no definition of reasonable force. It will always depend on the circumstances of a particular case. However, any force used should always be the minimum needed to achieve the desired result. Every step practical will have been taken to avoid the use of force. Detailed guidance on forms of acceptable/unacceptable application of force are made explicit in the DfEE guidance 07/13. All authorised members of staff should be familiar with this document.

### **Minimising the need to use force**

Physical intervention should be seen in an environmental context. If an appropriate curriculum is in place and there is an emphasis on a total communication environment then the necessity for physical intervention will be reduced.

Strategies implemented in this school are:

- Creating a calm environment that minimises the risk of incidents that might require force arising
- Using Social and Emotional Aspects of Learning (PSHE) approaches to teach pupils how to manage conflict and strong feelings.
- De-escalating incidents if they do arise.
- Ensure that all staff are aware of possible reasons for challenging behaviour
- Risk assessments and positive handling plans for individual pupils.
- Taking practical steps to avoid situations where incidents are more likely to occur, e.g. if a pupil is constantly hitting someone else then we aim for them to remain sitting in their seat. (If they are sitting in their seat, they cannot be hitting someone.)

### **Physical Intervention**

In extreme circumstances and where a member of staff is trained appropriately through the Team Teach method, more restrictive holds may be used. Any Physical Interventions used will need to take account of age, cultural background, gender, stature and medical history of the pupil.

Physical Intervention is never seen in isolation at Wraysbury Primary School. It is one strategy available to staff and should be seen as the last resort when all other strategies have failed. There are two categories:

## **Emergency Intervention**

These involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response (for example a child running onto a road).

## **Planned Interventions**

These involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section as an agreed response to an identified behaviour. This will be documented in a Positive Handling Plan for a pupil and will be reviewed half termly. Permission of parents/ guardians will be sought before initiating this as an accepted response. The Positive Handling Plan will list the accepted strategies to be used, as well as strategies that may be used beforehand. A risk assessment will also be completed identifying the risks involved in the procedure as well as the risks involved if a planned Physical Intervention is not used.

## **Strategies**

'Tools' or strategies used can be divided into those that are preventive and those that are reactive.

Preventative strategies need to be:

- Clear and understood by all those that come into contact with the individual
- Based on thoughts/ discussion about possible reasons for challenging behaviour
- Where possible the functional opposite of the behaviour (functionally incompatible) we are trying to stop. As previously explained e.g. if a pupil is constantly hitting someone else then we aim for them to remain sitting in their seat. (If they are sitting in their seat, they cannot be hitting someone.)

Reactive strategies need to be:

- Clear and understood by all those who come into contact with the individual
- Manageable
- Focused on the behaviour, not the child
- Flexible
- Aimed at de-escalation

Physical actions such as holding a pupil around the neck, by the collar or in any other way that might restrict their ability to breathe, slapping, kicking or punching are not permissible.

## **RISK ASSESSMENT**

In the case of emergency interventions staff will make a mental risk assessment at the time comparing the risks associated with intervention against the risks of not intervening.

In the case of planned interventions staff involved with the child will meet with the member of staff responsible for Physical Intervention in the school (currently the Headteacher). A risk assessment form will be filled out prior to a Positive Handling Plan.

### **Recording and Reporting of Incidents**

Reporting and monitoring is of paramount importance for a number of reasons:

- Protection for staff and pupils
- Keeps a record of number of incidents so times/ areas that most incidents occur can be tracked

Recording at Wraysbury Primary School can be split into two categories:

- Pre incident
- Post incident

The table in the appendix details the systems for recording/ reporting within the school and their purpose. As soon as is reasonably possible and within 24 hours after an incident staff need to fill out an Incident Form and the Incident Log. The form should be given to the appropriate Phase Leader who will provide a debrief for the staff and check their welfare. When both the staff and the child involved are calm then a debrief needs to take place between them. This should include (if appropriate) a discussion about strategies that the child could use in the future. Completed forms are passed from the Phase Leader to the Headteacher for signature.

