



Halberton and Uplowman Federation



Passive Intervention & Prevention Strategies

This policy was adopted by the Resources Committee on(date)

Signed..... chairperson

Ratified by Full Governing Body on.....(date)

Signed.....Chair of Governors

This policy was written with the DFE 'Use of reasonable force' advice for Head Teachers, Staff & Governing Bodies. July 2013 (appendix 2).

The Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Halberton & Uplowman Federation strongly encourage all children to make positive behaviour choices (see Positive Behaviour policy), but acknowledge that a situation may occur that requires physical intervention by a designated member of staff. We have clear and precise expectations and consequences, and provide all children in our care with as many coping strategies as possible. Our aim is to avoid physical intervention whenever possible and regard it as a last resort when all other strategies have failed to have the desired effect on the adverse behaviour. Therefore, this policy should be read in conjunction with our Promoting Positive Behaviour policy (2016), and Safeguarding policy (2016).

This policy adheres to the following principles:

- Physical intervention should be limited to emergency situations and used when all other strategies have failed.
- The minimum of physical contact to be used to diffuse the situation
- Safety and dignity of the pupil to be maintained at all times.
- Incident to be recorded on CPOMS and reported to the Executive Head Teacher
- Parents informed of incident as soon as possible. Inform them of the actions taken and why, and provide them with the opportunity for discussion.

Legal Framework:

The Education & Inspections Act 2006, Section 93, enables trained staff in school, authorised by the Head Teacher, to use such force as is reasonable in the circumstances to prevent a child from:

- Committing an offence
- Causing personal injury to themselves or others
- Damaging property
- Prejudicing the maintenance of good order and discipline of the school.

Definition of Reasonable Force and Restraint: as defined by the DFE 2013.

- Reasonable in the circumstances – using no more force than is necessary
- ‘Reasonable force’ covers the broad range of actions used by staff during their career that involves a degree of physical contact with a child.
- Force is used to either control or restrain – which can range from gentle guidance by the hand through to prevention of violence and injury by restraint.
- Restraint – to bring a pupil under control or physically hold. This is used in extreme circumstances.
- Staff must always try to avoid injuring the pupil, others and themselves.

PIPS – Passive Intervention and Prevention

Designated members of staff within the Halberton & Uplowman Federation have received THRIVE or PIPS training. The aim of PIPS is “to enable schools and settings to develop a consistent, acceptable team approach to managing behaviour in a manner that maintains positive relationships and continues to care for pupils at times of crisis.”

“The decision to intervene physically or not will always be a professional judgement based on on-going risk assessment. The skills are designed to reduce risk to both staff and pupils should it be decided that everything else had failed, a physical intervention is the safest option.”

Rationale:

When the need to deal with emergency situations arise, it is necessary to maintain the values of care and well-being whilst needing to apply physical intervention. Halberton & Uplowman Federation has clear emergency procedures in place should such a situation occur. All staff are aware of the procedures and strategies. There is also a Safeguarding Awareness pack issued to students and supply teachers that includes Positive Behaviour strategies.

Principles:

The main principles underpinning the passive intervention and prevention strategies:

The safety of the child and staff involved is equal and paramount.

The skills of guiding, safe touch, holding and restraint are acts of care which combine with calming, diffusing and problem solving.

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The adults' role is always to calm any given situation/incident.

Any physical contact must use minimum force for the desired result and be proportionate to any force used against the adult.

Passive Intervention Procedures

The Halberton and Uplowman Federation recognises that often children can find it hard to retain control of their emotions and ultimately their actions, therefore some staff members are PIPS trained to recognise when a child is responding to their presence and when they are not. A child who struggles with self-control and is refusing to acknowledge an adult, represents a significant risk.

The primary aim of any action is to calm the situation, however, each situation needs to be weighed carefully as the wrong response may intensify and lead to an escalation of the incident. A preferred option would be to lead pupil to a calm and safe environment away from other children, ensuring other staff are on hand to support. All staff use a calm but authoritative voice and manner.

If all calming or ignoring techniques have failed and the risk remains significant, or appears to be escalating, the following points should be considered:

- Other staff must be made aware, and it may be that a responsible pupil is sent to inform them. Under no circumstances must the pupil or situation be left.
- If a staff member does not feel confident tackling the situation then support of another staff member must be requested.
- In order for the child to regain self-control, the minimum amount of force for the least amount of time is to be used. Reasonable force allows physical intervention to be used without causing undue harm to the child.

