



**BICKLEY PARK  
SCHOOL**

# Physical Intervention Policy

## Policy Details

Owner	Department	Managed by	Last update	Next review	ISBA Version (Y/N)
Jonathan Poole	Safeguarding	DSL	September 2021	September 2024	N)

## Policy Approval/Distribution Process

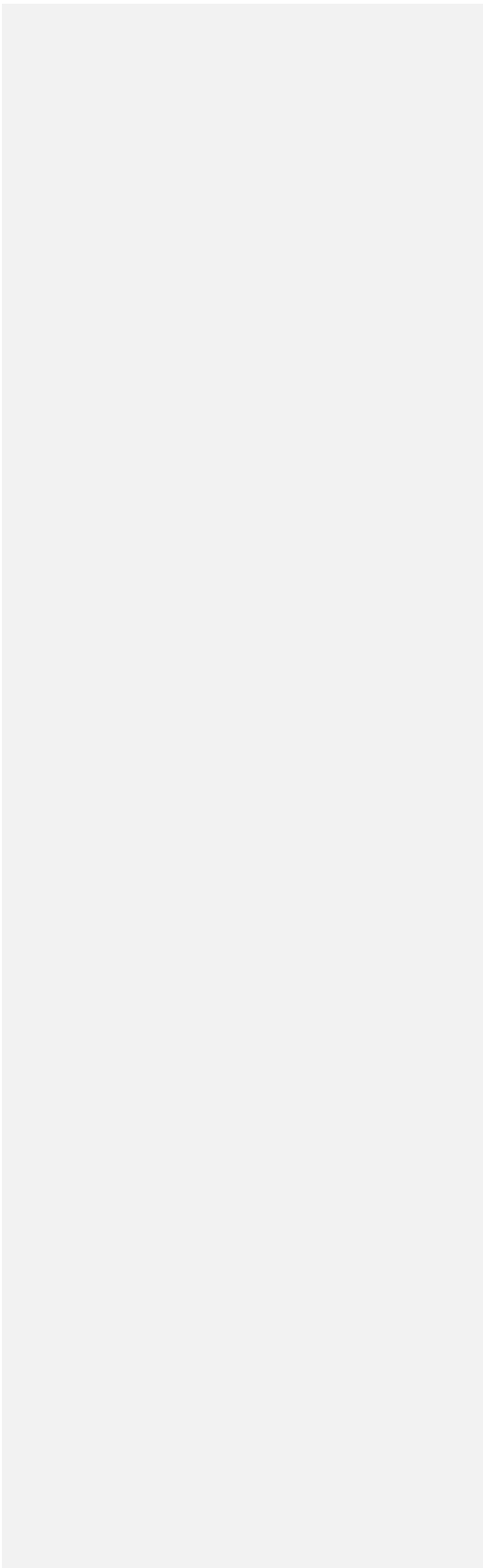
Governors	Head/Bursar	SLT	All Staff
Approval	Noting	Noting	Noting

## Policy Version Control

Version	Revision Date	Revised By	Section(s) Revised
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## Introduction

This policy links with the school's overall pupil behaviour policy.

Behaviours of concern, or challenging behaviours, can be defined as a behaviour that is 'of such an intensity, frequency or duration as to threaten the quality of life / physical safety of the person or others, and is likely to lead to responses that are restrictive, aversive or result in exclusion' (Royal College of Psychiatrists, 2007).

## Objectives

Staff should have good grounds for believing that immediate action is necessary to prevent:

- a pupil from significantly injuring himself or others,
- serious damage to property,
- a serious breach of school discipline.

## Equal Opportunities

This policy is applicable to all groups of individuals within the school regardless of gender, ethnicity, culture, religion, colour, disability, need or nationality.

## Minimising the need to use force

Staff should take proactive and preventative steps to avoid the need for physical intervention or restraint, e.g. through establishing good relationships with pupils, having knowledge of their individual needs, through dialogue and diversion, negotiation, allowing space, talking, listening and humouring, cajoling and reasoning, environmental considerations, diversion and distraction. The pupil should be warned orally that physical restraint will be used unless he/she desists.

- Only the **MINIMUM FORCE NECESSARY** to prevent physical injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before using a physical intervention or applying restraint. These staff can act as assistants and witnesses.
- As soon as it is safe, an intervention or restraint should be gradually withdrawn to allow the pupil to regain self-control. Restraint should take place calmly but firmly.
- Physical interventions and restraint should be an act of care and control, not punishment.
- Physical restraint should not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.
- Pupils will be taught how to manage conflict and strong feelings as part of the school's Personal, Social and Health Education teaching.
- Where a pupil may require physical intervention or restraint, details will be included in a Pastoral Support Plan, notifying staff that such procedures may be necessary and ensuring consistency across all staff members. Parents/carers will have been

involved in the creation of this plan. The Heads of Pre-Prep or Prep will advise all staff if a pupil falls into this category.

