



## Harry Gosling School Physical Intervention Policy 2017

When a child behaves in an unacceptable way, we use a variety of strategies and sanctions for dealing with this. Please see our Behaviour Policy for more information. Our priorities are care, welfare, safety and security. Therefore and we may, on occasion, have to physically intervene if someone is presenting a danger to themselves, others or property.

We aim to prevent such situations from arising in the first place. Physical intervention is only used minimally and as a last resort. It should never be used as a matter of course, or for low level behaviour issues, eg. a child fidgeting on the carpet.

For individuals who present challenging behaviour and who may, at times, need physical support, a planned programme is put in place and recorded in the child's IEP (Individual Education Plan) following a risk assessment. This plan will detail agreed consistent strategies for supporting the pupil. When physical support is included in an IEP, all those involved eg. parents, relevant school staff etc. are made aware of the details.

Staff at Harry Gosling School receive relevant behaviour management and physical intervention training. It is the responsibility of the Head Teacher to ensure that adults in school are given guidance or training in this area. In the majority of cases, de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individual.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between pupils. These include:

- Injury, or risk of immediate injury, to the pupil, another pupil, or member of staff;
- Risk to the safety of the pupil, another pupil or member of staff;
- Serious damage to property;
- Compromising good behaviour and discipline.

Any intervention should be a last resort and be **proportionate, reasonable and appropriate**, and be done with the aim to **reduce** not **provoke**. There is no legal definition of 'reasonable force'. What is deemed reasonable depends on the circumstances.

Staff have a **duty of care** to all pupils. To take no action, where the outcome is that a child injures themselves or someone else, could be seen as negligence.

### **Advice for Staff**

Members of staff facing confrontational situations with pupils are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action.

The key to setting limits is that they should be simple/clear, reasonable and enforceable.

**Distract** – where possible try to redirect the child away from behaviour which may require physical intervention.

**Remaining calm** – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening stance, i.e. not toe-to-toe, are recommended.

**Awareness of Space** – be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back.

**Intonation** - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation staff need to deliberately speak slower, lower and more quietly.

### **Help Script**

- Connect by using pupil's name;
- Recognise their feelings;
- Tell the pupil you're there to help;
- Tell them '*You talk and I will listen*';
- Say '*When you \_\_\_\_ then we can \_\_\_\_*', or '*If you \_\_\_\_ then I will \_\_\_\_*'. Allow them time to understand the choices;
- Give direction.

### **Diffusing body language responses**

- Keep a 'social' distance;
- Adopt a sideways stance, step back;
- Use intermittent eye contact;
- Adopt a relaxed body posture with palms open.

### **Application of Force (DfES advice to schools 10/98)**

Staff should NOT act in a way that might reasonably be expected to cause injury. This includes:

- Slapping, punching, kicking or tripping a pupil;
- Twisting, forcing or pulling limbs;
- Holding or pulling by the hair or ear;
- Other than in circumstances that are exceptional, using reasonable force to hold a pupil face down on the ground.

### **In the event of a serious incident staff should**

- Make their presence felt;
- Ensure the safety of all pupils – this may involve moving other children out of harm's way;
- Send for assistance – another member of staff should be called on to help. If the situation does not diffuse and further assistance is needed, then a message should be sent for a member of staff who is out of class to assist. If none are available then call for the Phase Leader who can leave their class with their TA for a short while;
- Remove the 'fuel' by clearing any 'audience' away;
- Intervene physically - having assessed the degree of risk.

### **Physical contact in other circumstances**

There are some behaviours which are characteristic of a developmental stage and these inform the appropriateness of any strategies that are used. Staff should be sensitive to the child's individual needs. Contact must be appropriate for age group, setting and context.

There are certain circumstances when a child may need close physical contact:

- When they are distressed and require comfort;
- When they require calming to ensure continued self-control;
- When they have been injured and require first aid;
- When they need physical prompting (touch support) to be guided to an activity or guided from a potentially difficult situation.

It should also be noted that some physical contact may be necessary to demonstrate technique in lessons such as PE or DT.

Children who need help with toileting require physical contact and this is covered in our Changing and Toileting policy.

Staff should be aware that some children may find physical touching unwelcome due to their background or personal history.

Staff should bear in mind that innocent and well-meant physical contact may be misconstrued.

### **Reporting Physical Restraint**

If a child has been restrained then the member of staff involved must complete the form below (it can also be found on the computer system) and return to SLT as soon as possible. They will also be asked to provide a more detailed written account of what happened before during and after the physical intervention. Parents of the child must be notified that physical intervention has taken place and the reason why it was necessary.

**HARRY GOSLING SCHOOL**  
**PHYSICAL INTERVENTION FORM**

<b>Name of child:</b>	<b>Class:</b>
<b>Date:</b>	<b>Time:</b>
<b>Location:</b>	<b>Form completed by:</b>

PHYSICAL INTERVENTIONS are used to protect an individual from self-injury, to protect others and to protect property.

**Details of incident (including triggers):**

**Duration of incident:**

**Type of physical intervention used\*:**

**Details of any injuries caused as a direct result of intervention:**

**Staff involved (witnesses):**

**Parent informed (state how):**

**\*Types of Physical Interventions:**

touch control; 1-person escort; 2-person escort; standing wrap, seated wrap, grab release, hair release, bite release, deflection.

**Please give a copy to a member of SLT.**

**Parents must be notified that physical intervention has taken place.**

**This policy has been developed following reference to:**

- Whole staff training on The Management of Actual or Potential Aggression (MAPA) in September 2015
- Section 550A of the Education Act 1996
- DFES Circular 10/98: The Use of Reasonable Force <http://www.dfes.gov.uk/publications/>
- Guidance on the Use of Restrictive Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders LEA/0242/2002
- Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties LEA/0264/2003
- Safeguarding Children in Education DFES/0027/2004
- Draft London Child Protection Committee Safeguarding Children in Education Handbook 2005  
<http://www.londoncpc.gov.uk/>
- Draft LEA Guidance on Physical Intervention 2006
- Guidance for Safe Working Practice for the Protection of Children and Staff in Educational Settings DfES/IRSC Feb 2005.
- Dealing with Allegations Against Teachers and Other Staff  
DfES 2044/2005