



# **Shawlands Primary School**

## **Policy**

**Physical Intervention Policy**  
**REVIEWED ANNUALLY**

**Reviewed by D Thompson**  
**January 2023**

## **1. Introduction**

Shawlands Primary School recognises its legal and moral duty to promote the well-being of children, and protect them from harm.

The school believes that every child regardless of age has at all times and in all situations a right to feel safe and understand that we have a primary responsibility for the care, welfare and safety of the pupils in our charge.

Shawlands Primary School is committed to a positive behaviour policy, which encourages children to make positive behaviour choices. We do however recognise that children sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles: -

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Headteacher and Designated Lead for Safeguarding as soon as possible.
- Where physical intervention is not agreed in advance with parents/carers as part of a Behaviour plan or other support paperwork, parents will be informed of any use of physical intervention.

We aim to avoid the need for physical intervention and regard this as a last resort and where the child's actions are putting themselves, others, or school property at risk. It is always the aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will exercise their own judgement in situations which arise within the above categories. Staff will always act within the school's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff are aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. Staff will, therefore, take reasonable action to ensure all pupils' safety and well-being. If staff feel that their own safety is threatened, they will not be seen to be failing in their duty of care by using force to prevent injury.

## **2. Measure to minimise the use of physical intervention:**

In order to reduce the possibility of physical intervention being needed, the school will:

- Create a calm, orderly and supportive school climate that minimises the risk and threat of violence of any kind;
- Continue to develop positive relationships between staff and pupils;

- Adopt a whole school approach to developing social and emotional skills;
- Take a structured approach to professional development that helps staff acquire the skills of positive behaviour management and managing conflict, as well as supporting each other during and after an incident;
- Recognise that situations which trigger challenging behaviours are often foreseeable;
- Effectively manage individual incidents, where practicable, communicating calmly with the pupil, using non-threatening verbal and body language, ensuring the pupil can see a way out of a situation;
- Use strategies that might include going to a quiet space away from bystanders or other pupils, so that staff involved can listen to concerns;
- Wherever practicable warn a pupil that physical intervention may have to be used, before using it

### **3. What the Law Says:**

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

- Committing a criminal offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- Causing personal injury or damage to property or injury to other pupils and staff;
- 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;

The staff to which this power applies are:

- Staff who have attended 'Team Teach' training;
- Any member of staff at the school, under the guidance of trained staff.
- Any other person whom the Headteacher has authorised to have control or charge of pupils, under the guidance of trained staff.

The law states that there is no definition of "reasonable force". Whether the force used is reasonable will always depend on the circumstances of individual cases. Deciding on whether the use of physical intervention is justified will depend partly upon the context in which the misbehaviour takes place. The test is whether the force used is proportionate to the consequences it is intended to prevent. The degree of force used should be the minimum needed to achieve the desired result. Use of force could not be justified to prevent trivial misbehaviour.

The statutory power conferred by section 93 of the Education and Inspections Act 2006 is in addition to the common law power of any citizen in an emergency to use reasonable force in self-defence or to prevent another person from being injured or committing a criminal offence. On preventing injury or damage to property, the statutory power is similar in scope to the common law power, except that it is only available to people authorised to have control or charge of pupils. Section 93 makes it clear that trained staff may use force to prevent behaviour that prejudices the maintenance of school discipline regardless of whether that behaviour would also constitute a criminal offence.

It is unlawful to use force as a punishment as per the definitions of corporal punishment, abolished by section 548 of the Education Act 1996.

#### **4. Deciding if the use of physical intervention would be appropriate:**

The judgement on whether to use force and what force to use will depend on the circumstances of each case. In the case of pupils with Special Educational Needs (SEN) and/or disabilities it will depend on information about the individual concerned. Where physical intervention is likely to be used frequently with a child, an Individual Behaviour Plan (IBO) – See Appendix 2 will be drawn up with all stakeholders, which aims to minimise the frequency of physical intervention, and also state which strategies will be used before, during and after an incident.

Staff will make the clearest possible judgement about whether:

- The potential consequences of not intervening are sufficiently serious to justify use of force;
- The chance of achieving the desired result by other means are low;
- The risks associated with not using force outweigh those of using force;

Trained and other members of staff will be kept informed about and advised on how to deal with pupils who present particular risks to themselves or others under the direction of Senior Leadership Team.

#### **5. The use of force:**

Any physical intervention used will always be the minimum needed to achieve the desired result. Wherever possible staff will not use physical interventions unless another member of staff or responsible adult is present to support, observe and call for assistance.

Before force is used staff will:

- tell the pupil to stop, and inform them of the consequences should they continue;
- warn the child that physical restraint will be used if they do not do as they are asked;
- communicate in a calm and controlled manner and will not give the impression they have lost their temper;
- attempt to send for assistance;
- send other children away if possible;

If force has to be used, staff involved will:

- tell the pupil that they are restraining him/her to avoid the pupil harming themselves, others or property;
- use only the minimum force necessary;
- attempt to communicate with the child throughout the incident;
- be sensitive of their own strength and body weight and to issues of gender;
- inform the Headteacher if he or she has not been involved;

- record the incident fully on the relevant paperwork (*see Appendix 1*) and give a copy to the Designated Safeguarding Lead.

