



# Merrydale Infant School Physical Intervention Policy

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Date...21<sup>st</sup> March 2023

Review date March 2025

# **Physical Intervention Policy**

## **Introduction**

In certain settings there are children with severe behavioural difficulties who present behaviour that may necessitate the use of restrictive physical interventions to prevent injury, damage to property, or the breakdown of discipline. *Section 93 of the Education and Inspection Act 2006* clarifies the position about use of restrictive physical interventions by teachers and others authorised by the Headteacher to control or restrain pupils. Teachers and other authorised setting staff are reminded that use of physical force must be reasonable and comply with:

- Joint DfES/DH guidance issued July 2002, '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 disorder' Local Authority policies.
- The Children Act 1989 Guidance and Regulations Vol.4 – Residential Care
- Children's Homes National Minimum Standards – Children's Homes Regulations
- Local Authority Behaviour Support plan
- Setting discipline and behaviour policies

At Merrydale Infants the head authorises the use of restrictive physical intervention for those staff with valid Team Teach Certification.

The school will continue to work closely with the Behaviour Support Team to ensure their support and updated training for restrictive physical intervention.

## **Setting Expectations**

At Merrydale Infants the use of restrictive physical interventions is always to be considered within the wider context of other measures. These include establishing and maintaining good relationships with children and using diversions, diffusion and negotiation to respond to difficult situations. Use of physical force that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force, should be dealt with under setting disciplinary procedures.

## **Positive Behaviour Management**

At Merrydale Infants all staff should adopt a positive approach to improving behaviour in order to reward effort and application, and to build self-esteem. Merrydale Infant School works in partnership with those who know the child to help those concerned:

- Find out why this child behaves as he or she does
- Understand the factors that influence this child's behaviour
- Identify early warning signs that indicate foreseeable behaviours are developing

This approach helps to ensure that early and preventative intervention is the norm. It should reduce the incidence of extreme behaviours and make sure that the use of physical force is rare.

Merrydale Infant School staff refer to the behaviour policy when developing and implementing Positive Handling Plans. All behaviour management plans should be formally agreed and ratified before implementing them. Plans should be formally recorded in accordance with setting procedures and set out the action taken to:

- Meet the pupil's needs
- Encourage the pupil to make positive choices and develop self-control
- Support the pupil in difficult situations
- Safely manage crises if and when they occur

Merrydale Infants School will involve parents and others who know the child in the process of developing behaviour management plans.

### **Risk Assessment and Planning For Use of Restrictive Physical Interventions**

Merrydale Infant School acknowledges that some children behave in ways that make it necessary to consider the use of restrictive physical intervention as part of a Positive Handling Plan. All identified behaviours necessitating use of physical intervention should be formally risk assessed. The resulting risk management strategy must be compatible with a positive behaviour management approach. Planned use of physical intervention must be clearly shown to be in keeping with the pupil's statement and/or his or her individual education plan. It should also be properly documented within setting records.

All staff should be aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a pupil, and the use of force to restrict movement or to disengage from pupils whose behaviour presents a clear risk of injury.

Techniques and methods for controlling and restraining pupils using restrictive physical interventions must be assessed to ensure they are safe, suitable and appropriate for use with the named pupil.

They should be agreed in partnership with the pupil, his/her parents (or those with parental responsibility) and other statutory agencies working with the pupil. This is especially the case when children are looked after by the local authority, in respite care, or cared for by others with legal responsibility in order to ensure that there is a consistent approach to the use of force in and out of setting.

In the event of disputes in schools over, or concerns about, techniques and methods being considered, an interim setting strategy should be agreed and the matter referred to the Local Authority. If necessary, adjudication might be offered by an independent officer nominated by the Local Safeguarding Board. For other settings the matter must be referred to the local authority health and safety team. The Local Authority Behavioural Support Team are available to offer advice about techniques and methods considered.

### **Use of Restrictive Physical Interventions in Unforeseen and Emergency Situations**

Merrydale Infant School acknowledges that, on occasion, staff may find themselves in unforeseen or emergency situations when they have no option but to use reasonable force to manage a crisis. It is recommended that staff draw on Team Teacher training if they have had it.

- Before using force – staff attempt to use diversion or diffusion to manage the situation.
- When using force – staff must use techniques and methods with which they are familiar, confident and are permitted by the setting as outlined in Team Teacher training.
- In exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) – staff shall manage the situation as best they can to comply with *section 93 of the Education and Inspections Act 2006*.
- Staff must always report and record use of physical force that occurs in unforeseen or emergency situations using setting procedures, ( the bound book is kept in the heads office)

### **Post-Incident Support**

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and result in injuries to the child or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries. Staff involved in the use of restrictive physical interventions are able to request time to compose themselves if they are anxious or upset, the expectation being that the request will be agreed by their line manager. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries should be reported and recorded in accordance with

setting procedures. The setting should take action to report any injuries to staff or pupils in accordance with RIDOR and the Local Authority accident/incident reporting procedures. ( Forms kept in Jill's office)

### **Reporting and Recording Use of Restrictive Physical Interventions**

After incidents in which physical intervention is used, staff should report and record the matter in accordance with setting procedures. All incidents requiring the use of physical intervention must be thoroughly and systematically documented within setting records including immediate entry in the 'bound book' register, located in the Headteacher office. The setting should take action to ensure that parents and the Local Authority are informed about these incidents in accordance with agreed local procedures and time scales.

### **Monitoring Use of Restrictive Physical Interventions**

Use of physical intervention in setting should be monitored in order to help staff learn from experience, promote the well being of children in their care and provide a basis for appropriate support. Monitoring can help settings to determine what specialist help is needed for children and to assess the appropriateness of the child's placement at the setting. Information on trends and emerging problems should be shared within the setting using local procedures. Monitoring information should be reported on a regular basis to school governors/setting Key Managers. The LA Behavioural Support Team should also regularly be involved in monitoring and evaluations.

### **Responding To Complaints**

The use of restrictive physical intervention can lead to allegations of inappropriate or excessive use.

In the event of a complaint being received by a school in relation to use of force by staff, the matter will be dealt with in accordance with agreed procedures for handling allegations against members of staff. (Revised guidance about such procedures, prepared jointly by the National Employers Organisation for Teachers and the six teacher unions, was published in September 2002). The document "Education Staff and Child Protection: Staff Facing an Allegation of Abuse" can be accessed at:

<http://www.lg-employers.gov.uk/conditions/education/allergations/index.html>.

In the event of a complaint being received by a residential setting in relation to use of force by staff, the matter should be dealt with in accordance with chapter 13 of the LSCB Child Protection Procedures, Protocols and Practice Guidance.

Merrydale Infants will only take action to suspend staff subject to such allegations after careful consideration of whether this is the appropriate course of action.

### **Ongoing Staff Training – in 'Team Teach'**

Training in physical intervention methods that are acceptable within the setting is available and teachers/child care practitioners and support staff are encouraged to take up such opportunities. This training is intended to help staff to link meeting children's needs with positive behaviour management. Staff involved in implementing planned use of physical intervention, as part of a behaviour management strategy within the setting, have been provided with training in the range of intervention techniques they are expected to use in their day-to-day work. On successful completion of training, staff are expected to practice their skills and periodically attend updates. Training provided is accredited by the British Institute of Learning Disabilities (BILD). Training is also available to staff required to carry out risk assessments in connection with the management of pupil behaviour. The LA Behavioural Support team can be contacted at any time for advice or top up training.