
PHYSICAL INTERVENTION POLICY



PILGRIM
PATHWAYS
SCHOOL

Approved by:	Management Committee	Date approved:	1 st July 2020
Date reviewed:	July 2020	Next review due by:	July 2023
Policy Lead:	Leah Miller, Headteacher	Ownership:	Pilgrim PRU Management Committee

Table of Contents

Purpose	1
Physical Intervention and the Law	1
<i>What is reasonable force?</i>	2
<i>Who can use reasonable force?</i>	2
<i>When can reasonable force be used?</i>	2
<i>Schools can use reasonable force to:</i>	2
<i>At the Pilgrim PRU physical intervention is most likely to be used in the following situations:</i>	2
<i>Implementation of Physical Intervention:</i>	2
<i>Recording Physical Intervention:</i>	3
<i>Other physical contact with pupils:</i>	3
<i>What happens if a pupil complains when force is used on them?</i>	4
Appendix 1 - Restraint Recording Form	5
Appendix 2 - Addenbrooke's	7
<i>Physical Intervention - Addenbrooke's</i>	7
<i>Physical needs</i>	7
<i>To support Learning</i>	7
Appendix 3 – The Croft	8
<i>Physical Intervention – The Croft</i>	8

1. Purpose

The purpose of this policy is to make clear the position of the Pilgrim PRU with regards to necessary physical interventions and to safeguard the well-being of students and staff when a situation or incident requires the use of physical intervention.

Our restraint policy is based on the following principles:

- Any physical contact is only the minimum required.
- Physical intervention is used in ways that maintain the safety and dignity of all concerned.
- Incidents are recorded and reported to the Head Teacher.
- The nursing team are informed of each incident.

It is the objective of the Pilgrim PRU to maintain consistent and safe practices in the use of handling, reasonable force & restraint.

2. Physical Intervention and the Law

This policy is based on the DfE guidance 'Use of reasonable force' advice for Head teachers, staff and governing bodies July 2013.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring a pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parent.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.
- In a school, force is used for two main purposes – to control pupils or restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on individual circumstances.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight and
- Restrain a pupil at risk of harming themselves through physical outbursts.

At the Pilgrim PRU physical intervention is most likely to be used in the following situations:

- To prevent a pupil injuring themselves or others
- To prevent a pupil from putting themselves in a dangerous situation through absconding/running on to a road or railway line.
- To prevent disruptive behaviour that may put themselves or others at risk

Implementation of Physical Intervention:

All members of staff working with pupils at the Pilgrim PRU are authorised to handle, use reasonable force or restrain students if/when such physical intervention is necessary.

Staff considering handling, use of reasonable force or restraint must use their professional judgement and if possible make instructions to the student and details of their intended interventions clear.

The method of physical intervention employed must use the minimum reasonable force for the minimum length of time.

<ul style="list-style-type: none"> • DO • <i>Summon help / involve another member of staff if possible.</i> • <i>Continue to talk to the pupil in a calm way.</i> • <i>Use simple and clear language.</i> • <i>Tell the pupil what s/he must do for them to remove the restraint (this may need frequent repetition).</i> • <i>Use the minimum force necessary.</i> • <i>Be aware of any feelings of anger.</i> • <i>Hold limbs above a major joint if possible e.g. above the elbow.</i> • <i>Relax the restraint in response to the pupil's compliance.</i> 	<ul style="list-style-type: none"> • DON'T • <i>Stop talking even if the pupil does not reply.</i> • <i>Act in temper.</i> • <i>Allow a prolonged verbal exchange with the pupil.</i> • <i>Involve other pupils in the restraint.</i> • <i>Use physical restraint or intervention as a punishment.</i> • <i>Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct.</i> • <i>Twist or force limbs back against a joint.</i> • <i>Bend fingers or pull hair.</i> • <i>Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck.</i> • <i>Slap, punch, kick or trip up the pupil.</i>
---	--

Recording Physical Intervention:

All incidents where staff feel that they have used force to modify behaviour or conduct should be recorded. It is not necessary to record every incident of contact with a child, but where a member of staff perceives that contact has been received at all negatively, they are advised to record the circumstances.

Intervention Recording Forms are available in the administration office and should be submitted to the designated officer (DO) for Safeguarding. The Head Teacher will be informed of the intervention that has taken place.

The nurse in charge of the ward should be informed as soon as possible and the event recorded on the electronic patient files.

It is the responsibility of the intervening member of staff to complete the record form on the day that the intervention took place.

The circumstances and nature of the physical intervention will be held on the record of the student involved.

The DO will inform any necessary agencies/authorities (eg. IRT) of the physical intervention in accordance with DFE and LA guidance. The Deputy or Head teacher will ensure that parents/carers are appropriately informed.

For the safeguarding of both staff and student, any subsequent investigation of the situation/incident should be undertaken by a member of staff other than the one applying the physical intervention.

Other physical contact with pupils:

- It is not illegal to touch a pupil. There are occasions when physical contact with a pupil is proper and necessary.
- Examples of where touching a pupil is proper or necessary:
 - Holding a hand of a child
 - When comforting a distressed pupil
 - When a pupil is being congratulated or praised
 - To demonstrate how to use a musical instrument

- To demonstrate exercises in PE
- To give first aid
- To say goodbye to a pupil who is leaving.

