



**Physical Intervention Policy**

At Eversley Primary School, physical intervention is only used as a **last resort** and when no other means will work – please refer to our Behaviour Policy. It is only ever used in **the best interests of the child**. Trained staff involved in using physical intervention are not aiming to restrict movement, but are supporting the child to move in a way that is safe.

**Examples of situations when physical intervention may be necessary:**

- A pupil attacks a member of staff or another pupil
- Pupils are fighting, causing, or at risk of causing, injury to themselves or others
- A pupil is committing, or on the verge of committing, deliberate and significant damage to property e.g. throwing a brick through a window.
- A pupil is causing, or at risk of causing injury or damage by accident, rough play or misuse of dangerous materials or objects
- A pupil absconds from a class and tries to leave the school and where allowing a pupil to leave would:
  - entail serious risks to the pupil's safety, or to the safety of another
  - lead to behaviour that prejudices good order and discipline, such as disrupting other classes
- A pupil is behaving in a way that disrupts a school event
- A pupil is behaving in a way that **seriously** disrupts a lesson
- A pupil is at risk of causing him/herself harm e.g. repeatedly injuring themselves

It is necessary for staff to take into account particular characteristics of the pupil, including his or her age and understanding and any SEN or disability that he or she may have.

**Before the use of physical intervention**

Before using physical intervention and safe holding a pupil, wherever practicable, staff will:

- Give a clear communication to stop the behaviour
- Clearly state options, giving the pupil a choice
- Warn the pupil that physical intervention may become necessary, for example in order to ensure that their/other's property is safe or to keep them safe
- Use other strategies as appropriate to the child's needs (as discussed with parents and school staff)

**What the law says**

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

- a. Committing any offence (or, for pupil under the age of criminal responsibility, what would be an offence for an older pupil);

- b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- c. prejudicing the maintenance of good order and discipline at the school or among the pupils receiving education at the school, whether during a teaching session or otherwise

To be judged lawful, the force used needs to be:

- in proportion to the consequences it is intended to prevent
- the minimum needed to achieve the desired result

### **How a pupil may be held safely and who may use physical intervention**

On any occasion when it is necessary for a pupil to be held safely and physical intervention to be used, it will always be done as a **last resort** and in the best interests of the child and safety of the rest of the class/adults. Staff must behave in an assertive but calm manner and communication with other staff members and the pupils themselves must be ongoing. Pupils must be treated with dignity, courtesy and respect at all times and control should be given back to the pupil as soon as is reasonable and safe.

### **Training**

The following members of staff have completed a 2-day training course in 'COSIE – Creating Optimally Safer Inclusive Environments – Reducing Restraint and Intervening Safely' which is an assessed and certificated course in the use of team support for safe holding and isolation techniques. This is an accredited course promoted by the SWERRL Team (Formerly Primary Behaviour Support Service) as an approach to the use of physical intervention. The majority of techniques require two people to ensure risk is minimised. Staff are trained as and when appropriate.

Amy Doyle (LSA)
Shirley Gonzalez (Inclusion Manager)

Wherever practicable, the above persons should safe hold a pupil in a situation where this is necessary. However, section 95 of the Education and Inspectors Act 2006 states the following persons may safe hold a pupil:

- a. any teacher who works at the school, and
- b. any other person whom the Headteacher has authorised to have control or is in charge of pupils. This includes support staff whose job normally includes supervising pupils such as teaching assistants, learning support assistants and learning mentors.

### **Recording and reporting incidents**

As a school, we will keep systematic records of every significant incident in which reasonable force during physical intervention has been used. These records will:

- ensure policy guidelines are adhered to
- provide a basis for informing parents
- inform future planning
- clarify the action taken

Parents will be informed by a member of senior management of any recordable event either via telephone or in person. Appendix A shows the notification of physical intervention that will be sent home to parents and a copy will be scanned and uploaded on to CPOMS (the school's online monitoring system).

### **Post-incident considerations**

It is vital that support is given to pupils and staff after an incident involving physical intervention has taken place. On the day of an incident taking place, a meeting must take place including all adults involved and led by the member of senior management who will be feeding back to parents. The pro-forma in Appendix B must be completed during the meeting:

Pupil should be encouraged and supported to take responsibility for their behaviour and the long term aim is for pupils to suitably manage their own behaviour.

### **Publications**

*Use of reasonable force - Advice for headteachers, staff and governing bodies* (July 2013)

Reviewed: November 2023

Next Review date: November 2024



## Appendix A

### Eversley Primary School



#### Notification of the use of physical intervention

Name of pupil: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

Stage on SEN register: \_\_\_\_\_ Ethnicity: \_\_\_\_\_

#### Record of physical intervention

Single embrace ☐ Single adapted embrace ☐ Figure of four ☐

Straight arm adaptation ☐ Standing double embrace ☐

Other adaptations (please give details below) ☐

Staff member(s) involved	Approach trained (tick if yes)

Approximate duration of hold \_\_\_\_\_ Observers \_\_\_\_\_

Pupil response (include additional behaviours)

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Any strategies used to give back control to the pupil/other strategies used. Who did this?

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Record of injury (for staff and/or pupils if applicable)

Who?	Describe injury	Where is it recorded?

Record of damage to property (if applicable)

Describe damage	Cost to school

Have parents been notified (y/n)? \_\_\_\_\_ Who did this? \_\_\_\_\_

When did they do it? \_\_\_\_\_

How did they do it? (verbally/writing/telephone) \_\_\_\_\_

Signed: \_\_\_\_\_ Name: \_\_\_\_\_

**Review of a physical intervention**

Name of child, class and date of incident
Adults involved, please highlight anyone not present at this meeting
What was happening before the physical intervention?
How was it decided that physical intervention was required?
What happened during the physical intervention?
When was the child given back control? How was this decided?
How can the pupil be held to account in order to recognise the harm or damage caused?

What opportunities can there be to repair relationships with staff and pupils involved?
Do multi-agency partners need to be involved? If so, which ones? Who will refer?
What continuing support do staff and pupils affected by this incident need in respect of:
Physical consequences
Support to deal with any emotional stress or loss of confidence
Would we have done anything differently?
Next steps