



Policy for Physical Intervention

Important: This document can only be considered valid when viewed on the Trust website or SharePoint. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

Name and Title of Author: Chris Huscroft – CEO

Name of Responsible Committee: Board of Trustees

Trade Union Representative Approval: NA

Implementation Date: Spring Term 2023

Review Date: [Min. every 2 years] Spring Term 2025

Version: 1

Approval Date: 23/03/2023

Target Audience: All Trust staff

Related Documents:

- Anti-bullying
- Behaviour
- Complaints
- Educational Visits
- First Aid
- Health & Safety
- Intimate Care
- Safeguarding and Child Protection
- Special Educational Needs & Disability
- Staff Code of Conduct
- Supporting Children with Medical Needs
- Whistle Blowing

References: DfE guidance and legislation (see list in policy)

Revision History

Version	Date	Summary of Revision	Revision Author
1	Jan '23	Updated version created	CJH

Contents

Policy Statement.....	4
Purpose	4
Scope.....	4
Responsibilities.....	4
Equality and Diversity	4
External References	5
Staff Training.....	6
Staff authorised to use.....	6
Minimising the need to use Positive Handling.....	6
Using Positive Handling	6
Physical Contact.....	6
Positive Handling.....	7
Physical Intervention	7
Pupils with additional needs/vulnerabilities	7
Recording incidents	8
Reporting incidents.....	8
Post – incident support.....	8
Health and Safety.....	8
Injuries to staff or child.....	8
Physical Contact with pupils in other circumstance.....	9
Powers to search children without consent	9
School staff can confiscate any prohibited items found as a result of a search.	9
External Source.....	9
Monitoring.....	10
Complaints or allegations	10

Policy Statement

At Edukos Trust we strive to be: **EXCEPTIONAL. TOGETHER.** Creating great schools, ensuring better lives for all who we serve through our 3 core values:

- **Friendly**
- **Growth**
- **Trust**

Purpose

Good personal and professional relationships between staff and children is vital to ensure good order in our schools. It is recognised that the majority of children in our schools respond positively to the discipline by staff, which ensures the well-being and safety for all. It is acknowledged however, that in exceptional circumstances, staff may need to act in situations where the use of reasonable, proportionate and necessary force may be required. Our Trust understands that physical interventions are only a small part of the whole approach to behaviour management.

Scope

This policy applies to all teaching and support staff who come into contact with children who may need positive handling and is written to support them in doing so. We recognise that the use of reasonable force is only one of the last in a range of strategies available to secure children's safety/well-being and also to maintain good order and discipline. The Trust follows the non-statutory guidance; Use of reasonable force; Advice for Headteachers, staff and governing bodies July 2013.

Responsibilities

The **Trust Board and the CEO** are responsible for monitoring the effectiveness of this policy, ensuring that a consistent approach to Physical Intervention is applied across the Trust.

The **Head Teachers** are responsible for ensuring they clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary and are provided with appropriate specialist training to deal with difficult situations.

that this policy is applied and used appropriately in their school. They must ensure that staff adhere to this policy and any associated procedures.

Employees should ensure that they know and understand this policy and the part in which they play in its implementation.

Equality and Diversity

Edukos Trust is committed to:

- Promoting equality and diversity in its policies, procedures and guidelines;
- Ensuring staff are protected from unlawful direct or indirect discrimination resulting from a protected characteristic (e.g. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation).
- Delivering high quality teaching and services that meet the diverse needs of its children and its workforce, ensuring that no individual or group is disadvantaged.

External References

DfE: Behaviour & Discipline in Schools. Advice for Headteachers and school staff – Updated January 2016

DfE: Supporting pupils at school with medical conditions. Statutory guidance – December 2015

DfE Use of reasonable force Advice for Headteachers, staff and governing bodies July 2013

Guidance for safer working practice for those working with children & young people in education settings – May 2019

Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in

Association with Learning Disability and/or Autistic Spectrum Disorders (2002)

DfE Screening, searching and confiscation – advice for Headteachers, staff and governing bodies.

DfE Keeping Children Safe in Education. Statutory guidance for schools and colleges, January 2021.