What happens if a pupil complains when force is used on them?

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the ‘Dealing with Allegations of Abuse against Teachers and other Staff’ guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is made to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether the teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Appendix 1 - Restraint Recording Form

RECORD OF POSITIVE PHYSICAL HANDLING / RESTRAINT		
Child's / Young Person's Name:		Date:
Time:	Location of incident:	Report compiled by:
ANTECEDENTS (events leading up to the incident):		
BEHAVIOUR (how did the pupil respond, describe what actually happened):		
CONSEQUENCES (how did staff intervene, how did the pupil respond, how was the situation resolved):		
NAMES OF THOSE INVOLVED (staff and pupils):		
NAMES OF WITNESSES (staff and pupils):		

WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO THE PHYSICAL CONTROLS? (tick below):		
Verbal advice and support [] Reassurance [] Calm talking / stance [] Time out directed [] Time out offered []	Choices / limits / consequences [] Distraction [] Planned ignoring [] Take up time [] Negotiation []	Humour [] Contingent touch [] Transfer adult [] Success reminder [] Other (please specify)
WHY WAS THE DECISION MADE TO USE RESTRAINT? To prevent child / young person from causing injury to him / herself? [] To prevent child / young person from causing injury to others? [] To prevent child / young person from causing damage to property? [] To prevent child / young person from causing serious disruption? [] To prevent child / young person from running away? [] Other? (Please specify) []		
DESCRIPTION OF PHYSICAL RESTRAIN HOLDS USED: (please include approx.. time span of any holds)		
CHILD'S VIEWS Report read and discussed with child: Yes [] No [] Child / young person agrees with content: Yes [] No [] If no, what is the child's/young person's view? / If yes, does the pupil have any comments?		
Did the child / young person suffer any injuries as a result of this incident? Injury location and description:		
Did staff or others suffer any injuries as a result of this incident? Injury location and description:		

Appendix 2 - Addenbrooke's

Physical Intervention - Addenbrooke's

At Addenbrooke's physical intervention for restraint is rarely used, but there may be times when we may have to use it to protect a child from harming themselves or others.

Physical contact is used at Addenbrooke's to deal with an immediate physical need, to support a child in their learning and to give comfort or praise. Our attitude towards physical contact is wholly supported by the multi-disciplinary team and general ethos on the wards. The majority of our interactions with children happen in open spaces. Some of our pupils have special needs that require tactile responses in their usual setting, and we do our best to support this where possible.

Physical needs

Some physical needs are not significant enough to call a parent or medical staff to deal with. Some potential situations that we may use physical contact in this circumstance are:

- Tucking in a child's chair under a table
- Untangling treatment lines
- Supporting a child to sit up in bed
- Holding a child's hand to support them in returning to their bed space after a session. They will often have a drip stand to maneuver.
- A child leaning into an adult to prevent falling.

In some circumstances, we may make physical contact with a child because we cannot wait for medical staff or a parent to deal with the immediate situation. In these situations we will always call for help immediately. Some examples are:

- A child is throwing up
- A child has a nose bleed, or other bleeding.
- A child falls
- Children with a tracheotomy often require a higher level of physical contact due to excess mucus/saliva

To support Learning

In some cases physical contact is necessary to support learning. Examples of this include:

- Holding a child's hand to support letter formation
- Supporting a child to hold or move learning resources
- Modelling a physical activity.

To give comfort or praise

Many of our children are physically and mentally impacted by their illness and treatment. As a result physical contact can be used to give reassurance or comfort. Examples of this may include:

- A high five as a greeting or to say 'well done'
- A hand on a shoulder or arm to give reassurance
- A brief hug to give comfort to a distressed child
- A child may lean into you for comfort while reading them a story.

Appendix 3 – The Croft

Physical Intervention – The Croft

The use of PI in the Croft classroom is linked to the wider Croft specific behavior management policy (Managing aggressive and violent behavior in children at the Croft, pending ratification from the SLT), the Department of Health (2014) *Positive and proactive care: reducing the need for restrictive interventions*, and Cambridgeshire and Peterborough Foundation Trust (2018) *Positive and proactive care: The recognition, prevention and therapeutic management of violence and aggression*. These policies, as well as a holistic knowledge of the individual circumstances and medical, behavioural and psychological profile of the children at the Croft enable us to support our young people with a bespoke behavior management program, of which PI, as a last resort, is part of.

The use of PI in the classroom is supported by the Nursing Team, and is used if it is felt that a young person or an adult is at risk of being harmed. The school team have access to personal alarms which enable the Nursing team to rapidly respond and offer physical intervention support if needed in the classroom context. The Nursing Team and the Teacher in Charge are trained in Managing Challenging Behaviour in Children (MCBC) which is a course bespoke to the Croft supporting de-escalation and Physical Intervention (PI) training. PI training enables staff to move children to an appropriate 'cool down' space (Soft Room, low stimulation garden, group's room depending on the child's presentation and agreed behavioural plan) in as safe and controlled way as possible. De-escalation techniques are used by all school staff, and the overall responsibility for behavior management, including whether or not to use PI, is the responsibility of the Teacher in Charge.

The Teacher in Charge is a member of the MDT on the Croft, and when required (usually during staff absences or in situations where several young people require PI simultaneously) and not detrimental to her working relationship with the Young Person, will support colleagues on the ward with PI.