

Physical Intervention Policy



This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Committee responsible:	FGB
Date approved:	Spring 2024
Review period:	3 yearly
Next review date:	Spring 2027

GUIDANCE ON PHYSICAL INTERVENTION BY STAFF

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. *Control* means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. *Restrain* means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or legal action.

Physical restraint should very rarely be used and only in exceptional circumstances. However, our duty of care requires that reasonable measures are taken to prevent harm. If there is a risk of someone being injured or hurt, or if someone is actually being hurt, we must intervene. Otherwise physical restraint can only be used as part of a planned programme and staff must attend MAPA training (Management of Actual and Potential Physical Aggression).

Where there are concerns regarding a specific child a risk assessment will be drawn up by the SENDCo in collaboration with parents.

- If possible try to avert a situation where loss of control may give rise to the need for physical restraint. For example:
 - distract
 - change the activity
 - 'come and help me with something'
 - allow time out
 - acknowledge anger -'I can see you are cross' ' I will leave you alone'
- Assess the situation and implement strategies to minimise the likelihood of physical intervention being necessary.
- Don't pick up or attempt to physically remove an angry child.
- If you need to move a reluctant child from the class guide by the shoulders.
- If a child is behaving in a way likely to cause injury, (e.g. has thrown himself on the floor, is throwing things around the room) remove all other children and adults from the room, withdraw yourself but continue to observe the child.

- It may be appropriate to use some physical intervention to prevent significant risk of harm but don't restrain on your own. Call for assistance - 'red hearts'. Use only the force (or action necessary) that you consider to be reasonable proportionate and necessary to the situation
- Approach from the side as you present less of a target.
- When working with a child who may lash out or kick, don't sit in front of them. Rather sit close beside them so that your arm overlaps theirs, place your arm over the child's arm, your hand over their hand. Keep your feet and legs tucked under your chair. Again in this position you present less of a target.
- You may defend or block if a child attempts to hit you. Use your hand to deflect 'hits' if a child targets your eyes.
- Present your least 'hurttable' part if a child is kicking.
- If a child is pulling your hair, press their hand down and tickle under the arm.
- If a child is flailing, withdraw, but continue to observe the child and don't risk personal injury

Log all incidents

Any use of physical intervention should be recorded, along with views of all involved and a note of what preceded the intervention and what happened afterwards. This should be signed by a witness and the member of staff and given to the Headteacher. See Appendix 1

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

Following an incident support should be available to staff and pupils involved or witnessing an event.

Allegations of abuse

Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when using this power.

Please refer to our:

Behaviour Management Policy.
Child Protection and Safeguarding Policy.

All staff have received Positive touch and handling training.

Appendix 1

RECORD OF RESTRAINT

Date of incident:

Time of incident:

Pupil Name: _____ D.o.B:

Member(s) of staff involved:

Adult witnesses to restraint:

Pupil witnesses to restraint:

Outline of event leading to restraint:

Outline of incident of restraint (including restraint method used:

Outcome of:

Date /time parent/carer informed of incident:

By whom informed:

Outline of parent/carer response:

Signatures of staff completing report:

Brief description of any subsequent inquiry/complaint or action: