



# **Physical Intervention Policy**

**Date written: January 2016**

**Review date: January 2019**

**Next review date: June 2019**

## Introduction

### **This policy has been written in line with circular 097/2013 Safe and effective intervention – use of reasonable force and searching for weapons**

At Reflect Education we believe that children and young people 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 students/clients will the use of physical intervention be needed. On such occasions, acceptable forms of intervention are used.

Reflect Education staff currently access 'Descal8: Developing Positive Relationships with Individuals in Distress' training that includes theory and physical safeguarding strategies. Training is updated annually.

The majority of students/clients behave well and conform to the expectations of our service. We have a 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 students/clients.

All staff need to feel that they are able to manage inappropriate behaviour, and to have an understanding of what challenging behaviours may 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/ carers need to know that our service users are safe with us, and they need to be properly informed if a service user 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 student’s behaviour. It refers to any instance in which a teacher or other adult authorised by the Head Teacher/Manager has to use “reasonable force” to control or restrain students in circumstances that meet the following legally defined criteria.

- To prevent a student/client from committing a criminal offence (*this applies even if the student is below the age of criminal responsibility*)
- To prevent a student/client from injuring self or others
- To prevent or stop a student/client from causing serious damage to property (*including the student’s/client’s own property*)
- To stop the student/client from engaging in any behaviour which is prejudicial to maintain the good order and discipline at the school.

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 (e.g. splints on the student 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 physical interventions may be appropriate?**

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. Certain students/young adults 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, students and young people are important considerations. Under certain conditions this duty must be an over-riding factor.

### **Who may use physical interventions?**

The following staff (as well as the teachers employed at the school) are authorised by the Head Teacher/Manager to have control of students/young adults, and **must** be aware of this policy and its implications. However, non-inclusion on this list does not mean that an adult is necessarily barred from using physical intervention. If the Head/Manager has lawfully placed an adult in charge of students/young people, then that adult will be entitled to use restrictive physical intervention if needed.

We take the view that staff should not be expected to put themselves in danger and that removing other students 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 students and young people.

### **Names of Authorised staff**

All staff have received training in DESCAL8. Please see attached appendices of staff that are trained.

### **Planning for the use of physical intervention**

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

The principles relating to the intervention are as follows:-

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

- Physical Intervention will only be used in circumstances when one or more of the legal criteria for its use are met.
- Staff will only use it when there are good grounds for believing that immediate action is necessary and that it is in the student's/clients and/or other student's/client's best interests for staff to intervene physically.
- Staff will take steps in advance to avoid the need for Physical Intervention through dialogue and diversion. The student/young person will be warned, at their level of understanding, that 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 Physical Intervention will be relaxed to allow the student/young person 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 at all costs, especially if it would make the overall situation more destructive and unmanageable.
- The age, understanding, and competence of the individual student/young adult will always be taken into account.
- In developing Individual Education/Behaviour Plans, consideration will be given to approaches appropriate to each student's/young adult's circumstance.
- Procedures are in place for supporting and debriefing students and staff after every incident of Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

### **Acceptable forms of intervention**

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

- to comfort a student in distress (so long as this is appropriate to their age);
- to gently direct a student;
- for curricular reasons (for example in PE, Drama etc);
- in an emergency to avert danger to the student or students;

- in rare circumstances, when Physical Intervention is warranted.

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

- the student's/young adult's age and level of understanding;
- the student's/young adult'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 student/young adult. [Should a student/young adult appear to **enjoy** physical contact this must not be sought via Physical Intervention].

### **Developing a positive handling plan**

If a student/young adult is identified for whom it is felt that Physical Intervention is likely, then a Positive Handling Plan will be completed. This plan will help the student/young adult 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 (please see appendix). The plan will include:-

- involving parents/carers and students/young adults to ensure they are clear about what specific action the school may take, when and why
- a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- a **record** to be kept in school of risk reduction options that have been examined and discounted, as well as those used
- techniques for managing the student/young adults behaviour i.e. strategies to de-escalate a conflict, and stating at which point a 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 student/young person
- ensuring a system to summon additional support
- identifying training needs

### **Guidance and Training for Staff**

Guidance and training is essential in this area. We need to adopt the best possible practice. At Reflect Education this is arranged for all staff at a number of levels including:-

- awareness of issues for managing directors, staff and parents,
- behaviour management techniques for all staff
- managing conflict in challenging situations - all staff

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 student/ young adult (or students/young adults) that they are working with. All staff are to receive a Three Day Descal8 Course provided by BILD accredited trainers and thereafter receive an annual update.

