

# Flanderwell Primary School



## Physical Intervention Policy 2025-2026

Approved by: DSAT Executive Team

Date:

Last reviewed on: January 2025

Next review due by: January 2026

***'Respect, Inclusion, Aspiration, Kindness and Compassion'***



Date of Policy: January 2025

Date of Review: January 2026 (or sooner if required)

## Statement of Principles

### Pupils:

We all have a right to work, play and learn in a friendly, safe and helpful school

### Teachers:

We all have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

### Parents:

We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

## Vision and Ethos

At Flanderwell Primary, we aim to...

... provide an environment where **'every child'** grows, thrives and is prepared for life in the modern world and feels safe, happy and confident.

...ensure that **'every minute'** of our time is used well to ensure our pupils have the best possible chances of success during their time with us.

...provide an engaging and relevant curriculum which sets down the foundations for **'every hope'** and aspiration a child may have.

At Flanderwell, we have high expectations for all of our children and believe, wholeheartedly, that happy children learn. For this reason, we foster a warm, caring and inclusive environment and keep our children's interests at the heart of all we do. This includes promoting and expecting the highest standards of behaviour among our pupils including developing core values of **respect, kindness and compassion, inclusion and aspiration**. Safeguarding pupil and staff welfare is of the utmost importance to us. In keeping with this vision and ethos, at Flanderwell we aim to develop a culture based on building relationships rather than a culture based on sanctions. The Positive Handling policy is central to developing this 'relational' culture.

## What is physical intervention ('reasonable force')?

The use of force is illegal if the physical circumstances do not warrant it. The force used should always be the minimum needed to regain and ensure safety and control for everyone involved or present. The Positive Handling Policy should therefore be read in conjunction with our Behaviour and Safeguarding Policy.

Restrictive physical interventions may include:

- Bodily contact - where the physical presence of one or more people is used to control a pupil, e.g physically interposing between pupils; blocking a pupil's path; holding or 'shepherding' a pupil; using agreed, approved restricted holds
- Environmental – where a change is applied within the environment for example shutting a door or the use of locks or key pads to prevent access to a particular area.

## Framework

The 'Use of reasonable force' guidance published by the DFE in 2013 states that;

- 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 whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- 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 the individual circumstances.

The application of any form of physical intervention places staff in a vulnerable situation. It can only be justified according to the circumstances described in this policy. Staff, therefore, have a responsibility to

follow this policy and to seek alternative strategies wherever possible in order to prevent the need for physical intervention.

Staff need to be aware that they are responsible for:

- Assessing risks (dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties
- Making judgements about when the use of physical intervention is necessary and the degree of restriction which may be regarded as necessary to manage a situation.

Staff are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

Physical intervention will only be used as a last resort when all other behaviour management strategies have failed. This includes those as highlighted in the schools behaviour policy, as well as any individualised plans for pupils that may be in place.

Physical intervention will only be used when the risks involved in doing so are outweighed by the risks involved in not intervening/using physical intervention.

Staff within Flanderwell Primary School may use physical intervention with a pupil when;

- there is risk of injury/harm to self
- there is risk of injury/harm to others
- there is risk of significant damage to property

### **The Legal Context**

No legal definition of reasonable force exists however for the purposes of this policy and its implementation in school;

- Physical intervention uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming themselves, others or property.
- The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be supported, and the nature of the harm they might cause.

### **1. Physical Contact**

Situations in which proper physical contact occurs between staff and pupils, e.g. in care of pupils and in order to support their access to a broad and balanced curriculum.

### **2. Physical Prompt**

This may be used to support a pupil to take a preferred action, for example safe touch to remind them of a given task/instruction, when the pupil is compliant.

### **3. Physical Guides**

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder where there is less compliance and a small degree of resistance.

### **3. Physical Control/Restraint**

This will involve the use of restrictive physical intervention when there is an immediate risk to pupils, staff or property. It is important to note that the use of restrictive physical intervention should be seen as a last resort. It should only be used in incidents where there is no compliance from the pupil and there is no other available option to keep them/others safe. **All such incidents must be recorded** and be stored in an accessible way.

