

Physical Intervention Policy

Berrywood Values

Berrywood Primary School is committed to establishing a vibrant learning environment in which pupils and adults can thrive. We promote behaviours and attitudes that foster a 'growth mindset', respect and appreciation for others and the encouragement that everyone willingly makes a positive contribution.

These have been compiled in consultation with all pupils and permeate all aspects of school life.

1. Members of the school community will be polite, courteous, helpful and kind.
2. Members of the school community will listen and be respectful of one another.
3. Members of the school community will strive hard in their learning.
4. Members of the school community will act in ways that keep themselves and others safe.
5. Members of the school community will take care of our environment and show pride in our school.

'*The Berrywood Way*' document provides more guidance regarding the values and the culture we are striving for.

Principles for the use of Physical Intervention

If a child is presenting challenging and unsafe behaviours, our primary concern is to support the child to de-escalate and regulate their emotions.

We aim to do all we can in order to avoid using Physical Intervention, for example:

- Building positive relationships based on mutual respect and trust.
- Consideration of Executive Functioning skills – how can we support the child with their areas of development?
- Are the child's physiological needs met? Are they thirsty? Are they hungry?
- Do they need a change of adult or a change of face?
- Predict and prevent based on individual needs and awareness of our pupils at Berrywood.

Staff will also consider:

- Potential triggers and patterns of unsafe behaviours
- Use of space
- Management of time
- Changes to environment
- Stance, posture and gestures
- Facial expressions
- Distractions

The school believes that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive, and productive learning

environment, based on the principles of consistency, fairness and engagement. In order to provide this, the school manages behaviour through positivity.

To do this, adults will:-

- use the principles of a growth mindset approach to all work and behaviour;
- use behaviour management strategies, such as distraction, addressing inappropriate behaviour privately and quietly, listening to the pupil's voice; offering two choices.
- use restorative practices as a proactive measure to de-escalate situations and to explore, restore and repair relationships.

We all have a duty of care towards the children in our setting and have a responsibility to intervene and keep them safe. There may be situations where we use our dynamic risk assessments to intervene to ensure that the child/children are safe. We use 'caring c's', repeat 'we need to keep you safe' and seek support from SLT whilst guiding a child to a safe place. Holding may form part of a positive behavioural support response if it calms and soothes an individual. If holding is used as a necessary safeguarding response, the expectation is that people communicate, assess the situation and continue to look and listen for opportunities to divert or de-escalate.

If the child remains heightened and is continuing to demonstrate unsafe behaviours then we may deem it necessary to restrain. Restraints or Restrictive Physical Interventions will only be used with support and guidance from the Headship team and/or our SENDCO.

Use of Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of pupils may use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise. Use of force will only be used in the event that other strategies have been unsuccessful in resolving the situation.

The school does not encourage the use of force. There is no definition of when it is reasonable to use force, as every situation is different and will have to be judged by the staff member with responsibility at that time. The degree of force used will be the minimum needed and proportional to the situation.

All incidents involving the use of force will be recorded on the Child Protection Online Management System by the staff involved as soon as possible after the incident. In almost all circumstances, parents will be informed of any incident where force has been used although, lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so. If force has been used more than once with a child within a relatively short space of time, then parents will be informed and an Individual Behaviour Management Plan will be in place.

Planning around an individual and risk assessment

Where an individual child has an individual positive behaviour management plan, which includes the use of Restrictive Physical Intervention, we ensure that such staff receive appropriate training and support in behaviour management strategies as well as Restrictive Physical Intervention. We consider staff and children's physical and emotional health when we make these plans and consult with the child's parents/guardians.

We use this risk assessment to inform the individual behaviour plan that we develop to support the child. If this behaviour plan includes Restrictive Physical Intervention, it will be as just one part of a whole approach to supporting the child's behaviour.

The behaviour plan outlines:

- Our understanding of what the child is trying to achieve or communicate through his/her behaviour.
- The Executive Functioning skills which need to be developed and how e.g. flexible thinking and/or impulse control.
- How we adapt our environment to better meet the child's needs.
- How we teach and encourage the child to use new, more appropriate behaviours.
- How we reward the child when he or she makes progress.
- How we respond when the child's behaviour is challenging (responsive strategies).

We pay particular attention to responsive strategies. We use a range of approaches (including humour, distraction, relocation, and offering choices) as direct alternatives to using Restrictive Physical Intervention. We choose these responsive strategies in the light of our risk assessment.

What type of Restrictive Physical Intervention can be used

Any use of Restrictive Physical Intervention by our staff should be consistent with the principle of reasonable force '*minimum force for the shortest time.*'

Physical intervention can take several forms. It might involve staff:

- physically interposing between children
- blocking a child's path
- holding
- guiding
- leading a child away by placing a hand in the centre of their back
- leading a child away by holding their hand
- (in extreme circumstances and only if staff are trained) using more restrictive holds

Any physical intervention must always be **reasonable, proportionate and necessary**. It should be **applied only until the immediate threat is past and require the minimum amount of force necessary**.

Where staff need specific training in the use of Restrictive Physical Intervention, we arrange that they should receive Team Teach training, through Hampshire County Council. This training is accredited by the Institute of Conflict Management (ICM). We ensure that staff have access to appropriate refresher training.

Further, we actively work to ensure general training is accessed by our staff in the following areas:

- Behaviour policy
- Executive functioning
- De-escalation techniques.

Other physical contact:

Physical contact with a pupil may be proper or necessary in order to:

- Demonstrate exercises or techniques during PE lessons
- Administer first aid
- Provide young children with physical prompts or help
- Comfort a pupil in distress
- Reassure very young pupils

Recording and reporting

We record any use of Restrictive Physical Intervention using the record sheet in the Hampshire *Planning and recording physical interventions in schools* booklet. We do this as soon as possible after an event, ideally within 24 hours.

Where an incident causes injury to a member of staff, it should be recorded as per the corporate accident / incident reporting procedure using an ABCC form. Further, our governing body ensures that procedures are in place for recording significant incidents and then reporting these incidents as soon as possible to pupil's parents.

After using Restrictive Physical Intervention, we ensure that the headteacher is informed as soon as possible, parents are informed and a copy of the record form is also available for parents to read.

In rare cases, we might need to inform the police, such as in incidents that involve the possession of weapons. This would be in line with our general practice, informed by the DfE Guidance *Screening, Searching and Confiscation – Advice for Head Teachers, Staff and Governing Bodies* (2014) and Section 45 of the *Violent Crime Reduction Act 2006*.

Supporting and reviewing

We recognise that it is distressing to be involved in a physical intervention, whether as the child being held, the person doing the holding, or someone observing or hearing about what has happened.

Restoration can only begin when the individuals are ready. It is best for the staff member involved in the incident to lead or facilitate the post incident conversation so that relationships can be rebuilt and repaired. We encourage children and adults to:

- Reflect, repair and reconnect
- Listen to each others' point of view – what were you trying to communicate?
- Link feelings to behaviour – what was the impact of the behaviours shown?
- Learn a better way for next time

We also support adults who were involved, either actively or as observers, by giving them the chance to talk through what has happened with the most appropriate person from the staff team. If appropriate, after a Restrictive Physical Intervention, we consider whether the individual behaviour plan needs to be reviewed so that we can reduce the risk of needing to use Restrictive Physical Intervention again.

Concerns and complaints

The use of Restrictive Physical Intervention is distressing to all involved and can lead to concerns, allegations or complaints of inappropriate or excessive use. In particular, a child might complain about the use of Restrictive Physical Intervention in the heat of the moment but on further reflection might better understand why it happened. In other situations, further reflection might lead the child to feel strongly that the use of Restrictive Physical Intervention was inappropriate. This is why we are careful to ensure all children have a chance to review the incident after they have regulated their emotions and calmed.

If a child or parent has a concern about the way Restrictive Physical Intervention has been used, our school's complaints procedure explains how to take the matter further and how long we will take to respond to these concerns. Where there is an allegation of assault or abusive behaviour, we ensure that the headteacher is immediately informed. Our staff will always seek to avoid injury to the pupil, but it is possible that bruising or scratching may occur accidentally. This is not to be seen as necessarily a failure of professional technique but a regrettable and infrequent side effect of making sure the pupil remain safe. We would also follow our child protection procedures. In the absence of the headteacher, in relation to Restrictive Physical Intervention, we ensure that the Deputy

Headteacher is informed. If the concern, complaint or allegation concerns the headteacher, we ensure that the Chair of Governors is informed.

Reviewed by: Kate Woods and Amber Adams

Authorised by:

Date:

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