

PHYSICAL INTERVENTION POLICY

JUNE 2018

ASPIRE
ACADEMY
BEXLEY



ENDEAVOUR
ACADEMY
BEXLEY



HORIZONS
ACADEMY
BEXLEY



CONTENTS

1. Introduction	3
2. The Legal Context	3
3. Accepted Physical Interventions used	4
A range of personal safety responses to deal with:	4
A range of guides, escorts and restraints ranging from least intrusive to most intrusive	4
4. Placing Physical Intervention in Context	6
Emergency Interventions:	6
Planned Interventions:	6
5. Risk Assessment	8
6. Reporting and Monitoring of Incidents	8
7. Training and Authorisation of Staff	8
8. Post Physical Intervention Procedures	9

1. INTRODUCTION

This policy provides a framework for the use of Physical Intervention within then New Horizons Hub and takes into account information provided in Use of Reasonable Force July 2013 (Updated 2015) Use of Force Guidance 04/12, Circular 10/98 (Section 550A of the Education Act 1996) as well as the DFE "Guidance on 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 Disorders".

The school has trained tutors in the Team Teach method; aims and guidelines central to this approach are incorporated within this policy. Central to this policy is the understanding that any Physical Intervention used by staff must be in accord with the idea of "Reasonable Force" and used only as a last resort once all other strategies have been exhausted. There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrants it and the degree of force employed is proportionate to the level of challenging behaviour presented or the consequences it is intended to prevent.

It is essential that any discussion of Physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. 95% of the time there will be no need for physical intervention and other methods can be used.

2. THE LEGAL CONTEXT

The document that concerns us most is Section 550A of the Education Act 1996. This led to Circular 10/98 which informed the most recent guidance on The Use of Force Guidance in April 2012 and Use of Reasonable Force July 2013 (Updated 2015) which sets out guidelines for the use of reasonable force.

A calm considered approach to the situation is needed. When circumstances justify, staff can:

- Physically interpose between pupils.
- Use holds and enforced redirection
- Lead a pupil by the arm
- Shepherd a pupil away by placing a hand appropriately for guidance
- (In extreme circumstances) use more restrictive holds.

Any necessary action consistent with concept of "Reasonable Force".

Types of incident where the use of Reasonable force may be necessary fall into 3 Broad Categories:

1. Action due to imminent risk of injury
2. Action due to developing risk of injury or significant damage to property
3. Action where a pupil is behaving in a way that is compromising good order and discipline.

Examples of 1 & 2

- A pupil attacks a member of staff or another pupil.
- A pupil is engaged in or on the verge of starting to damage property.
- A pupil is running up and down a corridor in a way that could cause injury

- A pupil is absconding (NB this only applies if the child is at risk if they leave the room / building).

Examples of 3

- A pupil persistently refuses to leave the room
- A pupil is behaving in a way that is seriously disrupting the lesson.

3. ACCEPTED PHYSICAL INTERVENTIONS USED

Listed below are the accepted Team Teach strategies that have been taught to staff.

A RANGE OF PERSONAL SAFETY RESPONSES TO DEAL WITH:

- Wrist & Hair grabs
- Punches & Kicks
- Restrictive holds both seated and standing responses
- Strangulation
- Bear Hugs & Bites
- Responding to spitting and head-butting

A RANGE OF GUIDES, ESCORTS AND RESTRAINTS RANGING FROM LEAST INTRUSIVE TO MOST INTRUSIVE.

These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force. Restraints where 2 people are used will be deemed as a more restrictive hold. As the amount of restriction / number of people increases so does the risk; staff need to make a risk assessment based on the situation as to the level at which they are going to intervene.

Increase in Level of Intrusion	<u>1 Person Standing / Walking</u>			Associated increase in level of Risk	
	Friendly Hold				
	Single Elbow				
	Figure of Four				
	Wrap	Double Elbow	Shield		
	<u>2 People Standing / Walking</u>		<u>1 Person to Chairs</u>		
	Friendly Hold		Friendly Hold		
	Single Elbow		Single Elbow		
	Figure of Four		Figure of Four		
	Wrap	Double Elbow	Shield	Wrap	Double Elbow
	<u>2 People to Chairs</u>				
	Friendly Hold				
	Single Elbow				
	Figure of Four				
	Wrap	Double Elbow	Shield		
	<u>1 Person to Ground Recovery</u>				
	Friendly Hold				
	Single Elbow				
	Figure of Four				
	Wrap	Double Elbow	Shield		
	<u>2 Person to Ground Recovery</u>				
	Friendly Hold				
	Single Elbow				
	Figure of Four				
	Wrap	Double Elbow	Shield		

NB. Ground Recovery holds are the most restrictive and carry the highest risk. Generally staff are not taught floor holds and are encouraged to avoid going to ground wherever possible except when using a T-wrap on a smaller child where this is permissible and often the preferred technique to support a smaller child. Exceptions may be if the child is already on the floor when a Physical Intervention has begun, or circumstances are of such high risk that the ground recovery strategy is perceived and documented as being the appropriate strategy to employ. Currently this is not required on any New Horizons Hub sites.