The types of force likely to be used are:

- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back
- Standing between pupils
- Blocking a pupil's path (only to be used if a pupil is at risk of harming themselves or others)
- In more extreme circumstances, using restrictive holds (which require specific expertise or training), Such holds include Help Hug, Cradle Hug, Standing Wrap, Sitting Wrap, Standing Double Elbow, Half Shield, Sitting Double Elbow (Single Person), Standing Single Elbow ( Two person)

## **6. Staff Training:**

The absence of accredited training does not preclude a member of staff from using reasonable force where needed. At Shawlands Primary School, designated members of staff will receive Team Teach training. The programme is not just about the physical use of force. Its approach provides a framework to equip schools and individuals with attitudes, skills and knowledge to facilitate environments that are free from fear and safe from harm. The physical techniques are assessed by an expert risk assessment panel. Team Teach is approved by OfSTED and the British Institute of Learning Difficulties (BILD). The Team Teach expectation is that people will communicate, assess, look and listen for opportunities to divert or de-escalate.

## **7. Recording and Reporting of Incidents:**

Section 246 of the Apprenticeships, Skills Children and Learning Act 2009 requires that Governing Bodies must ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil and reporting each such incident to each parent of the pupil as soon as practicable after the incident (unless the use of physical intervention has been discussed and agreed on an Individual Behaviour Plan). This is to ensure that parents are kept informed of serious events at school involving their child. It also provides a level of transparency to avoid spurious or malicious allegations when use of force has been initiated.

Each significant incident is recorded using 'Appendix 1' Physical Intervention Record (PIR). The PIR will be completed as soon as practicable after the incident.

The member/s of staff involved in the incident will compile the record and ensure that the Designated Safeguarding Lead checks the record. All records will be treated confidentially and dealt with in accordance with the Data Protection Act 1998.

While ultimately only a court of law can decide what is 'significant' in a particular case, school policy requires all incidents to be reported.

At Shawlands Primary School the member of staff involved would verbally report all significant incidents to parents and other staff involved with the child. Only the significant incidents mentioned above will be formally recorded and reported to the Headteacher. Governors will be informed at the Headteacher's discretion.

### **8. Post Incident Support:**

Following a significant incident any member of staff who has been involved will receive support in a non-blaming and caring manner. They will be given the opportunity to explore thoughts and feelings during and after the incident. This time will also be used to develop and record a strategy or alternatives for any future significant incidents. All staff are encouraged to support, guide and reassure each other.

### **9. Complaints and Allegations:**

All complaints that the school receives will be taken seriously. All matters will be dealt in line with the school's Complaints Policy.

Where an allegation is made by a member of staff that a colleague has used force inappropriately or unlawfully, school will follow the Allegations of Abuse Against Staff and Whistleblowing policy. This means that the Headteacher will inform the Local Authorities Designated Officer (LADO) on the same day that the allegation is made.

### **10. Monitoring and Reviewing:**

This policy will be monitored and reviewed on an annual basis, or in the event of national and local developments. The Senior Leadership Team and the Governing Body will ensure that designated staff will be trained on a three-yearly basis, and that any recommendations for developments through post incident support are considered.

### **11. Relevant Documentation**

Government Guidance:

The Use of Force to Control or Restrain Pupils


<http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/usefulinformation/useofforceguidance/>

Safer Working Practice For the Protection of Children and Staff in Education Settings

<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00311/> Guidance on Allegations Against staff guidance

<http://www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/usefulinformation/allegations/>

# APPENDIX 1 – PHYSICAL INTERVENTION RECORD



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## Shawlands Primary School Physical Intervention Record Form

Name of child/young person ..... Year Group.....

Is this young person a looked after child/SEN/vulnerability? .....

When did the incident occur?

Date	Day of week	Time	Where?
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Staff involved

Name	Designation	Team Teach trained?	Involved physically? (P) as observer? (O)	Staff signature

Please describe the incident and include:  
1. What was happening before? 2. What do you think triggered this behaviour? 3. What de-escalating techniques were used prior to physical intervention? 4. Why was a PE deemed necessary? 5. Any other information relevant to include.

Team Teach technique(s) used (tick as appropriate)

Technique	Standing/escort	Sitting/chairs	Kneeling	Ground
Breakaway/defensive				
One person				
Two people				

Please give details below of hold, e.g. single elbow, double elbow, wrap, etc.

How long was the child/young person held? .....

If the child/young person was held on the ground: Did they go to ground independently?   
Were they taken to ground by staff?

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**tick as appropriate**

Has the child/young person been held before?	Yes/No
A child/young person should have an individual plan clearly detailing reactive strategies and physical intervention approaches if they have been involved in physical interventions on more than one occasion.	
Does the individual support plan need to be reviewed as a result of this incident?	Yes/No
Does the risk assessment need to be reviewed as a result of this incident?	Yes/No
If yes, who will action and when? (less than four weeks)	

Who was the incident reported to, and when? .....

Was there any medical intervention needed? Yes/No

Include names of any injured person and brief details of injuries .....

Please specify any related record forms

Accident Book	<input type="checkbox"/>	Anti Bullying and Racist Incident Record Form	<input type="checkbox"/>
Skin Map	<input type="checkbox"/>	Violent Incident Record	<input type="checkbox"/>
Complaints recorded <input type="checkbox"/>			
Other (please specify) .....			

Was the pupil debriefed?	Yes/No
Were staff offered a debrief?	Yes/No
Was it taken up?	Yes/No

Parents/carers were informed

Date	Time	By whom?	By direct contact, telephone, letter?

Form completed by:	Name	Designation	Date and time

## APPENDIX 2 – INDIVIDUAL BEHAVIOUR PLAN

<b>INDIVIDUAL BEHAVIOUR PLAN</b>			
Child's Name:		Teacher:	
People who have contributed to this plan. DT.			Date:
Possible Behaviours	Risk Factors	Main Strategies	Alternative Strategies
Class teacher's signature:		Head teacher's signature:	
Parent's signature:			