




ACADEMY PHYSICAL INTERVENTION POLICY

Document Control Table

Title	Academy Physical Intervention Policy
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Document History

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ACADEMY PHYSICAL INTERVENTION POLICY

What We Mean by Physical Intervention?

There are three broad categories

1. Direct physical contact between a member of staff and pupil
2. The use of barriers to limit freedom of movement
3. Materials or equipment that restrict or prevent movement

We are principally concerned with the first category. Categories 2 and 3 apply more specifically to other types of organisations working with clients such as those with complex physical and developmental needs and in care settings. (1)

Direct Physical Contact Between a Member of Staff and Pupil

Examples used at Trust Schools:

a) Using touch support

This should usually follow verbal or signed support, it should be open handed - no gripping, gentle – there should be no force. Touch support should usually be on parts of the body agreed as acceptable (2)

Touch support can be used for a number of reasons:

- Where a pupil is distressed;
- Where a pupil appears altered or unwell;
- To aid direction of travel for a young person (3);
- Where a pupil is at stages 1 or 2 of the CPI crisis development model;
- To gain attention/engage or re-engage appropriately; always maintaining pupil dignity.

Where a pupil responds to verbal or signed support, advice or direction, touch support need not be used.

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- (1) *Examples such as strapping pupils to wheelchairs, tucking sheets in bed to restrict movement and placing bolts beyond pupil reach are not relevant at Perry Hall. We do not recognise locking internal doors as good practice and where it is found it will be investigated by the Executive Headteacher.*
 - (2) *Acceptable parts of the body are the arm – keeping away from joints. The shoulder or back. A knee tap may be used.*
 - (3) *Where a pupil is upset with a person or situation and needs to move to a safer place where the issue can be resolved. Where a pupil is internally truanting and is returning to their lesson.*

b) First Aid

Where a pupil needs medical support a trained person or persons will do so with the well-being of the pupil as the primary concern. The dignity of the pupil will wherever possible be maintained.

c) **Non-Violent Physical Intervention**

All physical intervention follows the non violent crisis intervention model, certified by the Crisis Prevention Institute (CPI). Perry Hall Multi-Academy Trust has ensured that the majority of staff, both teaching and non teaching have been trained and the senior leadership team are responsible for the monitoring of all staff.

All incidents of non violent physical intervention must be recorded on the school based Physical Intervention recording sheet – ROPI (Appendix 1) and the LA IR1 form (Appendix 2).

These records should be completed as soon as is possible after the intervention and submitted to the Executive Headteacher or member of the senior leadership team immediately. Staff who have physically intervened with a pupil must ensure that they complete and submit these records before they leave the site at the end of a day.

The Legal Framework - types of law relevant to physical interventions in school:

- Civil Law – concerned with the regulation of conduct between private individuals. Financial awards for damages and injunctions (ordering new behaviours) are common outcomes
- Criminal Law – Criminal law is made up of a series of offences set out in statutes by Parliament or in Common/Case Law (decisions made by courts). Criminal matters are investigated by the police and then brought to resolution in court by the Crown Prosecution Service.
- Human Rights Law –structure of individual rights as set out in the European Convention on Human Rights. Action can only be brought against the state or public bodies – not private individuals.
- Employment Law – relates to workplace safety and the conduct and activities of everyone with the workplace.
- Guidance and Circulars – these are not law but should be followed unless there are good reasons for not doing so (key example - Guidance for Restrictive Physical Interventions issued by the Department of Health and the Department for Education and Skills in 2002).
- Duty of Care - exists when a person or persons has/have a responsibility for another person. There is a requirement for the professional to adhere to the duties and responsibilities of their post. This means to try to ensure the safety and well being of those in their care. Where this is not possible professionals should aim to reduce the level of harm as much as possible.
- The law – England and Wales - Every citizen is entitled to live without interference from others. Four main and relevant forms of interference found in both criminal and civil law are:
 - False imprisonment – the unlawful and intentional or reckless restraint of a person's freedom of movement from a particular place.
 - Assault – has no statutory definition within criminal law but is generally defined as any act by which a person intentionally or recklessly causes another to apprehend immediate unlawful violence. The act must have hostile intent. The act does not have to take place but the victim must fear that it will take place.
 - Battery – will always include the offence of assault. Similar to assault but actual physical force to the victim must take place. Unlawful physical contact including the slightest touching can amount to battery.
 - Negligence – complex, but in simple terms is the failure to discharge a duty of care.

Responsibilities of:

The Executive Headteacher, Trustee and Governing Bodies

- To make all provision for the safety and well being of everyone working in, learning in or visiting the school site.

Staff

- To follow the training received
- To take reasonable care of own and other people's health and safety
- Cooperate with employer with regard to health and safety
- Tell employer if you think the work or inadequate precautions are putting anyone's health and safety at risk.

Values and Ethical Standards

Perry Hall Multi Academy Trust schools works to develop skills and inspire new learning in its community. By community we mean pupils and their families, all staff, educational partners and all visitors.

Our community will at any given time include young people and sometimes adults who present to us with challenging behaviours ranging from anxiety through to physical attack. Whilst the latter is rare we believe that our work requires us to support our community through all stages of challenging behaviour to a safe and positive resolution.

