



Physical Intervention Policy

Ratified By Governors March 2016

INTRODUCTION

At Middleton School we believe that pupils need to be safe, to know how to behave, and to know that the adults around them are able to manage them safely and confidently. Only for a very small minority of pupils will the use of physical intervention be needed. On such occasions, acceptable forms of intervention are used.

Middleton School uses the principles and practices of Hertfordshire Steps. Acceptable forms of physical intervention used at Middleton School are outlined in the content and in the appendices to this policy.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils.

All school staff need to feel that they are able to manage inappropriate behaviour, and to have an understanding of what challenging behaviours might be communicating. They need to know what options are available for managing behaviour, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

DEFINITION OF "RESTRICTIVE PHYSICAL INTERVENTION"

"Restrictive Physical Intervention" is the term used to describe interventions where bodily contact using force is used to control or manage a child's behaviour. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to use "reasonable force" to control or restrain pupils in circumstances that meet the following legally defined criteria.

To prevent a child from committing a criminal offence (*this applies even if the child is below the age of criminal responsibility*)

To prevent a child from injuring self or others

To prevent or stop a child from causing serious damage to property (*including the child's own property*)

To stop the child from engaging in any behaviour which is prejudicial to maintaining the good order and discipline at the school. At Middleton School this is interpreted as a planned response to a sustained and continuous loss of learning of other pupils.

There is no legal definition of "reasonable force". However, there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it;
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

The definition of physical force also includes the use of mechanical devices (eg splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

WHEN THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS MAY BE APPROPRIATE IN MIDDLETON SCHOOL

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. However there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency or when a low level intervention put in place early may lessen the chance of more serious interventions being needed. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

WHO MAY USE RESTRICTIVE PHYSICAL INTERVENTION IN MIDDLETON SCHOOL

Teachers employed at the school are authorised to use Restrictive Physical Intervention (RPI). In addition any staff member who has completed Step Up training within the specified timescales is also authorised to use those RPI techniques as outlined in Step Up and illustrated in the appendices to this policy. All staff may use positive physical intervention with pupils but Step On training will be given as soon as possible after being employed. A list of those trained in Step On and Step Up are listed in the appendix to this policy.

We take the view that staff should not be expected to put themselves in danger and that removing other pupils and themselves from risky situations may be the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

PLANNING FOR THE USE OF RESTRICTIVE PHYSICAL INTERVENTIONS IN MIDDLETON SCHOOL

Staff will use the minimum force needed to restore safety and appropriate behaviour.

The principles relating to the intervention are as follows :-

Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions

Restrictive Physical Intervention will only be used in circumstances when one or more of the legal criteria for its use are met. The legally defensible position is that the action taken was reasonable, proportionate and necessary AND in the best interest of the young person. It is used to prevent injury to self or others or damage to property.

Staff will only use it when there are good grounds for believing that immediate action is necessary and that it is in the pupil's and/or other pupil's best interests for staff to intervene physically.

Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion. The pupil will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour:-

- only the minimum force necessary will be used
- staff will be able to show that the intervention used was a reasonable response incident
- every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- as soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
- a distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- escalation will be avoided where possible, especially if it would make the overall situation more destructive and unmanageable
- the age, understanding, and competence of the individual pupil will always be taken into account
- in developing Individual Education/Behaviour Plans, consideration will be given to approaches appropriate to each pupil's circumstance
- procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times. This includes any pupils who may have been witnesses to an incident.

ACCEPTABLE FORMS OF INTERVENTION IN MIDDLETON SCHOOL

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age);
- to gently direct a pupil;
- for curricular reasons (for example in PE, Drama etc);
- in an emergency to avert danger to the pupil or pupils;
- in rare circumstances, when Restrictive Physical Intervention is warranted.

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding;
- the pupil's individual characteristics and history;
- the location where the contact takes place (it should not take place in private without others present).

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participants neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular pupil. Should a pupil appear to **enjoy** physical contact this must not be sought via Restrictive Physical Intervention.

