

**Holy Trinity Roman Catholic Academy Boundary Road
Newark NG24 4AU**



PHYSICAL INTERVENTION POLICY

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**POLICIES & PROCEDURES
DOCUMENT CONTROL SYSTEM**

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Holy Trinity Catholic Voluntary Academy

Mission Statement



“In every child there is a space only God can fill”

St Thomas Aquinas

At our school we continually strive to develop the full potential of the school community in an environment permeated by the Catholic Faith and promoting Gospel values.

At the heart of our mission is the family, school and parish, each supporting and working in mutual co-operation for the benefit of the children.

We are seeking to enrich the lives entrusted to our care through a broad and balanced curriculum designed to meet the needs of each pupil.

The school provides opportunities for young children to develop spiritually, morally, intellectually, physically and emotionally, and share their qualities, abilities and ambitions thus fulfilling individual potential.

As a worshipping community we respect all people and create a loving, caring atmosphere which overflows into an ethos of warmth and welcome towards parents, parish and the local community

HOLY TRINITY CATHOLIC VOLUNTARY ACADEMY

PHYSICAL INTERVENTION POLICY

Objectives

Here at Holy Trinity Catholic Voluntary Academy we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. We take the safety of our pupils and staff very seriously. We believe that all pupils and staff have the right to be and feel safe whilst at school or on a school-run activity.

This policy should be read in conjunction with our behaviour and child protection (and the broader safeguarding agenda) policies.

Policy Development

This policy is written in line with Nottinghamshire County Council's policy on the same subject, entitled 'Keeping Classrooms Safe for Learning and Teaching'.

Acceptable Contact

Physical contact is acceptable when a distressed pupil needs comfort or re-assurance. Offering physical comfort in these circumstances is normal and necessary but it is advisable to comfort the pupil in the presence of another member of staff.

Some teachers or teaching assistants may come into physical contact with their pupils as part of their teaching duties:

1. In the process of teaching a pupil, a PE exercise or a sporting technique
2. Delivering recognised interventions such as Fun Fit
3. Teachers who have first aid responsibilities will need to have physical contact with a pupil who requires first aid treatment.

Children with particular special educational needs may require specific recognised physical strategies to calm or offer emotional support, for example to reduce high levels of anxiety etc. These might include strategies such as Theraplay etc. Such recognised strategies should be detailed on the child's individual passport. Parents should be informed and in support of the strategies being used. Such strategies should only be used by trained staff if agreed in discussion with the school SENCO, family and any relevant external agencies, and where appropriate, should be delivered in an agreed area.

Unacceptable Contact

1. Touching a child indecently is an offence
2. Hitting or slapping a child is an assault.
3. Corporal punishment which is any intentional use of force as punishment. The Education (No.2) Act 1986: Further Guidance, explains that the definition of corporal punishment includes not only the use of the cane, but other forms of physical chastisement e.g. rough handling and throwing missiles such as books, chalk, etc.

Minimising the Need to Use Reasonable Force

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We use the PSHE curriculum

and our RE 'Come and See' programme to explore and strengthen emotional responses to situations. We will only use force as a last resort and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff will be skilled in promoting and rewarding positive behaviour and will utilise various appropriate techniques in the management of a class environment. Staff will only use reasonable force when the risks involved in doing so are outweighed by the risks involved by not using force.

Staff Authorised to Use Reasonable Force

Under Section 93 of the Education and Inspection Act (2006) the Head Teacher of our school is empowered to authorise those members of staff who are enabled to use reasonable force.

Here at Holy Trinity Catholic Voluntary Academy the head teacher has empowered the following members of staff to use reasonable force:

- Teachers, teaching assistants and any member of staff who has control or charge of pupils in a given lesson or circumstance have permanent authorisation.
- Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.

All staff are trained in 'Coping with Risky Behaviours' strategies, delivered by Nottinghamshire County Council and this training is updated annually.

Deciding Whether to Use Reasonable Force

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from or stop them continuing:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself);
or,
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:

- whether the consequences of not intervening would have seriously endangered the wellbeing of a person;
- whether the consequences of not intervening would have caused serious and significant damage to property;
- whether the chance of achieving the desired outcome in a nonphysical way was low;
- the age, size, gender, developmental maturity of the persons involved.

Staff are also expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police. Staff will be kept informed and have a duty to inform others about the plans around specific pupils who can present risks to themselves and others. This may include information about SEN, personal circumstance and temporary upset.

Before intervening physically, the teacher or member of authorised staff, should wherever practicable, tell the pupil to stop and what will happen if he/she does not. The teacher or adult should continue to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm approach is needed and the teacher/adult should never give the impression that they have lost their temper or are acting out of anger or frustration or to punish the pupil.

Prevention and use of de-escalation strategies

It is recognised that children who may require physical intervention may have particular needs and it is likely that they will have a Behaviour Support Plan bespoke to meet their own need. It is also recognised that extreme behaviours such as those requiring such intervention can be signs of communication of an unmet need. We recognise that there may also be safeguarding, trauma, medical or special educational needs which may lead to children behaving in manners which might require physical interventions. All staff at Holy Trinity are Attachment Aware and Trauma Informed and are trained in Emotions Coaching which can be used as positive de-escalation strategies to prevent such behaviours occurring. Details of this can be found on the child's individual Behaviour Support Plan which must be followed at all times in dealing with behaviours.

