



# PHYSICAL INTERVENTION POLICY

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## Introduction

This policy provides a framework for risk reduction and the use of Physical Intervention within Rotherham Aspire PRU and takes into account information provided in the revised and updated 'use of reasonable force' guidance dated July 2013 (revised July 2015).

- The Centre staff are trained in the TEAM TEACH risk reduction method and its aims, guidelines and approach are incorporated in this policy
- Central to this policy is the underlying core Principles that any physical intervention should be –
  - In the best interests of the child
  - Be the minimum force for the shortest time
  - Prevent injury pain or distress as far as is practicable
  - Maintain dignity
  - Be reasonable and proportionate
  - The action should be necessary and as (where appropriate) last resorts after all other strategies have been exhausted.
  - The physical techniques are based on providing the maximum amount of care, control and therapeutic support.
- There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.
- It is essential that any discussion of Physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. The use of physical intervention is embedded within a framework of holistic de-escalation in order to encourage the promotion of socially acceptable behaviours for all concerned.

## The Legal Context

- The use of force is likely to be legally defensible when it is required to prevent-
  - Self harming
  - Injury to other children service users, staff or teachers
  - Damage to property
  - An offence is being committed
  - Any behaviour prejudicial to the maintenance of good order and discipline within the school (Centre) or among any of its pupils.
- In the context of the PRU settings staff may use reasonable force to –
  - Remove disruptive children from a 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/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.
  - Restrain a pupil at risk of harming themselves through physical outbursts.

- Reasonable force may be used in exercising the statutory power, introduced under section 45 of the Violent Crime Reduction Act 2006, to search children/young people without their consent for weapons. This search power applies to Head Teachers and Staff authorised by them, where they have reasonable grounds for suspecting that a child/young person has a weapon, knife, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fire works, pornographic material, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Our local authority strongly advises we do not search pupils who resist.

## Confiscation

School staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item found which they consider harmful or detrimental to school discipline.

The full range of behaviour management strategies include

## Non-physical interventions

- Adaptations of physical environment
- Use of space
- Body language – stance and posture
- Facial expressions
- Volume, pitch, pace and tone of voice
- Choice of words

Simple positive messages

Use of the PRU's environment –

The use of the quiet area in class, the corridor and the calming room in a positive and therapeutic manner where harm or damage is not caused by the pupil. Pupils are encouraged to use these areas to calm.

Sometimes when appropriate the playground area is used to encourage pupils to have the opportunity to vent off frustration and release associated high energy levels.

Sometimes pupils are also encouraged to use the playground or an outside area

## Restrictive physical interventions

1. Guides – minimal resistance
  2. Controls – moderate resistance
  3. Restraints – rigorous resistance
- Restrictive physical intervention is the use of force to control a person's behaviour.
  - Restrictive physical intervention involves the use of force to

Restrict movement

Restrict mobility

Disengage from dangerous or harmful physical contact

## Placing Physical Intervention in Context

Physical Intervention is never seen in isolation at The Alternative Resource Centre. It is but one strategy available to staff and should always be seen as a last resort when all other strategies have failed. Physical interventions can be placed in 2 broad categories:

### Emergency Interventions:

- All staff reserves the right to use emergency physical intervention in order to maintain their duty of care.
- Emergency interventions will involve staff employing, where necessary, one or a combination of strategies in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response.

### Planned Interventions:

- Planned interventions involve staff employing, where necessary, one or a combination of the risk reduction strategies as agreed responses to pupil's behaviour.
- This will be documented in an Individual Behaviour Management Plan and will be reviewed termly. Each child's plan will be shared and agreed with parents/carers. The Individual Behaviour Management Plan will list the risk reduction strategies to be used both physical and non-physical.
- Each pupil will also have a hierarchy of support that identifies preferred strategies and procedures for each level of behaviour.
- Hierarchies of support focus on de-escalation strategies in order to help pupils decrease their levels of challenging behaviour

## Reporting and monitoring 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 and reporting falls into:

### Pre – incident

Hierarchies of support – aimed at providing strategies and actions for managing varying levels of described behaviour.

Individual Behaviour Management plans- details planned physical and non-physical interventions to be used in specific situations.

## Post – Incident

Bound and Numbered book – to be completed for all incidents of RPI  
Serious incident report – completed after a ‘serious’ incident signed by witnesses and cross referenced by number to the ‘reported incidents of positive handling ‘ book

## What is a serious incident?

- An incident will be deemed serious if

The use of RPI as outlined in each pupil’s positive behaviour management plan is considered sustained or used to an intensive amount.

There is injury to the pupil, staff member or other person

There is serious damage to property or the environment

A pupil absconds from the premises

There is repeated spitting directly at others.

The incident warrants exclusion.

## Post physical intervention procedures

- As soon as is reasonably possible after an incident involving RPI, staff need to fill out in the Bound and Numbered book and if necessary an incident report.
- Incident forms are kept in a central file.
- A de- brief for staff will be provided.
- Communication to parents / carers of the incident to be made.
- When both the staff member and child are calm then a de-brief needs to take place between them
  - This should include (if appropriate) a discussion about strategies that the child could use in future.
- A reflect and review time will then take place between all staff members and any necessary modifications to practice or plans or, any other outcomes may be considered.