Staff Training

Reminders of the behaviour policy will be given regularly through staff meetings and briefings. Staff will be offered the opportunity to take part in specialist training in dealing with challenging behaviour (see Local School Protocol for a list of trained staff). If a child is displaying challenging behaviour and it is thought they may need physical intervention, a positive handling plan (PHP) will be written, discussed and disseminated to any member of staff who will be supporting the child.

Staff authorised to use

All members of school staff have a duty of care and legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of children such as unpaid volunteers or parents accompanying children on a school organised visit. (Section 93, Education and Inspections Act 2006)

However, everyone has the right to defend themselves against attack provided they do not use a disproportionate degree of force to do so. Similarly, in an emergency situation, for example if a child was at immediate risk of serious injury or at the point of inflicting injury on someone else, any member of staff would be entitled to intervene.

Minimising the need to use Positive Handling

As a Trust, we are committed to creating a calm and safe environment, in our schools, that minimises the risk of incidents arising that might require the use of positive handling or reasonable force.

The schools will:

- Create and maintain a calm, orderly and supportive school environment that minimises the risk of incidents that might require force arising
- Develop effective relationships between staff and children
- Teach children how to manage conflict and strong feelings
- De-escalate incidents if they do arise
- Only use force when the risks involved in doing so are outweighed by the risk involved in not using force

Using Positive Handling

There is no legal definition of when it is reasonable to use positive handling/physical interventions and each case must be judged on its circumstance.

Positive Handling describes a broad spectrum of risk reduction strategies. Positive Handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Risk assessments identifies positive prevention strategies and how pupils may need to be supported in a crisis.

Physical Contact

Situations in which proper physical contact occurs between staff and children e.g. in the care of children and in order to support their access to a broad and balanced curriculum. It would be reasonable that young children do require opportunities for close contact, as long as this is within public view, sensitively carried out and age appropriate.

Positive Handling

This may be used to divert a child from a destructive or disruptive action, for example guiding or leading a them by the arm or shoulder where they are compliant. This technique can help deflect from a potentially volatile situation into a less confrontational situation i.e., it may be possible to 'defuse' a situation by a timely intervention.

Physical Intervention

This will involve the use of reasonable force when there is an immediate risk to children, staff or property. Force must not be used to prevent trivial misbehaviour.

Circumstances when Physical Intervention may be necessary included:

- if a child is at risk of harming themselves through physical outbursts.
- to remove disruptive child from the classroom where they have refused to follow an instruction to do so
- prevent a child behaving in a way that disrupts a school event or a school trip or visit
- prevent a child leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground.

Before using any form of positive handling or physical intervention, staff should:

- tell the child to stop the behaviour
- communicate in a calm and measured manner
- never act out of anger or frustration or to punish a child
- Make it clear to the child that physical contact or restraint will stop as soon as it ceases to be necessary.

Staff should always avoid touching or restraining a pupil in a way that could be interpreted as sexually inappropriate conduct.

Staff are advised that, as far as possible, they should not use force unless or until another responsible adult is present to support, observe or call for assistance.

Pupils with additional needs/vulnerabilities

When managing situations involving children with SEN and disabilities, medical conditions or mental health problems, the staff must recognise these additional vulnerabilities and consider carefully any associated risks when using physical interventions.

All staff will be kept informed and advised how to deal with particular children who present particular risk to themselves or others. If it is deemed there is a likelihood that force will need to be used a positive handling plan ((PHP) see local school protocol for individual school approach) will be created for the individual. Reasonable adjustments will be made for children with special educational needs and disabilities (SEND). PHPs will be reviewed following any use of physical intervention/positive handling and necessary alternations made, if required.

Recording incidents

Any incident of positive handling/physical intervention **MUST** be recorded either on the Positive Handling Record Form in **Appendix 2** or using the school's preferred recording method and should be completed by the main adult/s involved.

If using the form, once completed the form will then be passed to a senior member of staff responsible for recording and monitoring who, after giving the incident a log number (see local school protocol for school specific details of where this information will be logged and stored). A record of the log number and child's name will be kept securely.