Types of physical intervention which may be appropriate:

- Any holding technique where a young child is restrained without injury until they have calmed down, and whenever possible, sitting in a peaceful, comfortable place until they have regained self-control.
- Physical contact designed to control those movements which pose a threat – holding their arms against their body above the elbow.
- Holding a child's limbs above the joints to prevent/restrict striking out or kicking, responding to their movements, not directing them.
- Without causing injury, the use of sufficient physical force may be needed to remove a 'weapon' or object from a pupil's grasp, however, specific training would be required for this.

In all cases of physical intervention the incident *must* be recorded and reported.

All staff members present must write an independent report and sign it before giving to the Executive Head Teacher or SENCO. Parents must also be informed as soon as possible following the incident.

Physical intervention may also involve:

- Leading a child away by the arm or guiding them by placing the palm of the hand against the small of their back.
- Sitting by the child's side
- Blocking the child's path
- Stepping in between pupils

Staff should never act in such a way that may cause injury to the child. They must remain passive and respond to the child's movements, and not control them. There are staff at both Halberton & Uplowman schools, authorised and trained, to deal with physical intervention incidents. The child should be 'released' from restraint as soon as judged to be sufficiently under self-control, however, this must be done in a planned and controlled way.

The member of staff involved should advise the child calmly and repeatedly that the need for the physical intervention would stop if they showed self-control. Those staff members who are trained have a litany of phrases to help calm a pupil.

Physical intervention of a nature which causes injury or distress to a young person may be considered under child protection or disciplinary procedures. Equally, under no circumstances would it be permissible to use physical force as a form of punishment, to modify behaviour or to make a pupil comply with an instruction.

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There is always a need for debriefing after an incident and is considered very important in ensuring that learning points are drawn from the experience. Also, it is important for both the staff and the pupil. An appropriate member of the teaching staff debriefs the pupil concerned, which includes consideration of the antecedents and ways in which repetition could be avoided. Other individuals who may have been involved will also be offered support.

As soon as the decision has been made to intervene physically in order to prevent injury occurring to anyone, or to prevent serious damage to property, then they should:

- (i) Give clear and precise instructions warning the child of the consequences of non-compliance. However, this warning **MUST NOT** comprise of any threat of unlawful assault.
- (ii) If possible adult support should be requested. Another colleague may be able to reduce the risk of staff or young person suffering bodily harm as a solitary person is in a very precarious position, and also acts as a witness should allegations of assault be subsequently made.
- (iii) During intervention the staff member must: use the minimum force necessary for the minimum amount of time; If appropriate, keep talking to them in a calm manner demonstrating their empathy with the child's feelings; keep calm throughout, record the incident and inform parents/carers.
- (iv) Record the incident on CPOMS including: the antecedents; the reason for the physical intervention, the length of time, name of all adults involved and the type of physical intervention employed.

Risk Assessments, Individual Behaviour Plans and Care Plans

Both Halberton & Uplowman schools recognise that they may have to deal with instances of disturbed, distressing behaviour, and therefore it is necessary to implement risk assessments. If it becomes apparent that a child is likely to behave in a disruptive way and reasonable force may have to be employed, the federation has planned how to respond if the situation arises:

- Strategies to be used prior to physical intervention
- The school's duty of care to all staff and pupils
- Meetings with parents to ensure that they understand the specific actions the school may have to take.
- Meetings with all Thrive and PIPS trained staff.
- Staff meetings to ensure that they know exactly what actions they may need to take in support of their authorised colleagues.
- If advanced notice of a child's medical condition has been given and physical intervention is likely to be needed at some point, it is good practice to include as much planning in the pupil's IEP – the manner in which the child may be held, calming strategies, etc..

Review Procedures

Following any physical intervention incidents, a review will include:

- (i) What steps can be taken following physical intervention for the pupil and adults involved?
- (ii) Are all staff aware of possible medical conditions or care plans etc., of children in the school?
- (iii) Have sufficient steps/training been taken to ensure that physical restraint causes the minimum of distress?
- (iv) Have alternative methods to physical restraint been explored?
- (v) Are all incidents monitored to ensure that the length of time of a physical restraint is kept to a minimum?
- (vi) Are incidents increasing?

All incidents will be recorded on CPOMS to enable school management and governors to fully analyse the number, type and places of poor behaviour so changes can be implemented as appropriate. Termly reports are presented to governors. In all cases parents/carers will be informed.

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