### **Complaints**

Should there be a complaint about Physical Intervention procedures then these should be addressed to the Headteacher and the Complaints Policy should be followed.

## Reporting and Monitoring of Incidents

		<b>Document</b>	<b>Purpose</b>
		<b>Pre Incident / Event</b>	
	Behaviour Plans		Aimed at providing specific strategies for a specific behaviour. A review date is set and behaviour is monitored and recorded. Initial concerns brought up at Phase, referred to Head.
	Positive Handling Plan		Details planned physical interventions to be used in specific situations. Will also list other strategies to be used before. A risk assessment form will also have been filled out.
	Letter to Parents		In the event of a Positive Handling Plan being filled out a letter will be sent to Parents to explain rationale and ask parents permission.
<b>Post Incident/ Event</b>	<b>Document</b>		<b>Purpose</b>
	RBWM Accident/Incident Forms		To be filled out in the event of an incident where an injury has been sustained, physical Intervention may or may not have been used, <b>or</b> where there has been no physical intervention and no injury (e.g. child running off site). If an injury has been sustained, a copy must be sent to the borough Health and Safety Department.
	Incident Log		Any incident sheets filled out will also get marked in the Incident Log. A bound dated and signed book. All incident forms and the log itself must be completed within 24 hours of the incident.
	Letter to Parents		A letter will be sent home to the parents in the event of an emergency Physical Intervention.

**ROYAL BOROUGH OF WINDSOR AND MAIDENHEAD  
ACCIDENT REPORT FORM**

**This form should be used in all instances where there has been a work-related accident involving staff, clients, pupils, visitors or contractors. Acts of aggression against staff should also be reported on this form.**

**Certain work-related injuries must be reported to the HSE. Please see the guide.  
Complete all sections, keep the original and send a copy to the Health & Safety Team**

<i><b>DETAILS OF PERSON INJURED/ASSAULTED</b></i>			
Forename:	Surname:		
Address:   Postcode:	Date of Birth:		
	Age:		
	Sex:		
	Job Title (or Client, student, visitor, contractor, etc):		
Telephone No:		Place of Work/ Department:	
<i><b>DETAILS OF ACCIDENT/INCIDENT</b></i>			
Date of accident or incident:		Time:	AM/PM
Address where Accident/incident occurred:			
Precise place (e.g. kitchen, classroom, etc.)		Nature of injury (e.g. cut, bruise, fracture, etc.)	
Part of body affected:		Treatment given:	
<b>DESCRIBE WHAT HAPPENED:</b>			
Please give as much detail as you can, including names and parts played by any other persons (staff, client, pupil etc.) and identifying any substances or equipment involved.			
(Continue on a separate sheet if necessary)			

Was the injured person taken to hospital?	
Did the injured person continue to work?	
Number of days absent from work:	
Name and address of any witnesses:	
Date telephoned HSE (0845 300 99 23):	
<b>OBSERVATIONS OF MANAGER AND PROPOSED ACTION TO AVOID RECURRENCE</b>	
General Observations:	
<p>Is any remedial action required? Give an indication as to whether action has been/ is being taken (e.g. further training provided, further security arrangements, review of risk assessments and working arrangements etc.)</p>	
Manager's name:	
Signature:	Date:
Telephone No.:	
<b>For use by Health and Safety Team:</b> Date F2508 sent to HSE	Observations

Form Completed by: Name:	Date:
Location of Incident:	
Date:	Time:
Witnesses:	
Description of incident (full names to be used):	
Assailant(s):	Key Stage:
Victims(s):	Key Stage:
De-escalation techniques used: Verbal ____      Touch ____      Single Elbow ____      Double Elbow _ Fig 4 ____      Wrap ____      Standing ____      Sitting ____ Kneel ____      Supine ____      Other _____	
Follow up action taken as result of incident (e.g. Sanctions imposed, review of behaviour plan):	
Headteacher's Comment:	
Date:	Signature:

Copy to Pupil File

Y \_\_\_ N \_\_\_

**Incident Sheet**