We seek to include all members of our community including those with challenging behaviours. Ensuring a professional response to challenging behaviours including physical intervention is therefore an essential part of delivering a fully inclusive provision.

We will listen to all members of our community and reflect upon our work with the aim to improve:

Care, welfare, safety and security.

Reasons for Physical Intervention

There are only three reasons for a physical intervention to take place. If a member of our community is:

1. Causing physical harm to themselves;
2. Causing physical harm to another person;
3. Causing damage to property.

It does not follow that all incidents of the above will result in physical intervention. We would expect all staff to apply what they have learnt in their training and make decisions about each situation. For example damage to property might be preferable to a physical intervention, where that damage placed no person at risk from injury. There will be a review of each incident following the completion of the ROPI and IR1 forms.

The Risks Associated With Physical Intervention

“All physical restraints involve some possibility of injury to the person being restrained and to staff. There is less risk of injury when staff are well-trained and safer techniques are used, but there is always the chance that an injury will occur.”

Taken from 'Risk of Restraints' CPI booklet.

Ways That We Try to Reduce the Need for Physical Intervention





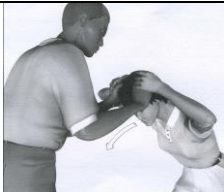

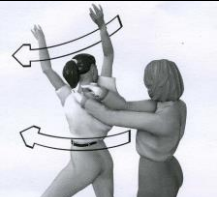





Incidents of physical intervention at Trust schools should be uncommon. Where they are used a risk assessment and meeting with parents will be arranged where a plan to reduce future incidents with an individual will be discussed and strategies agreed. This plan will also be shared with members of the governing body.

Monitoring and Evaluation

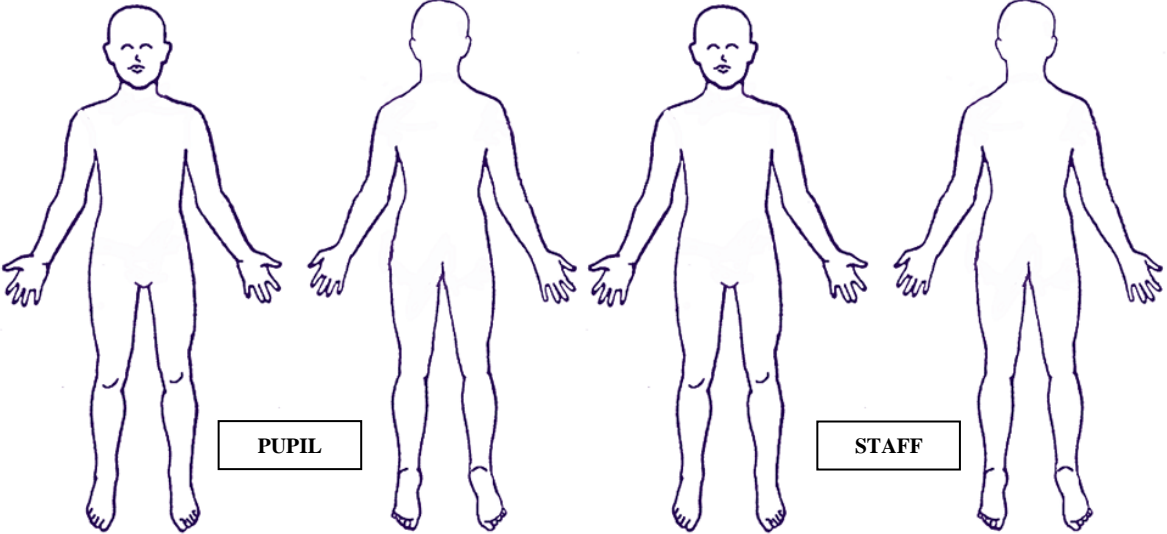
This role is carried out at by the Heads of Schools, members of Leadership Team designated by the Head Teacher and the Governing Body. Individual incidents at each school come under supervision of the Headteacher and Senior Leadership Team. .

A termly Headteacher's Report to the Governing Body includes information that enables Governors to scrutinise policy and practice with regard to the use of physical interventions.

Record of Physical Intervention Form

Staff involved:		Pupil involved		
Date:		Time:		
Location:				
Staff witnesses:				
Pupil witnesses:				
Details of incident:	Pupil Action/behaviour		Staff Response	
Precipitating factors			Remained calm?	
			Enforced limits?	
			Isolated situation?	
			Listened?	
			Gave clear directions?	
Further details:				
Physical Intervention				
	Kick Block	One-Hand Wrist Grab Release	Two-Hand Wrist Grab Release	
				
	One-Hand Hair Pull Release	Two-Hand Hair Pull Release	Front Choke Release	
				
	Back Choke Release	Bite Release	Children's Control Position	
	 <small>Figure B</small>			
	Team Control Position	Transport Position	Interim Control Position	

Other or variation (Describe)	
Therapeutic Rapport Who with? When? Where?	

Were any injuries sustained?	Indicate on body map, if appropriate, areas of contact and/or any injuries.		
Pupil			
<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> </table>		Yes	No
Yes		No	
Staff			
<table border="1"> <tr> <td>Yes</td> <td>No</td> </tr> </table>	Yes	No	
Yes	No		

Details of any injuries:

Received by:		Date:		Action:	
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Parents		Date:		Comments:	
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contacted					
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