DEVELOPING A POSITIVE HANDLING PLAN IN MIDDLETON SCHOOL

If a pupil is identified for whom it is felt that Restrictive Physical Intervention is likely, then a Behaviour Plan will be completed. This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing.

The plan will be informed by the completion of a 'Roots and Fruits' diagram. It should also be informed by a risk analysis of potential behaviour based on evidence of previous outcomes.

The plan should be made public and understood by all adults who may come across the child.

The plan will include :-

- involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- Techniques for managing the pupil's behaviour i.e. strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention may be used
- identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil

The school may also need to take medical advice about the safest way to hold a child with specific medical needs.

Please refer to the Appendix for sample Pro-formas

Recording incidents

Any incident of Restrictive Physical Intervention should be reported to the Headteacher or Deputy Head in the first instance. The use of restrictive physical interventions, whether planned or unplanned (emergency) should always be recorded as soon as practicable (and in any event within 24 hours of the incident) by the person (s) involved in a bound book with numbered pages. The contents of the restraint log should be regularly reviewed and monitored and appropriate action taken

The written record should indicate:

- Names of the staff and young person(s) involved
- Reason for using a physical intervention (in terms of harm prevented)
- Technique(s) employed
- Time, date and duration of the intervention
- Whether the young person(s) or anyone else experienced injury or distress and if they did, what action was taken
- Names of any witnesses
- Views of the young person where appropriate.

It is important that parents are notified when their son/daughter has been involved in any Restrictive Physical Intervention.

Reflect Repair and Restore

It is important that a restorative approach is applied after any incident. This should:

- focus on the harm that has been done
- focus on how the harm can be repaired
- look at experiences feelings and needs
- plan to ensure conflict is less likely to happen in the future.

De-briefing for Staff

Middleton School staff will support each other by ensuring that appropriate support and de-briefing is available to all staff who have been involved in an incident of RPI with pupils who exhibit behaviour that challenges.

GUIDANCE AND TRAINING FOR STAFF

Guidance and training is essential in this area. We need to adopt the best possible practice. In school this is arranged for all staff at a number of levels. The principles and practices behind all training are those which form the basis of Hertfordshire Steps including :-

- awareness of issues for governors, staff and parents,
- behaviour management techniques for all staff (Step On)
- managing conflict in challenging situations for all staff (Step On)

Training in practical techniques of physical intervention may be required for staff where there is a significant likelihood of them needing to intervene physically due to the nature of the pupil (or pupils) that they are working with. Where there is an identified need for such training, staff will be trained by an approved instructor.

Step Up training (including the use of RPI) will be provided to key staff on the basis of audited need.

Current Step On and Step Up trainers at Middleton School are:

- Trish Rayfield
- Debbie Hartley
- Donna Jolly.

Step On training must be refreshed every 12 months (Minimum 3 hours)

Step Up training must be refreshed every 12 months (Time needed will depend on audited need)

Steps trainers are refreshed every 12 months (Minimum 6 hours)

COMPLAINTS

It is intended that by adopting this policy and keeping parents and governors informed we can avoid the need for complaints. All disputes which arise about the use of force by a member of staff will be dealt with according to Child Protection and Safeguarding policies. Any concerns regarding the application of this policy by staff should in the first instance be reported to the Headteacher and if this is not possible then the procedures outlined in the Whistleblowing Policy should be applied.

Behaviour on Trips Outside School

Children whose behaviour is such that the Group Leader is concerned for their safety, or for that of others, should be withdrawn from the activity. On residential visits the Group leader should consider whether such children should be sent home early. Parents and children should be told about the procedures for dealing with misbehaviour, how a child will be returned home safely and who will meet the cost.

Roots and Fruits

Behaviours

Negative -

- * leaving the learning environment.
- * refusing to engage in learning
- * non-compliance with instructions.

Positive +

- * engaged in the learning process.
- * remaining in the learning environment.
- * co-operative with instructions.

Feelings

Bored / confusion / enjoyment / need to control / isolated / lonely / insecure / frustrated / having fun / thrilled.