- Pupils who do not have plans will have one drawn up should such a need arise following an incident.

## Staff authorised to use force

### Permanent authorisation

Currently, staff are not trained in restraining pupils but will be authorised to use force to restrain a pupil by the Headteacher in accordance with this policy, although they may choose not to do so. They may be used in a supportive role.

### Temporary authorisation

Any adult working with children in the school, whether on a supervisory, e.g. supply teacher or voluntary basis, parent helper/student, may need to use force to restrain a pupil and will be given the statutory power to do so.

In any incidence where restraint is used the incident must be logged on MyConcern and immediately reported to the relevant Head of Department (Pre-Prep or Prep) so that it can be recorded.

This policy is evidence of the use of temporary or permanent authorisation to use force to restrain a pupil.

## Deciding whether to use force

- All staff will be trained in performing a quick dynamic risk assessment during times of crisis, in order to determine whether a physical intervention or restraint is necessary. They should call for help and attempt to de-escalate the situation during this time.
- A distinction must be maintained between the use of 'one-off' intervention, which is appropriate in the particular circumstances, and using it repeatedly as a regular feature of a regime.
- Staff must be able to show that the method of intervention was in keeping with the incident that gave rise to it.
- The degree and duration of any force applied must be proportional to circumstances.
- The potential for damage to persons and property in applying any form of restraint must always be kept in mind.
- The failure of a particular intervention to secure a pupil's compliance should not automatically signal the immediate use of another more forceful form of intervention.
- Escalation should be avoided if possible, especially if it would make the overall situation more destructive and/or unmanageable.
- The age, size and social competence of the pupil should be taken into account in deciding what degree of intervention is necessary.
- Consideration should be given to the approach used so that it is appropriate to that particular pupil.

- The risk associated with not using force should be outweighed by those of using force. This includes risks to both pupils and staff members.
- In exceptional circumstances (where permitted techniques are ineffective or staff are unfamiliar with the action they should take) – staff should manage the situation in compliance with the Education and Inspection Act 2006 (Part 7, chapter 1, point 93).

## Operational procedural points relating to the use of physical intervention and restraint

- The circumstances and justification for using physical restraint must be recorded immediately on MyConcern. If recorded on paper, the notes must be kept and scanned to be included when the full report is prepared using the BPS Pupil Physical Intervention and Restraint Incident Sheet at the back of this policy. Any injuries sustained by staff members will be recorded with RIDDOR, if necessary.
- Afterwards, the pupil should discuss and be counselled on why it was necessary to restrain him/her. He/she should also be given the chance to put his/her side of the story.
- The Head, or senior member of staff authorised to act for the Head, should discuss the incident with the teacher/person using force within 24 hours. A full de-brief should occur, including supporting the staff member's wellbeing in relation to the incident and reflecting upon how the need for physical intervention/restraint could be avoided in the future.
- A full report of every incident should be prepared by the Head (or Senior Leader) within 48 hours (the sooner the better) and shared with parents.
- Where it is clear that the teacher concerned needs further advice/support/training, the Head should take prompt action to see that it is provided.
- Staff meetings should provide the opportunity for a 'post mortem' of the incident where discussion is essential to prevent the development of a culture where a physical response becomes routine.

## Using force

- It is important to only use the minimum force necessary to achieve the desired result.
- It is important that a pupil should be warned, where appropriate and where time allows, that he/she will be restrained and that force will have to be used.
- Acceptable restraint procedures are outlined below. No other restraint should be used except in extreme emergencies and where there is no viable alternative. Failure to comply with this principle will be dealt with under the school's disciplinary procedure.
- Always try to ensure that another adult is with you if you should need to use force. This other adult will be present to support, observe and call for assistance.

## Physical Interventions

The following guidelines must be adhered to when performing any physical intervention or restraint:

- Where possible, staff members should move away allowing the pupil time and space to calm.
- Long bones should be held and joints (e.g. wrists, elbows) must be avoided to avoid unnecessary injury.

**Basic Stance** (to be used when working with pupils who may display challenging behaviour)

1. Stand with feet shoulder width apart.
2. Arms down at the side, flat palms.
3. If a pupil begins to display aggressive behaviour (e.g. hitting, kicking or throwing items), place one leg behind the other so that you are facing the pupil side on, thus reducing the 'target area'.
4. If necessary, raise arms to protect body and deflect items being thrown. Arm closest to the pupil should cover the face and arm furthest away from the pupil should protect torso.