Training on Physical Intervention given to staff will include sections on the background, theory and rationale behind the Team Teach approach as well as an understanding of personal space and body language before any Physical techniques are taught.

Any Physical Interventions used will need to take account of age, cultural background, gender, stature and medical history of the student involved.

4. PLACING PHYSICAL INTERVENTION IN CONTEXT

Physical Intervention is never seen in isolation at New Horizons Hub. It is but one strategy available to staff and should always be seen as a last resort when all other strategies have failed. Physical interventions can be placed in 2 broad categories:

EMERGENCY INTERVENTIONS:

Emergency interventions will involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section in response to an incident. This will occur when all other strategies have been exhausted or the incident requires a rapid physical response (for example a child assaulting another pupil).

PLANNED INTERVENTIONS:

Planned interventions involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section as an agreed response to an identified behaviour. This will be documented in a Positive Handling Plan and will be reviewed as required. Permission of parents / guardians will be sought before initiating this as an accepted response however if parents are unwilling to sign or accept the plans will remain valid as we would be in breach of our duty of care to the student named and other members of the school community. The Positive Handling Plan will list the accepted strategies to be used as well as strategies that may be used beforehand. A risk assessment will also be completed identifying the risks involved in the procedure as well as the risks involved if a planned Physical Intervention is not used.

Physical Intervention should be seen in an environmental context. If an appropriate Curriculum is in place and there is an emphasis on a Total Communication environment then the necessity for Physical Interventions will be reduced.

The diagram overleaf provides a model of Behaviour Management aimed at reducing the need for Physical Intervention. The emphasis is placed on strong foundations, followed by planning and then provides some "tools" that can be used in the event of difficulties.

"Tools" or strategies used can be divided into those that are preventative and those that are reactive.

Preventative Strategies need to be:

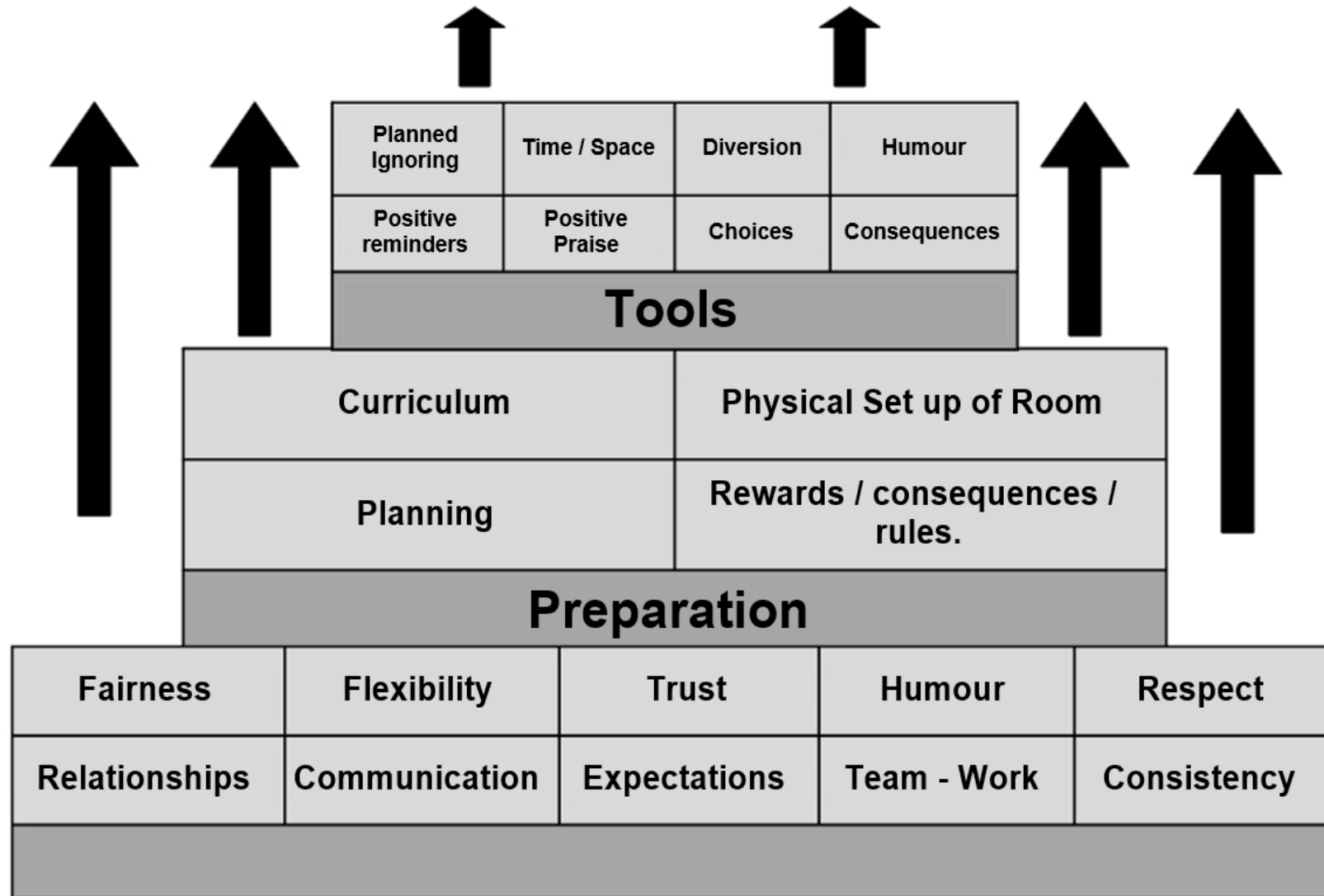
- Clear and understood by all those who come into contact with the individual.
- Based on thoughts / discussion about possible reasons for Challenging Behaviour.
- Where possible the functional opposite of the behaviour (functionally incompatible) we are trying to stop. E.g. As simple as if a pupil is constantly hitting someone else then we need to aim for them to be sat in their seat (if they are in their seat they can't be hitting someone).