Using Reasonable Force

When using force members of staff should only use the minimum amount of force required in achieving the required outcome. Staff should also use force within the context of existing good practice in nonphysical skills and de-escalation techniques, which are documented as Appendix 2. If a pupil is simply misbehaving in class other methods should be used to stop the disruption.

Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative and children or staff are in danger without this. Staff should also usually avoid using force unless or until another member of staff is present to support, observe or call for assistance, unless there is an emergency situation.

Staff at Holy Trinity Catholic Voluntary Academy, who have been identified as needing training in this area, will access Physical intervention and Coping with Risky Behaviours training (formerly MAPA) through the County Council co-ordinator who delivers nationally accredited courses. These courses provide participants with an insight into recent legislation and guidance that could impact on policy and practice, as well as a range of physical and non-physical strategies to help manage the risks posed by children and young people's behaviour. Training programmes will be delivered to staff via whole school inset or by accessing specialist training events. Staff who receive this training will be accredited to use the physical elements for a defined period as stated on their certificate.

Staff will be expected to attend a refresher course to update their skills and renew their certification every 12-15 months.

Action in Self Defense or in an Emergency

In an emergency, for example, if a pupil was at immediate risk or injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene.

Teachers or any member of staff are forbidden to use any degree of physical contact to punish a pupil or to cause a pupil injury, pain or humiliation. Any force used should be the minimum needed to control or restrain a pupil.

Recording and Reporting Incidents

The governing body will ensure that a procedure is in place, and is followed by staff, for recording and reporting, significant incidents where a member of staff has used force on a pupil. The record must be made as soon as practicable after the incident. See Appendix 1. This should also be uploaded onto CPOMS.

While ultimately only a court of law could decide what is 'significant' in a particular case, in deciding whether or not an incident must be reported, staff should take into account:

- an incident where unreasonable use of force is used on a pupil would always be a significant incident;
- any incident where substantial force has been used (e.g. physically pushing a pupil out of a room) would be significant;
- the use of a restraint technique is significant;
- an incident where a child was very distressed (though clearly not over reacting) would be significant.

In determining whether incidents are significant, schools should consider:

- the pupil's behaviour and the level of risk presented at the time;
- the degree of force used and whether it was proportionate in relation to the behaviour;
- the effect on the pupil or member of staff. Staff should also bear in mind the age of the child, any special education need or disability or other social factors which might be relevant. Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents know about them.

Records are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. Staff may find it helpful to seek the advice of a senior colleague or a representative of their trade union when compiling a report.

Post-incident support

Following the use of physical intervention staff and pupils will be supported, the immediate physical and well being needs of all parties will be met and staff will ensure that positive relationships are maintained.

Complaints and allegations

We will also make clear to pupils that they have a right, and are able, to question/complain about the use of reasonable force. We will ensure that mechanisms are in place for pupils, parents, carers and staff to voice the opinions, comments or concerns.

Complaints and allegations will be taken seriously and any such complaints will be addressed via the Academy Trust's Complaints Policy.

Monitoring and Evaluation

This policy will be monitored regularly and reviewed by the governing body at least annually or as required. The Head Teacher is responsible for the implementation of this policy along with the Link Governor for Safeguarding, who also has responsibility in this area. Further information can be found

in the Nottinghamshire County Council's policy on the same subject, entitled 'Keeping Classrooms Safe for Learning and Teaching'

Appendix 1:

HOLY TRINITY CATHOLIC VOLUNTARY ACADEMY

Record of Physical Intervention (to be carried out by trained staff only)

Child's Name: DOB: Date:

Names of Staff Involved:

Please detail why Physical Intervention was needed to protect the safety of the child/children?
(Who,What,When,Where,Why?)

Start Time:	Duration:	Injuries:	Risk:
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De-escalation strategies used before Physical Intervention:

Given time		Distracted		Stated alternative/ consequences		Praise partial compliance		Other:
Given space		Reassured/ reminded		Other staff supported		Repeated request		
Talked calmly		Given a count		Other pupils to safety		Removed stimulus		

Handling strategies used:

Debrief process taken place after Physical Intervention :

Parents Informed/ Debriefed by : Class Teacher / Head Teacher/ SLT

Supporting Records Completed : Accident Book/ Medical Book n/a

Signatures:

Parent/ Guardian:

Head Teacher:

Class Teacher:

Other Adults Involved in Physical Intervention:

Appendix 2: De-Escalation Strategies

Strategies to create a positive learning environment:

- Talk calmly
 - Emotions Coaching strategies
- Remove stimulus
- Ensure other pupils are safe, where appropriate
- Repeat the request using the child's name, '... I would like you to...thank you.'
- Give time
- Give space
- Offer a distraction
- Reassure and remind
- Praise partial compliance
- Repeat request
- Give a count
- State alternatives and consequences
- Seek support from other staff