The use of force is likely to be legally defensible when it is required to prevent self-harming, injury to other children or staff, damage to property or when an offence is being committed.

- If a child is doing any of the below, the trained staff at Flanderwell may use reasonable force to-
  - Prevent a pupil behaving in a way that disrupts a school event or a school trip/ visit
  - Prevent a pupil from attacking a member of staff or another pupil.
  - Restrain a pupil at risk of harming themselves through physical outbursts.
  - Prevent a pupil from placing themselves or others in danger

## Training/Support

A number of staff at Flanderwell are trained in the TEAM TEACH risk reduction method and its aims, guidelines and approaches are incorporated in this policy. The staff who are trained are: Adam Cornes, Val Albutt, Jo McGregor, Karen Sheriff, Amy Bingham and Karen Slater.

- Staff understand the core principle that any physical intervention should be:
  - in the best interests of the child
  - be the minimum force for the shortest time
  - prevent injury pain or distress as far as is practicable
  - maintain dignity
  - be reasonable and proportionate
  - the action should be necessary and as (where appropriate) last resorts after all other strategies have been exhausted.
- The physical techniques are based on providing the maximum amount of care, control and therapeutic support.
- There is no legal definition of reasonable force. The use of force can only be regarded as reasonable if the circumstances of the particular incident warrant it and the degree of force employed is proportionate to the level of challenging behaviour presented of the consequences it is intended to prevent.
- It is essential that any discussion of physical intervention is set in the wider context of education and behaviour management; it should not be seen as an isolated technique. The use of physical intervention is embedded within a framework of de-escalation in order to encourage the promotion of socially acceptable behaviours for all concerned.
- If physical intervention is taking place another member of staff will ask:
  - Do you need some help? At this point the person carrying out the physical intervention will respond.

Following this, the member of staff could say:

- I am here to help? At this point they would replace the member of staff carrying out the physical intervention.

## Recording, Reporting and Monitoring

Where restrictive physical intervention has been used a record of the incident will be kept.

The staff member involved will complete a 'Significant Incident report' (Appendix A) outlining details of the intervention. This will be shared with parents/carers and a member of SLT within 24 hours of the incident. It will be recorded on CPOMs and a copy kept on the pupils file.

A health and safety accident/incident form will be completed and returned to the Local Authority in situations where injury has occurred to either members of staff or pupils.

If a child has 2 significant incident reports within 6 months, a 'Positive handling plan' (Appendix C) will be written outlining individualised techniques appropriate to support the child in order to reduce the need for physical intervention in future. These will be devised by school staff in collaboration with the child, parents/carers and any relevant agencies.

Following an incident requiring physical intervention, the positive handling plan should be reviewed and updated as necessary. All plans must be formally reviewed annually.

Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Headteacher to the needs of any pupil(s) whose behaviour may require the use of restrictive physical intervention. Monitoring of incidents will take place on a regular basis and the results used to inform planning to meet individual pupil and school needs.

## The Last Resort Principle

At Flanderwell we pro-actively foster positive relationships and only use reasonable force when there is no realistic alternative. This means that we expect staff to conduct a risk assessment and choose the safest alternative.

We expect staff to think creatively about any alternatives to physical intervention which may be effective.

- There might be some situations in which the need for physical intervention is immediate and where there are no equal effective alternatives (a child is about to run in the road). However, in many circumstances there are alternatives such as the use of assertiveness skills:
- Withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- Other techniques designed to defuse a situation, such as the avoidance of confrontation, or use of humour, in which case the incident could be dealt with later when emotions are running less high (See the behaviour policy for further information)
- The employment of other consequences consistent with Flanderwell's policy on behaviour

Where physical interventions are needed to prevent injury to the student, other students or staff, or to prevent serious damage, these should be for the minimum length of time possible and using the least possible force. All staff must consider whether they are using reasonable force.