Reactive Strategies need to be:

- Clear and understood by all those who come into contact with the individual.
- Manageable
- Focused on the behaviour not the child
- Flexible
- Aimed at De - escalation

Attached in the Appendices is a list of preventative and reactive strategies staff can use to avoid Physical Intervention.

LAST RESORT PHYSICAL INTERVENTION



5. RISK ASSESSMENT

In the case of emergency interventions staff will make a risk assessment at the time comparing the risks associated with intervention against the risks of not intervening.

In the case of planned interventions staff involved with the child will meet with the member of staff responsible for Physical intervention in the school a risk assessment form will be filled out prior to a Positive Handling Plan. All pupils have an individual risk assessment agreed at the Planning Meeting along with the Positive Handling Plan for each child. Risk assessments are held in individual pupil files and both this and the PHP are updated as necessary at required.

6. REPORTING AND MONITORING OF INCIDENTS

Reporting and monitoring is of paramount importance for a number of reasons:

- Protection for staff and pupils
- Keeps a record of number of incidents so times / areas that most incidents occur can be tracked.

Recording and reporting at New Horizons Hub:

- Preventative or Pre Incident
- Post Incident

The table overleaf details the systems for Recording / Reporting within the school and their purpose.

7. TRAINING AND AUTHORISATION OF STAFF

All staff who have satisfactorily completed Team Teach training are authorised to use Physical Intervention. A list of staff that have completed this training is held in the main office. Once staff have received their full training, top up training will take place each year.

	Document	Purpose
Preventative or Pre Intervention	Positive Handling Plan	<ul style="list-style-type: none"> Details planned physical interventions to be used in specific situations. Will also list Positive Handling Plan other strategies to be used before. A risk assessment form will also have been filled out. All Positive Handling Plans are discussed and agreed alongside risk assessments at the initial planning Meeting for each pupil. Parents / carer's sign the forms along with a Centre representative at the meeting.
Post Intervention	Incident Forms	<ul style="list-style-type: none"> To be filled out in the event of an incident where there has been no Physical Intervention and no injury. E.g. child running off site.
	Physical Intervention Logs	<ul style="list-style-type: none"> To be filled out in the event of an incident where Physical Intervention has been used. To be filled out in the event of an incident where an injury has been sustained. PI may or may not have been used. Any incident sheets filled out will also get marked in Physical Intervention Log. A bound dated and signed book. All incident forms and the log itself must be completed within 24hrs of the incident.
	Contact with Parents	<ul style="list-style-type: none"> A phone call to the parents in the event of an emergency Physical Intervention (logged in the pupil Contact Folder). Where there are concerns that contact with Parents / carer's could cause potential harm to the child (CP concerns), the designated CP Coordinator/LADO for Bexley, will be informed and advice sought.
	Behaviour Tracking Systems	<ul style="list-style-type: none"> In line with "Positive environments where children can flourish March 2018" guidance for OFSTED inspectors data systems now track students, time, staff involved, lessons, number of incidents alongside strategies to reduce the need for physical interventions and more robust data collection to measure impact and necessity when RPI is needed.

The Hub has trained Team Teach Tutors on all sites.

Team Teach is provided as part of an in house training programme involving: Induction, Communication and Positive Handling training.

8. POST PHYSICAL INTERVENTION PROCEDURES

As soon as is reasonably possible after an incident staff need to fill out an Incident Form and the Physical Intervention Log (minimum within 24hrs). The form should be given to SLT or a trained tutor who will provide a de - brief for the staff and check their welfare. When both the staff member and child involved are calm then a de - brief needs to take place between them. This should include (if appropriate) a discussion about strategies that the child could use in the future.

The Positive Handling Plans are also reviewed by designated staff in each school in dialogue with other staff as appropriate.

DOCUMENT REVISION

Date	Who	Description
Jan 2017	AF	Initial Version
Mar 2017	Governors	Approval
Dec 2017	JH	Re-formatted
June 2018	AF	Reviewed
June 2018	Governors	