## Staff Training and Support

Managing pupils, particularly those pupils who exhibit challenging behaviour, is a very physically, emotionally and mentally demanding task. Pupils on this continuum can engender high levels of stress that must be recognised and managed appropriately. Heads of Department (Pre-Prep or Prep) must be the first point of support alongside effective team discussion playing a major part in reducing anxiety and stress.

Staff will be given the opportunity to discuss incidents where physical restraint was employed and, in particular, to identify whether any alternative strategy might have been equally effective using non-physical intervention strategies.

This policy recognises an ongoing staff training when the need arises, with respect to management of behaviour and use of physical intervention/restraint. Staff teaching a pupil with a Pastoral Support Plan which includes potential physical intervention will be assessed on their ability to perform a physical intervention and specific training given.

This policy will be a regular topic of discussion and review in departmental and senior leadership meetings. The Bursar will also ensure all newly-appointed staff are sent a copy of this policy at induction. The whole staff will need ongoing updating of current information and strategies - teachers, TAs and other support staff, as appropriate.

Specific behaviour-related courses will also be brought to the attention of staff by the Headteacher or CPD Co-ordinator.

## Review

This policy will be discussed as appropriate at staff meetings, by the senior leadership team and the governing body. The policy will be changed, as appropriate, in the light of new legislation and behaviour support techniques. It will be reviewed triennially.

This policy also broadly applies to the Early Years Department.

### Reference to other documents

- The Education and Inspection Act 2006, which clarifies the position about use of restrictive physical interventions by teachers, teaching assistants

(TAs) and other staff authorised by the Head Teacher.

- Education Act 2011
- Use of reasonable force. Advice for head teachers, staff and governors. Department of Education July 2013

## Appendix 1

### Physical Intervention and Restraint Incident Sheet

Bickley Park School Pupil Physical Intervention and Restraint Incident Sheet						
Pupil's name	Date	Day	Time	Location		
Staff present		Member of Staff dealing with pupil pastorally				
Activity in progress	Participation of Student			Staff contact		
	None	Little	Lot	None	Little	Lot
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe the environment by ticking the relevant elements						
<b>NOISE</b>	<b>CLIMATE</b>	<b>LIGHT</b>	<b>ATMOSPHERE</b>			
None <input type="checkbox"/>	Cold <input type="checkbox"/>	Dark <input type="checkbox"/>	Relaxed <input type="checkbox"/>			
A little <input type="checkbox"/>	Stormy <input type="checkbox"/>	Normal <input type="checkbox"/>	Normal <input type="checkbox"/>			
Music <input type="checkbox"/>	Warm <input type="checkbox"/>	Bright natural <input type="checkbox"/>	Rushed <input type="checkbox"/>			
Noisy <input type="checkbox"/>	Comfortable <input type="checkbox"/>	Bright artificial <input type="checkbox"/>	Excited <input type="checkbox"/>			
<b>RECENT EVENTS</b>	<b>RECENT EVENTS</b>	<b>TRANSPORT ETC</b>	<b>MEDICATION</b>			
Different staff <input type="checkbox"/>	PMT <input type="checkbox"/>	Late <input type="checkbox"/>	Taking medic. <input type="checkbox"/>			
Visitor present <input type="checkbox"/>	Special event <input type="checkbox"/>	On time <input type="checkbox"/>	Given <input type="checkbox"/>			
Sudden noise <input type="checkbox"/>	In care <input type="checkbox"/>	Forgot hmwrk <input type="checkbox"/>	Due <input type="checkbox"/>			
Pupil unwell <input type="checkbox"/>	Transition <input type="checkbox"/>	Forgot lunch <input type="checkbox"/>				



## PHYSICAL INTERVENTION POLICY

### DESCRIPTION OF INCIDENT

- What happened immediately before the incident (include possible trigger of behaviour, if known)
- Behaviour(s) observed from pupil
- Function(s) of behaviour, if known (e.g. sensory seeking, sensory avoidance, attention-seeking, escape, avoidance of an activity, tangible)
- why the use of force was deemed necessary
- details of the incident, including all steps taken to diffuse the situation and resolve it without force
- Physical intervention/restraint used and the pupil's response
- Duration of incident
- the outcome of the incident
- A description of any injuries suffered by the pupil or others and/or any property damaged during the incident.
- Details of discussion with parent/carer following the incident

**PHYSICAL INTERVENTION POLICY**

Signed	Countersigned	Accident sheets completed <input type="checkbox"/>	Body map attached <input type="checkbox"/>	Photograph attached <input type="checkbox"/>	Further sheets attached <input type="checkbox"/>
Copy supplied	Home	School	LA		