In all circumstances other methods should be used if appropriate and effective positive handling should be a last resort. When positive handling becomes necessary:

#### DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow • Relax your restraint in response to the pupil's compliance

#### DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck, lying face down or pulling arms across the child's chest
- Slap, punch, kick or trip up the pupil

For further information refer to Appendix – B

### Responding to Complaints

The availability of a clear policy about physical intervention and early involvement of parents should reduce the likelihood of complaints but may not eliminate them.

Any complaints about staff will be investigated through the schools Complaints Procedure Policy.

### Policy Review and Evaluation

This policy has been developed in liaison with school staff and local school board. It will be reviewed annually, or when relevant national or local guidance indicates additional need.

### Other Relevant Policies

This policy should be read in conjunction with:

- Behaviour Policy and Practice
- Health & Safety Policy

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy and Practice
- Dealing with Allegations of Abuse Against Teachers and Other Staff
- Staff Induction
- Volunteer Policy

The Physical Intervention Policy was reviewed by: Adam Cornes

<b>Flanderwell Primary School</b> <b>SIGNIFICANT INCIDENT / PHYSICAL INTERVENTION RECORD</b>				
<b>FULL NAME OF YOUNG PERSON:</b>				<b>Class Group:</b>
<b>DATE:</b> 07/11/2024	<b>LOCATION OF INCIDENT:</b> Corridor			
<b>ATTEMPTS AT DE-ESCALATION:</b> <input checked="" type="checkbox"/> Humour    Verbal Advice <input checked="" type="checkbox"/> and Support    Fir <input type="checkbox"/> Clear Directions Negotiation <input type="checkbox"/> Limited Choices <input type="checkbox"/> Distract <input type="checkbox"/> n    Reass <input checked="" type="checkbox"/> ance    Planned <input type="checkbox"/> gnoring    Withdrawal Off <input checked="" type="checkbox"/> ed/Directed Swap Adult <input type="checkbox"/> Contingent touch <input type="checkbox"/> Success remind <input type="checkbox"/> rs    Reminders of Consequences				
<b>DETAILS OF THE BEHAVIOUR REQUIRING USE OF PHYSICAL INTERVENTION: (Why was the hold necessary)</b> <input checked="" type="checkbox"/> Aggression/violence towards staff <input type="checkbox"/> Aggression/violence towards another <input checked="" type="checkbox"/> child    Damage to property <input type="checkbox"/> Risk of injury to self <b>Please detail the behaviour;</b> became dysregulated within class and threw pencils, the container, books and attempted to throw other objects.				
<b>Possible reasons for behaviour;</b> Support was provided by myself after objects had been thrown. I cannot comment on the trigger for this, but prior to entering the class had been sensory seeking by moving up and down the corridor refusing to enter the classroom.				
<b>FULL NAMES OF ALL STAFF USING INTERVENTION:</b> Lindsey Waugh And other staff members involved/witnessing:				
<b>PHYSICAL INTERVENTION TECHNIQUE USED: Please highlight as necessary.</b> Half shield/ Single Elbow    1 person / 2 person    stood / walking / seated chairs / seated floor    seated beanbag / floor				
<b>Did the hold change? If so from what to what? Caring c guide to escort from room, half shield used when kicking before this then changed to seated floor help hug</b>				
START TIME	DURATION OF Guide / RESTRAINT /	ANY INJURIES	PUPIL RESTRAINT DEBRIEFING	MEDICAL CHECK
1 : 30 Hour Minute	30 seconds x 3	Young Person <input type="checkbox"/> Other Person <input type="checkbox"/>	Offered <input checked="" type="checkbox"/> Accepted <input type="checkbox"/>	Offered <input type="checkbox"/> Accepted <input type="checkbox"/>
RISK ASSESSMENT	EXTERNAL AGENCIES INFORMED	ADULTS INVOLVED IN PHYSICAL INTERVENTION DE BRIEF COMPLETE.	DETAILS OF ANY INJURIES OR MEDICAL TREATMENT	
<b>Risk to:</b>  Self <input checked="" type="checkbox"/> Others <input checked="" type="checkbox"/> Property <input checked="" type="checkbox"/> Criminal <input type="checkbox"/> Offence <input type="checkbox"/> Absconding <input type="checkbox"/> Psychological <input type="checkbox"/> Physical <input checked="" type="checkbox"/>	Medical Staff <input type="checkbox"/> LA <input type="checkbox"/> Social Worker <input type="checkbox"/> LADO <input type="checkbox"/>	Complete <input checked="" type="checkbox"/>	<b>Name of injured person(s):</b>  <b>Nature of Injury:</b>   <b>Accident form Completed</b> Yes No <input type="checkbox"/>	
<b>WHAT HAPPENED DURING THE INTERVENTION?</b>				
<b>WHAT WAS THE OUTCOME FROM THE INTERVENTION?</b>				