## **Recording**

In the occurrence of Physical Intervention being used staff should record the incident or accidents using the incident form highlighting any forms of intervention used. All incident and accidents are to be reported to the manager. All forms are to be handed into the office as soon as possible, please see appendix 3 and 4 for examples of these forms.

## **Complaints**

It is intended that by adopting this policy and keeping parents 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.

**The school also has the following policies:**

- **Preventing Bullying Policy**
- **Exclusion Policy**
- **Promoting Good Behaviour**



Full list of staff names who have received training by Descal8. Please note that staff listed are employed by our company and are not necessarily based at Gwenllian Education Centre.

<b>NAME</b>	<b>DATE OF COMPLETION</b>	<b>UPDATE DATE</b>	<b>UPDATE DATE (1 day update)</b>	<b>NEXT UPDATE DUE</b>
Leigh Hipkiss	September 2016	2017	2018	September 2019
Rebecca Hipkiss	September 2016	2017	2018	September 2019
Leanne Thomas	September 2016	2017	2018	September 2019
Rhian Hughes	September 2016	2017	2018	September 2019
Hope Harries	September 2016	2017	2018	September 2019
Elliot Jones	September 2016	2017	2018	September 2019
Christopher Davies	November 2016	2017	2018	September 2019
Samantha Lloyd	November 2016	2017	2018	September 2019
John Davies	April 2017	2017	2018	September 2019
Lybi Maddock-Muren	September 2017		2018	September 2019
Stacey Dean-Bridgland	September 2017			
Leon Thomas	September 2017		2018	September 2019
Angela Lowe	September 2017		2018	September 2019
Christina Gilliland	September 2017		2018	September 2019
Rhiannon Bourne	December 2017		2018	September 2019
Vicky Taylor	December 2017		2018	September 2019
Shannon O’Callaghan	December 2017		2018	September 2019
Zoe Jones	December 2017		2018	September 2019
Sarah Beck	October 2018			September 2019
Lynsey Herdman	October 2018			September 2019
Lowri Davies	October 2018			September 2019
Louise Davies	October 2018			September 2019
Shauna Pridmore	October 2018			September 2019
Maria Watkins	October 2018			September 2019
Stacey Honey	October 2018			September 2019
Llyr Soady-Jackson	October 2018			September 2019
Caitland Lane	October 2018			September 2019
Jessica Colwill	October 2018			September 2019
Amy Jones	October 2018			September 2019

## Appendix 2



### POSITIVE HANDLING PLAN

For assessing and managing foreseeable risks for children who are likely to need Restrictive Physical Intervention.

<b>Name of Child:</b>	
<b>Class Group:</b>	
<b>Name of Teacher:</b>	
<b>Name of Parents/Carers:</b>	
<b>Name of Support Service (if applicable):</b>	

#### Identification of Risk

Describe the foreseeable risk (i.e. what specific behaviours have occurred)	
Is the risk potential or actual? (i.e. has this happened before)	
List who is affected by the risk	

#### Assessment of Risk

In which situations does the risk occur?	
How likely it is that the risk will arise? (i.e. how often has it happened before)	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

**Assessment completed by:**.....

**Signature:** .....

**Date:** .....



**Agreed Positive Handling Plan and School Risk Management Strategy**

Focus of Measures	Measures to be employed	Level of risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

<b>Agreed By:</b>		<b>Date:</b>
Parent/Carer:		
Child - if appropriate:		
Head Teacher:		
Class Teacher:		
Support Service Member/s:		

**Communication of Positive Handling Plan and School Risk Management Strategy**

Plans and strategies shared with:	Communication Method	Date Actioned

**Staff Training Issues**

Identified training needs	Training provided to meet needs	Date training completed

**Evaluation of Positive Handling Plan and School Risk Management Strategy**

Measures set out	Effectiveness in supporting the child	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		
Reactive interventions to respond to adverse outcomes		

**ACTIONS FOR THE FUTURE**

**Plans and strategies evaluated by:**

**Title:**

.....

.....

**Date:**

.....

### Appendix 3



### INCIDENT FORM

Details of injured person:

Date:	Time:
Name :	D.O.B:
Address: (if needed)	
Post code:	Job title:

Name of staff/Pupils:

Please state staff and pupils involved or that witnessed the incident.

