



St. Clement's and St. John's Infant School

Physical Intervention Policy

Chair's signature: Mr John Bicker

Head's signature: Mr Andy Poole

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Physical Intervention Policy

Introduction

In certain settings there are children with behavioural difficulties who present behaviour that may necessitate the use of restrictive physical interventions to prevent injury, damage to property, or the breakdown of discipline. *Section 93 of the Education and Inspection Act 2006* clarifies the position about use of restrictive physical interventions by teachers and others authorised by the Headteacher to control or restrain pupils. Teachers and other authorised setting staff are reminded that use of physical force must be reasonable and should be to protect the child or others from greater danger.

At St. Clement's and St. John's Infant School the headteacher authorises the use of restrictive physical intervention for those staff with valid Team Teach Certification.

The school will continue to work closely with external support teams, through Boost, Linwood Teaching School, Lassie and other SEND/Mainstream support opportunities to ensure we remain current and safe for restrictive physical intervention.

Setting Expectations

At St. Clement's and St. John's Infant School the use of restrictive physical interventions is always to be considered within the wider context of other measures. These include establishing and maintaining good relationships with children and using diversions, diffusion and negotiation to respond to difficult situations. Use of physical force that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force, will be dealt with under trust disciplinary procedures.

Positive Behaviour Management

At St. Clement's and St. John's Infant School all staff should adopt a positive approach to improving behaviour in order to reward effort and application, and to build self-esteem. We aim to work in partnership with those who know the child to help those concerned:

- Find out why this child behaves as he or she does
- Understand the factors that influence this child's behaviour
- Identify early warning signs that indicate foreseeable behaviours are developing

This approach helps to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviours and make sure that the use of physical force is rare.

St. Clement's and St. John's Infant School staff refer to the behaviour policy when developing and implementing Positive Handling Plans. All behaviour management plans should be formally agreed and ratified before implementing them. Plans should be formally recorded in accordance with setting procedures and set out the action taken to:

- Meet the pupil's needs
- Encourage the pupil to make positive choices and develop self-control
- Support the pupil in difficult situations
- Safely manage crises if and when they occur

St. Clement's and St. John's Infant School School will involve parents and others who know the child in the process of developing behaviour management plans.

Risk Assessment and Planning For Use of Restrictive Physical Interventions

St. Clement's and St. John's Infant School acknowledges that some children behave in ways that make it necessary to consider the use of restrictive physical intervention as part of a Positive Handling Plan. All identified behaviours necessitating use of physical intervention should be formally risk assessed. The resulting risk management strategy must be compatible with a positive behaviour management approach. Planned use of physical intervention must be clearly shown to be in keeping with the pupil's individual education plan or EHC Plan. It should also be properly documented within setting records.

All staff should be aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a pupil, and the use of force to restrict movement or to disengage from pupils whose behaviour presents a clear risk of injury.

Techniques and methods for controlling and restraining pupils using restrictive physical interventions must be assessed to ensure they are safe, suitable and appropriate for use with the named pupil. They should only be those taught on Team Teach Training.

Use of Restrictive Physical Interventions in Unforeseen and Emergency Situations

St. Clement's and St. John's Infant School acknowledges that, on occasion, staff may find themselves in unforeseen or emergency situations when they have no option but to use reasonable force to manage a crisis. It is recommended that staff draw on Team Teach training if they have had it.

- Before using force – staff attempt to use diversion or diffusion to manage the situation.
- When using force – staff must use techniques and methods with which they are familiar, confident and are permitted by the setting as outlined in Team Teacher training.
- In exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) – staff shall manage the situation as best they can, with the aim of keeping the child or those nearby safe from greater harm.
- Staff must always report and record use of physical force that occurs in unforeseen or emergency situations using setting procedures. This is recorded on My Concern under the child's name, as this cannot be removed or deleted from the child's file.

Post-Incident Support

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and result in injuries to the child or staff.

After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries.

Staff involved in the use of restrictive physical interventions are able to request time to compose themselves if they are anxious or upset, the expectation being that the request will be agreed by their line manager.

Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries should be reported and recorded in accordance with

setting procedures. The setting should take action to report any injuries to staff or pupils in accordance with RIDOR. (Forms kept in main school office and should be sent to the site manager, Mr Nolan)

Reporting and Recording Use of Restrictive Physical Interventions

After incidents in which physical intervention is used, staff should report and record. All incidents requiring the use of physical intervention must be thoroughly and systematically documented within setting records including immediate entry onto 'My Concern'. Where necessary parents and/or carers should be informed of any restraint before the child leaves school to go home.

Parents should be given the opportunity to speak to senior staff for clarification after any incident.

Monitoring Use of Restrictive Physical Interventions

Use of physical intervention in setting should be monitored in order to help staff learn from experience, promote the well-being of children and provide a basis for appropriate support.

Monitoring can help to determine what specialist help is needed for children and to assess the appropriateness of the child's placement at our school.

Information on trends and emerging problems should be shared within the school through . Monitoring information should be reported on a regular basis to school governors through the safeguarding document or Headteacher's report.

Responding To Complaints

Any complaint will be dealt with in accordance with the Ocean Learning Trust Complaint Policy.

Ongoing Staff Training – in 'Team Teach'

Training in physical intervention methods that are acceptable within the setting is available and teachers/child care practitioners and support staff are encouraged to take up such opportunities.

This training is intended to help staff to link meeting children's needs with positive behaviour management.

Staff involved in implementing planned use of physical intervention, as part of a behaviour management strategy within the setting, have been provided with training in the range of intervention techniques they are expected to use in their day-to-day work.