



# PHYSICAL INTERVENTION POLICY

Approved and signed by the Board of Trustees 26/3/19

**RENEWAL DATE: MARCH 2023**

**January 2019**

## **POLICY DEVELOPMENT**

This policy has been formulated with consideration of the following documents:

1. Pivotal MAPA Certified Instructor Training Guide
2. DfE Use of Reasonable Force July 2013
3. DfE Education Act 1996

This policy should be read in conjunction with our Behaviour Policy.

## **The Law**

The use of corporal punishment is not allowed under any circumstances. The law forbids a teacher to use any degree of physical contact which is intended to deliberately punish a pupil, or which is primarily intended to cause pain, injury or humiliation (sections 548 to 550 of the 1996 act). The ban applies in all circumstances, and has applied since 1987.

Teachers and other persons who are authorised by the Head of School to have control or charge of pupils should only use physical intervention as is reasonable to prevent a pupil from being in stage 3 of the behaviour levels – risk behaviour therefore presenting as an imminent or immediate risk to self or others. The provision applies when a teacher, or other authorised person, is on the premises, and when he or she has lawful control or charge of the pupil concerns elsewhere e.g. on a school trip or any authorised out of school activity.

## **Authorised Staff**

The Act allows all teachers at a school to use a reasonable physical intervention to control or restrain pupils. Other adults may be authorised by the Head of School - these might include teaching assistants, pastoral team. In normal practice only staff who have undergone specific training in the use of physical intervention will restrain pupils.

However, in self-defence or in the case of an emergency everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of physical intervention. Similarly, in an emergency, for example, if a child was presenting as an imminent or immediate risk to self or others, any member of staff would be entitled to intervene.

## **Practical considerations**

Before intervening physically, a teacher should, wherever practical, employ the behaviour policy. Using de-escalation techniques, scripted interventions and sanctions. The risk must be assessed before a decision is made bearing in mind the following key themes to aid lawful justification:

- Duty of Care
- Best interest
- Reasonable and proportionate
- Last resort and least restrictive
- The risk of doing nothing versus the risk of doing something
- Human Rights
- Reduce use, prevent misuse and abuse.

Adults behaviour should be calm and consistent (MAPA) and children should be spoken to in this manner throughout the physical intervention.

The use of physical intervention should never be used as a substitute for good behaviour management, to gain compliance or enforce rules. It should be a last resort which is proportionate and the least restrictive.

### **Application of Physical Intervention**

The type of physical intervention should always be the least restrictive therefore directly linked to the risk.

1. Block and Move
2. Disengagement
  - Hold and Stabilise
  - Low Risk
  - Push and Pull
  - Medium Risk
  - Lever
  - High Risk
3. Holding
  - Low Risk
  - Medium Risk
  - High Risk

It is vital to always reflect on professional and legal obligations and responsibilities and this can be done by ensuring any physical intervention is:

- Safe
- Effective
- Acceptable and
- Transferrable

Staff should also always be looking to hold for the shortest period of time possible using the minimum amount of restriction on the basis of prevailing risk that the staff are attempting to manage therefore promoting early physical de-escalation. Where possible a physical restraint should never exceed 10 minutes (NICE 2015).

The individual's safety and wellbeing must be monitored at all times therefore physical intervention should never happen in a 1:1 situation.

## **Behaviour plan (Appendix A and B)**

If a child has needed physical intervention or has come from a setting where it has been used previously a behaviour plan should be put in place to identify any specific reason why physical intervention should not take place but also to allow for appropriate methods of de-escalation.

## **Recording Incidents**

It is important that there is a detailed written report of any occasion where physical intervention is used on BehaviourWatch. This should be completed immediately following the incident and the Head of School and CEO will be informed.

This should include –

The name(s) of the pupil(s) and adult(s) involved

The age

Where the incident took place

The reason that the physical intervention was necessary

How the incident began and progressed including what parts of the behaviour policy had been employed

The degree of physical intervention and duration

The outcome of the incident

Time and date when parents/carers are informed

Details of any injuries sustained to adult, pupil and property.

This must be shared with the Head of School and CEO.

Parents should be informed on the same day as the intervention took place. The time and date this information was shared with parents needs to also be logged on BehaviourWatch.

## **Monitoring and Review**

The Head of School and the CEO should monitor the numbers of physical interventions regularly and changes to the behaviour policy should be put in place to minimise these as part of a wider restraint-reduction strategy to minimise avoidable restraint.



## APPENDIX A Behaviour Plan Template

### Individual Behaviour Plan

(Please change roles to fit with specific setting)

Name		Date		Version	
Senco		Date of Birth		SEN stage	

Behaviours witnessed	Staff approach
<b>1 Anxiety</b>	<b>1 Supportive</b>
<b>2 Defensive</b>	<b>2 Directive</b>
	<i>Scripted Intervention</i> <i>Limit Setting</i>
<b>3 Risk Behaviour</b>	<b>3 Physical Intervention</b>
	<i>Least restrictive- proportionate to the risk being presented. Only if imminent or immediate harm to self or others.</i>
<b>4 Tension Reduction</b>	<b>4 Therapeutic Rapport</b>

**Staff must follow the Discovery MAT Behaviour Policy 2019 and Physical Intervention Policy 2019.**

**Notification** (copy of the plan to...)

**SLT**                      **SENCO**

**Parents/Guardians**

**Relevant staff**

**Names:**

**Signatures:**

[Parent]

.....

[SENCO]

.....

[Pupil]

.....

[Teacher]

.....

[Teacher]

.....

[HLTA]

.....

[TA]

.....

**Senior Manager:**

..... **Head of School**

**Date:** .....

**Review date:**.....



## APPENDIX B Behaviour Plan Example

### Individual Behaviour Plan

<b>Name</b>	Joe Brown	<b>Date</b>	21/12/18	<b>Version</b>	1
<b>Senco</b>	S. Smith	<b>Date of Birth</b>	12/6/2011	<b>SEN stage</b>	SS

Behaviours witnessed	Staff approach
<b>1 Anxiety</b>	<b>1 Supportive</b>
Rocking in chair Tapping pencil Reluctant to start work	Quiet conversation with trusted adult. Support in starting work. Small steps, broken down task, now and next.
<b>2 Defensive</b>	<b>2 Directive</b>
Refusal Asking challenging questions	<i>Scripted Intervention – Interrupt, redirect, reinforce</i>  Joe I have noticed you are yet to start your work. I'll give you a few seconds to begin the first step, Thank you for listening.  <i>Limit Setting</i> - Joe first focus on the first step then I will come back to check you are ok.  Joe if you begin your work then you can stay in the classroom.
<b>3 Risk Behaviour</b>	<b>3 Physical Intervention</b>
Violence to staff – throwing classroom objects directly at them	<i>Least restrictive- proportionate to the risk being presented. Only if imminent or immediate harm to self or others.</i>
<b>4 Tension Reduction</b>	<b>4 Therapeutic Rapport</b>
Hiding in an enclosed space	Restorative conversation once Joe has calmed

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**Notification** (copy of the plan to...)

**SLT**                      **SENCO**

**Parents/Guardians**

**Relevant staff**

**Names:**

**Signatures:**

[Parent]

.....

[SENCO]

.....



[Pupil] .....

[Teacher] .....

[Teacher] .....

[HLTA] .....

[TA] .....

**Senior Managers:**

..... **Head of School**

..... **Assistant Head of School**

**Date:** .....

**Review date:**.....