If a Positive Handling Plan (PHP) is in place, it is imperative that the Plan is reviewed, to ensure it remains fit for purpose. Staff monitoring the use of Positive Handling must also examine that the necessary diversion, distraction and de-escalation strategies have been used.

Reporting incidents

After any incident in which force has been used parents should be informed as soon as possible. The Head Teacher should also be informed. If there is a positive handling plan, schools may wish to discuss with parents, how often and at what point this information will be communicated.

Post – incident support

Positive Handling and/or Physical Intervention can be distressing for both staff and children; it is important both staff and children are given the time and support needed to help them regain their composure.

- The school will decide, and involve, as appropriate any multi-agency partner e.g. early help, social care, CAMHS.
- Wherever possible, the views of the child, post incident, must be sought understood and recorded.
- Opportunities to repair relationships between staff and children affected by the incident will be offered
- In some cases, the incident may lead to the fixed term or permanent exclusion of the child in line with the behaviour policy.

Health and Safety

Under the Health and Safety Act 1974, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health & Safety. Staff who have, or acquire, permanent or temporary medical conditions which may impact on their ability to carry out positive handling must report them to their line manager, SENCo or Head Teacher, as there may be an impact on their own safety, or the safety of the pupil.

Injuries to staff or child

Whilst the physical techniques are intended to reduce risk, there is always a possibility that injuries may occur to either the child or adult. Techniques deployed seek to avoid injuries to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of the technique, but a regrettable infrequent side effect of ensuring that the child remains safe.

Any injuries sustained by either party will be reported and recorded on the Physical Intervention record and school Accident/incident log.

Physical Contact with pupils in other circumstance

There may be occasions when physical contact with a child may be proper or necessary e.g., sports coaching or giving first aid. Touching may also be appropriate where a child is being congratulated or praised, or where they are in distress and needs comforting. Teachers must use their own professional judgement when they feel a child needs this kind of support. For some children, touching is particularly unwelcome. Staff must bear in mind that even innocent and well-intentioned physical contact can sometimes be misconstrued.

Powers to search children without consent

In addition to general power to use reasonable force, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items':

- knives or weapons
- alcohol
- tobacco and cigarette papers or e-cigarettes
- fireworks
- illegal drugs
- stolen items
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil)
- Principal and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can confiscate any prohibited items found as a result of a search.

Wherever possible, the Head Teacher must ensure the person carrying out the search is of the same sex as the child, and the search must be carried out in the presence of another adult also where possible, of the same sex as the child. Children cannot be required to remove any clothing other than outer garments. If their possessions are searched this must also be done in the presence of another adult. The person carrying out the search is able to use such force as is reasonable in the circumstance for exercising that power. Furthermore, the Education Act 2011 allows staff to lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

External Source

DfE: Behaviour & Discipline in Schools. Advice for Headteachers and school staff – Updated January 2016

DfE: Supporting pupils at school with medical conditions. Statutory guidance – December 2015

DfE Use of reasonable force Advice for Headteachers, staff and governing bodies July 2013

Guidance for safer working practice for those working with children & young people in education settings – May 2019

Guidance on the Use of Restrictive Physical Interventions for Staff Working with Children and Adults who display Extreme Behaviour in

Association with Learning Disability and/or Autistic Spectrum Disorders (2002)

DfE Screening, searching and confiscation – advice for Headteachers, staff and governing bodies.

DfE Keeping Children Safe in Education. Statutory guidance for schools and colleges, January 2021.

Monitoring

Monitoring of incidents will take place on a regular basis help to ensure that staff are following the correct procedures. Senior Leaders will examine all reported incident to review that the intervention was reasonable, proportionate and necessary, plus consider alternative strategies to help reduce or ceased the need for physical management.

Complaints or allegations

Complaints will be dealt with under the school's complaints procedures however, if an allegation of abuse is made against a member of staff, the school will follow the procedures outlined in the child protection policy, and advice sought from the Local Authority Designated Officer (LADO), as per Keeping Children Safe in Education – Part 4.

Non-physical crisis intervention techniques

Do	Don't
<ul style="list-style-type: none"> • Appear calm and relaxed • Keep the pitch and volume of your voice down • Feel comfortable with the fact you are in control • Project a calm assured feeling that you will see the situation through to a peaceful end no matter what happens • Talk with the child • Be matter of fact if the child becomes agitated • Be sensitive and flexible • Be flexible but consistent • Be aware of body language • Stay close to the child and attend to him/her • Be patient • Acknowledge his/her feelings • Leave the pupil an avenue of escape • Where possible, remain seated as long as the child does; • Avoid crowding 	<ul style="list-style-type: none"> • Appear afraid and unsure of yourself, • Bossy or arrogant • Assume an “I don’t give a damn about you” attitude • Raise your voice • Appear to expect an attack • Give demands • Make demands • Make threats • Maintain continuous eye contact • Gesticulate • Turn your back or leave • Invade their personal space • Display emotion • Argue • Corner the pupil physically or psychologically • Get up and move towards the child

Physical Intervention Record

Log no:

Child's Name:	Date:
Location of Incident:	
Staff Involved (names):	Witnesses (names):
Start Time:	Duration of Restraint:
Injuries to Staff:	Injuries to Child:

Nature of Risk (circle)					
Criminal Offence	Injury	Abscinding	Serious Disruption	Damage	Other
Level of Risk (circle)		Low	Medium	High	

The Incident – Describe the incident briefly, include what led up to it

Who or what was at risk?

Diversion, distraction and de-escalation attempted (circle)			
Verbal advice & support	Firm clear directions	Negotiation	Limited choices
Reassurance	Tactical ignoring	Distraction	Diversion/diffusion
Humour	Withdrawal offered	Withdrawal directed	Transfer adult
Consequence reminders	Success reminders	CALM stance and talk	Take-up time

Physical Intervention Record

Log no:

Physical strategies attempted (circle)

Help hug

Cradle hug

Wrap

Fight response

Sitting wrap

Double elbow

Half shield

Punch/kick response

Single elbow (2 person)

Sitting single elbow (2
person)

Small child escort

PHP amended?	Yes	No	Reason:
Positive debrief	Yes	No	Comments:
Child's view	Yes	No	Comments:

Positive debrief repair, reflection and rebuilding of relationships is an essential element in positive handling response.

Declaration (to be signed by all those involved, unless a separate form has been completed) this is an accurate reflection of the facts the occurred during the incident.

Signed (and dated)

Monitor Signature (and dated)



Edukos Trust DE-ESCALATION Plan

[Enter school name here]

Name:

DOB:

Environments and triggers

Describe the situations which have led to a dangerous incident in the past.

Risk: Circle the level of potential risk.

Frequency	Low	Medium	High
Severity	Low	Medium	High

Circle and/or describe precisely what might happen

Slap	Punch	Pinch	Spit
Clothing Grab	Body Holds	Arm Grab	Weapons
Kick	Hair Grab	Neck Grab	Missiles
Absconds	Other^		

Description

^Other (include further information here)

Prevention (Describe any strategies, changes to routines, personnel or environment which might reduce the risk of this happening.)

--

Diversion and distractions (Describe interests, words, objects etc which may divert attention from an escalating crisis.)

--

De-escalation (Describe any strategies which have worked in the past or should be avoided)

	Try	Avoid		Try	Avoid
Verbal advice and support			C.A.L.M talking/stance [^]		
Firm clear directions			Take up Time		
Negotiation			Withdrawal Offered		
Limited Choices			Withdrawal Directed		
Distraction			Transfer Adult		
Diversion			Reminders about Consequences		
Reassurance			Humour		
Planned ignoring			Success Reminders		

[^] Communication, Awareness + Assessment, Listening, Make safe

Physical intervention (Describe any strategies which have worked in the past or should be avoided.)

	Try	Avoid		Try	Avoid
Help Hug			Sitting Single Elbow (1 person)		
Cradle Hug			Planned ignoring		
Standing Wrap			Sitting Double Elbow (Two person)		
Sitting Wrap			Take up Time		
Standing Double Elbow			Other Time out (removed to less stimulating environment but supervised and supported)		
Standing Single Elbow			Other (describe below)		

Recording and notifications required

Placing Authority	
Parents/Guardians	
Social Worker	

Educational Psychologist	
Doctor / Nurse	
Others (list below):	

Name	Status	Signed	Date