Name	Job title

Location of incident: \_\_\_\_\_

Please make a detailed account of what happened in the boxes below.

Antecedent:

Behaviour:

Consequence:

Please describe in your own words, what physical intervention techniques were used:

Please state what the injury is and where:

Was there any First Aid or Medical treatment required?

Yes  No

If Yes please state what first aid was required:

Who was informed of the incident?

\_\_\_\_\_

Any further action taken?

\_\_\_\_\_

How can you prevent something like this happening again?

Any other notes:

	Signature	Date
Injured person:		
Person making the report: (if injured person is unable to)		
Witness: (if required)		
Manager/Head Teacher:		

## Appendix 4



## ACCIDENT FORM

Details of injured person:

Name :	D.O.B:
Address: (if needed)	
Post code:	Job title:

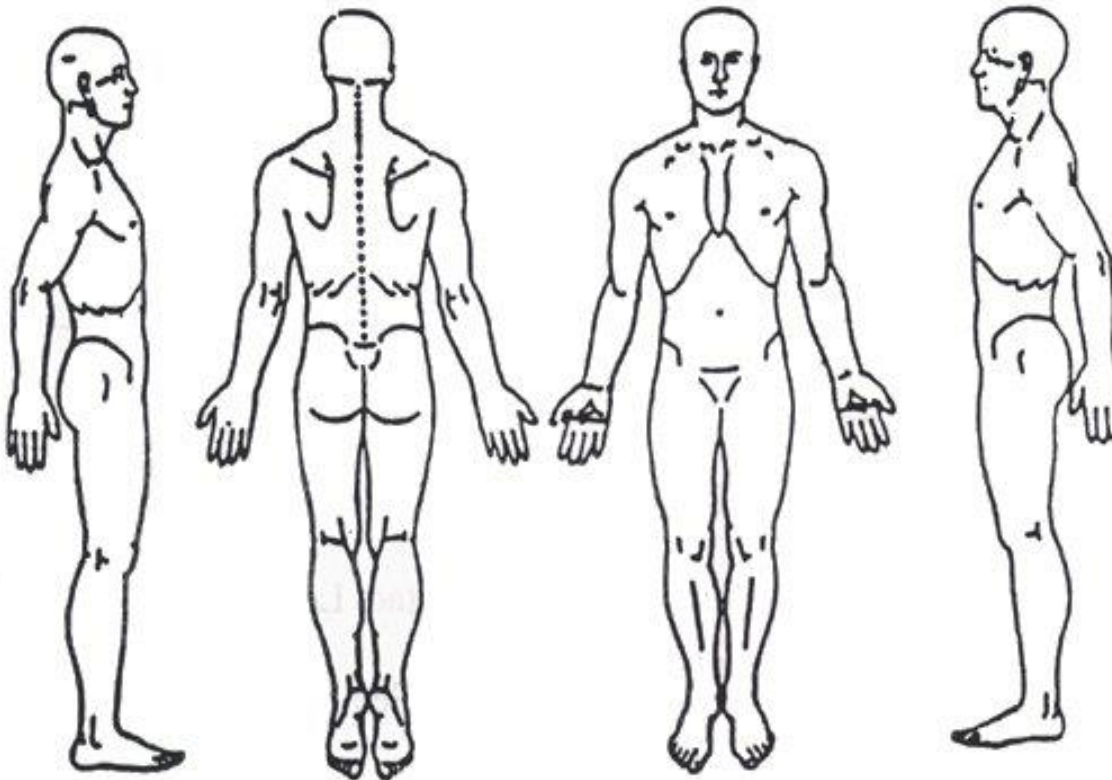
Details of Accident:

Date:	Time:
Location:	

Please make a detailed account of what happened in the box below:

<p><u>Description:</u>(what happened during the accident)</p>
<p><u>Injury:</u> (if someone was injured, what exactly was the injury, be as specific as possible)</p>
<p><u>Action:</u> (what did you do as a result, was there first aid given/visit to hospital or Dr)</p>

Please mark on diagram where your injury is located:



First Aid required (If yes please fill in First Aid Record):

Yes  No

Person Reporting:

Name :	D.O.B:
Address: (if needed)	
Post code:	Job title:
Signed:	Date:

For Employers use only:

How was it Reported:	
Date Reported:	Signed