<b>VIEWS OF THE YOUNG PERSON (obtained during post-incident learning):</b>		
<b>Person Reporting:</b> <b>Print Name</b>	<b>Signature</b>	<b>Date</b>
Parents informed by meeting / telephone (please delete as appropriate)	Signature	Date
<b>MONITORED BY:</b> <b>Headteacher/ Deputy Headteacher /</b> <b>Team Teach Lead</b>	Signature Form sent to Headteacher 8/11/2024	Date



Appendix – B

YES



NO



## Positive Handling Plan

<b>POSITIVE HANDLING PLAN FOR:</b>			
Teacher:		Nominated staff member to oversee plan:	
Date written:		To be reviewed on:	

### Display of behaviours

<b>Common Triggers</b>

<b>Distressed Behaviours</b>	<b>Crisis Behaviours</b>

Preferred De-escalation Strategies				
Verbal advice Support and reassurance	Planned ignoring	Contingent touch	C.A.L.M. talking Communication, awareness, listening, making safe	Additional Processing time
Time out Offered/directed	Transfer adult (help protocol)	Choices/limits	Success Reminder	Consequences
Humour	Distraction	Reassurance	Remove Audience	Validation (make it bearable)
Personalised de-escalation strategies (including additional detail for those suggested above)				

<b>Any medical conditions that need to be considered before/whilst holding?</b>	
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Appropriate handling strategies for physical Intervention	Tick if appropriate
Friendly escort / guide	
Single Elbow Stood / Walking / Seated	
Double Elbow Stood / Walking (DO NOT SEAT IN DOUBLE ELBOW)	
Beanbags	

FREQUENCY/SEVERITY OF RISK (Please highlight a number)	
<b>6</b>	Persistent incidents of non-compliance and severe challenge including dangerous, violent and aggressive behaviour, bullying and assault associated with premeditation, and undermining adult authority. (Occasional high levels of potential violence and high risk behaviours)
<b>5</b>	Hourly incidents of non-compliance and severe challenge including dangerous, violent and aggressive behaviour associated with the loss of emotional control.

<b>4</b>	Daily incidents of non-compliance/challenge including dangerous behaviour associated with impulsiveness, a lack of anticipation and acceptance of consequentially, absconding, ignoring adult support and guidance.
<b>3</b>	Weekly incidents of non-compliance/challenge including aggressive confrontations with others, and avoiding adult supervision.
<b>2</b>	Less-than-weekly incidents of non-compliance/challenge associated with mood swings.
<b>1</b>	Normal range of behaviour given age, maturity, emotional difficulty and personal circumstances.

#### **Actions required following an incident:**

<b>Post incident learning with pupil</b>	Following the 3 step process 'Listen, Link, Learn'
<b>Record details of incident</b>	Complete 'Significant incident report'. Share this with designated member of SLT. Share with parents. Upload to CPOMS.
<b>Parents to be informed in all cases</b>	Inform parents of incident. Ask parent to sign 'Significant Incident Report' and provide them with a copy (Make sure to exclude the names of any other children involved on the parent copy).
<b>Staff de-briefing</b>	Ensure all staff involved have been offered a debrief session.

#### **Signed to show agreement to content of form;**

Headteacher	
SENDSCO / Team Teach Lead	
Parent / Carer	
Child (if appropriate)	