Calm / secure / comforted / happy / engaged / comforted / motivated / in control / important and valued / responsible.

Experiences

- * lack of ability to communicate needs to us through speech.
- * recent separation of parents
- * lack of boundaries at home
- * past school experiences have, in the main part been negative ones.
- * lack of positive relationships with peers / staff in school.
- * staff unclear about likes and dislikes.

- * positive relationships with others.
- * ability to communicate needs to others.
- * receives specific praise frequently.
- * experiences consequences for actions.
- * enjoys learning activities and experiences
- * is part of a friendship group.



Behaviour Management Plan

Pupil: Fred Bloggs

(January 2014)

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <p>Long term Goal; To remain calm and in control when in stressful situations</p> | <p>Short term goal; To identify/ recognise early warning signs of being in distress</p> |
| <p>Triggers: <u>changes</u>, knocks to his self esteem, things looking different, when mistakes are made, peers disagreeing with him.</p> | |
| <p>Behaviour you want to decrease; Screaming, shouting, throwing objects, running/ absconding.</p> | |
| <p>Strategies to implement;</p> <ul style="list-style-type: none"> ✚ Use the language safe/ unsafe, calm. ✚ Identify and praise him when calm and safe. ✚ Visual <u>reinforcement</u> of daily routine. ✚ If a change is known about, communicating this ASAP, with visual aids where appropriate. ✚ Planning a favoured activity into the day eg: computer club ✚ Encourage him to name his feelings. ✚ Observe a child in an angry rage and describe what they see. ✚ Be aware of safe places he can take himself <u>to</u>. ✚ 1:1 and small group work to explore feelings, early warning signs etc (possibly with FLO) ✚ Seek advice re looking for intolerances/ deficiencies with medical professionals. | |
| <p>Consequences of inappropriate behaviour;</p> <ul style="list-style-type: none"> ✚ <u>we</u> can't do because you're not safe. ✚ <u>repair/ correct/ make good</u> any physical damage that may have been incurred. ✚ <u>total</u> withdrawal of adult interaction/ attention while unsafe. | |

Name:

Year group:

Date:



Potential triggers to negative behaviours:

What we want to see:

Strategies to maintain:

First signs that things are not going well:

Strategies to support:

Where this behaviour leads next:

Strategies needed:

What we are trying to avoid:

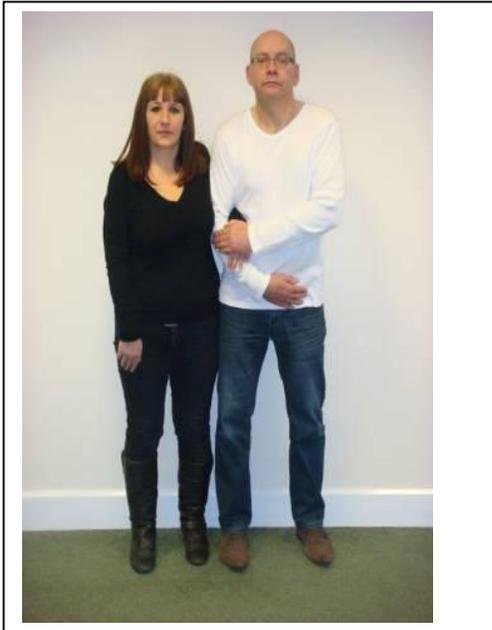
Interventions Necessary:

Staff who have a good relationship with this pupil:

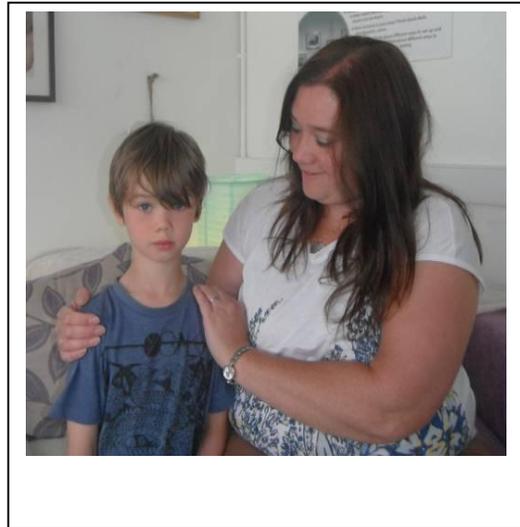
Strategies to re-integrate once calm:

Physical Intervention

Offering an arm



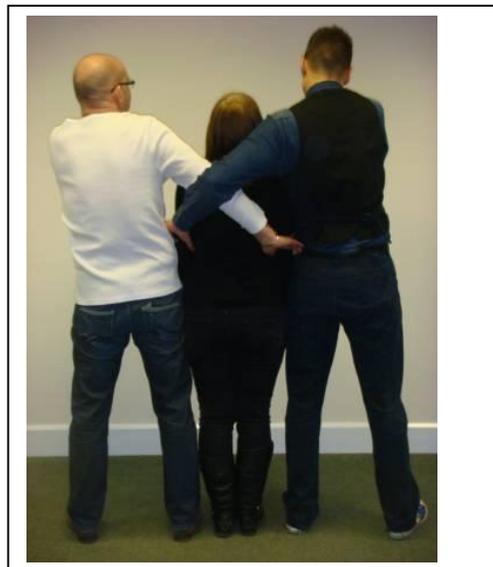
Middleton Hug



Open Mitten Escort



Open Mitten Escort (Paired)



Restrictive Physical Intervention

Elbow Tuck Lone Worker

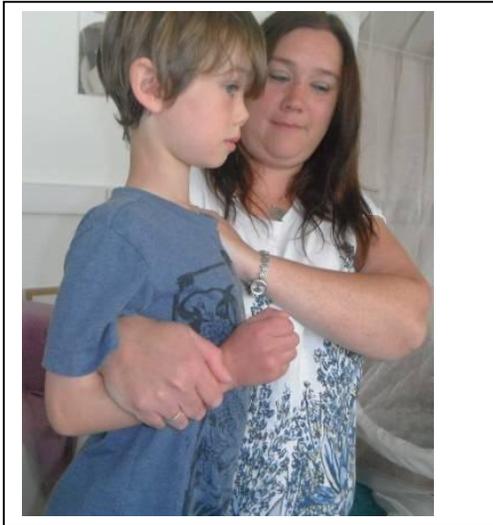
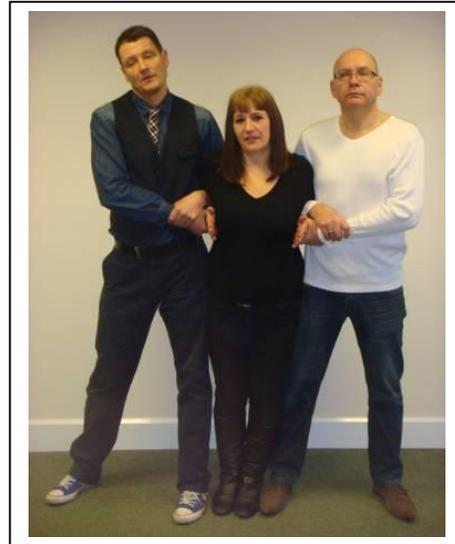
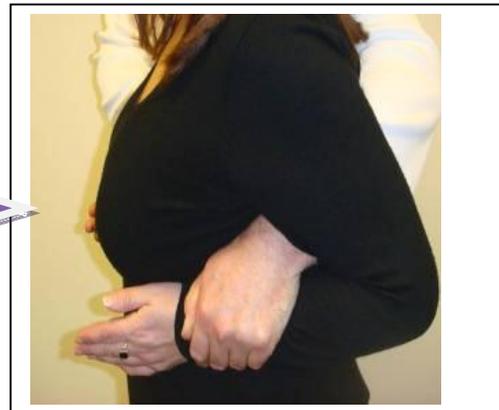


Figure of Four



Elbow Tuck Braced



Elbow Tuck Seated

