



**EDUCATION  
CENTRAL**  
MULTI ACADEMY TRUST

# **Albert Bradbeer Primary Academy**

## **Restrictive Physical Intervention Policy-Draft**

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## **A. Rationale**

At Albert Bradbeer Primary Academy, we believe that children need to be safe, know how to behave and know that the adults around them are able to manage them safely and confidently. For a very small minority of children the use of physical intervention may be needed and, on such occasions, only Team Teach approved forms of intervention are used.

The majority of children behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole group of children and to individuals.

All the staff need to feel able to manage inappropriate behaviour, and to have an understanding of what challenging behaviour might be communicating. They need to know what options are available to them and they need to be free of undue worries about the risks of legal action against them if they use an approved method of physical intervention or if a child is hurt as a result of an unavoidable physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention and the rationale for its use.

Staff will be trained every three years on the strategies and procedures they should adopt if all normal systems have failed.

We are committed to equal opportunities for all irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.

## **B. Minimising the need to use force**

Physical intervention is only ever used as a last resort, when all other attempts to diffuse a situation have broken down and then with the minimum of reasonable force. Restrictive physical interventions should be avoided wherever possible. They are never a substitute for good pro-active and reactive behaviour management. Strategies should be implemented prior to the use of force such as de-escalation techniques, the use of behaviour modification programmes and other schemes used as part of PSHE. We believe that an alive and engaging curriculum should diffuse the need to use force.

(See Behaviour Policy, Teaching and Learning Policy).

### **C. Staff authorised to use force**

Physical Interventions should be rarely used and only when all other strategies have failed, and therefore only as a last resort.

However, there are situations when physical handling may be necessary:

- To break away or disengage from dangerous or harmful physical contact, for example, if a pupil has grabbed your arm in a threatening manner;
- To separate a pupil from a 'trigger', for example, by removing one pupil who responds to another with physical aggression;
- To protect a pupil from a dangerous situation - for example, the hazards of a busy road or from injuring themselves or others.

The safety and well-being of all staff and children are important considerations. Under certain conditions this duty may be an over-riding factor.

We take the view that staff should not be expected to put themselves in danger and that removing the other children and themselves is the right thing to do. For example, if a child is behaving aggressively and not being diffused by positive means, the policy is for the teacher or support staff to remove themselves and the class/group while leaving the aggressive child with a trained member of staff. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the children.

### **D. Keeping everyone on site informed about the Restrictive Physical intervention Policy**

Details of this policy will be recorded in the Staff Handbook. Any supply staff or students who are authorised to have care and control of pupils at either key stage, will be informed of the members of staff who are trained in the use of Restrictive Physical Intervention and how to summon additional support. Training will be arranged for NQTs and any other new members of staff as soon as is possible. Similarly, the Site Manager and Lunchtime Supervisors will be made aware of key staff who know exactly what is expected and informed of the systems in place to summon additional support.

### **E. Planning for the use of Restrictive Physical Interventions**

Staff will use the minimum force needed to restore safety and appropriate behaviour.

The principles relating to the Intervention are as follows:-

- Restrictive Physical Intervention is an act of care and control, not punishment. It will never be used to force compliance with staff instructions.
- Staff will only use it when there are good grounds for believing that immediate action is necessary and is in the child's and/or other children's best interests.
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion, and the child will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour.
- Only the minimum force necessary will be used to prevent severe distress, injury or damage.
- Staff will be able to show that the intervention used was in keeping with the incident.
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses.
- As soon as it is deemed safe, the Restrictive Physical Intervention will be relaxed to allow the child to regain self-control.
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of the setting.
- Escalation will be avoided at all costs, especially if it would make the situation more destructive and unmanageable.
- The age, understanding and the competence of the individual child will always be taken into account.
- In developing PHPs/PPs (Personal Handling Plans/Pupil Profiles, consideration will always be given to approaches appropriate to each child's circumstance.
- Procedures are in place for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

*Unplanned interventions* should be rare. They occur when unforeseen situations have arisen. Pupils involved may not have a PHP but an unforeseen incident which has required the use of restrictive physical intervention, will always trigger analysis and planning to determine the risk of re-occurrence and the strategies to

be employed in such circumstances. All incidents will be recorded, parents/carers informed and immediate steps taken to arrange for analysis and planning.

*Planned interventions* may be part of a wider individual plan/PHP. As such, the pupil and parents/carers will be involved in the planning and review of agreed strategies. Individual plans will specify the type of physical interventions that may be used and under what circumstances.

The plan needs to address:

- Strategies to de-escalate conflict, the form of words or actions that are most likely to calm, which physical interventions may be appropriate for use and have been agreed.
- The involvement of the pupil and their parents/carers in developing the plan to ensure that all parties are clear about what action is to be taken and why.
- Staff awareness of the plan and their part in it, including how to summon additional support.
- Ensuring that the needs of the individual child are taken into account, including physical/health needs.
- Securing advice and training from COBS (City of Birmingham Schools), where necessary in the development of this individual plan

## **F. Risk Assessment**

### **1. Planned Intervention**

The pupil will have a Positive Handling Plan. This plan will include possible de-escalation strategies and a risk assessment will be carried out prior to the use of restrictive physical intervention. A decision to plan for the use of restrictive physical intervention will be based on agreement that the risks associated with not intervening are greater than the risks of intervening. This will ensure that individual plans have minimised the risks to pupils and staff.

### **2. Unplanned Intervention**

Unplanned restrictive physical interventions, by their nature, will not follow a detailed risk assessment. However, staff should still have made an immediate professional judgement based on their appraisal of the situation. It must be remembered that the use of a physical intervention without detailed planning significantly increases risks to all concerned.

There are three main areas of risk to consider:

Risks to the pupil

- unnecessary use where other less intrusive methods could achieve the desired outcome
- injury
- pain, distress or psychological trauma
- physical interventions becoming routine rather than exceptional
- undermining of dignity, humiliation or degradation
- undermining of personal relationships, creation of distrust

#### Risks to the staff involved

- injury
- distress or psychological trauma as a result
- perception or accusation of abuse resulting in disciplinary action or litigation
- legal challenge of reason for using physical intervention

#### Risks associated with non intervention

- breach of duty of care
- injury or abuse of pupils or staff
- serious damage to property
- possibility of litigation in respect of the above

The purpose of a risk assessment is to establish which potential risks are acceptable, which can be managed and which are unacceptable. Planning should then occur to determine how the risks will be managed and minimised and what needs to be done to achieve this.

### **G. Staff Training**

All teaching and support staff in Albert Bradbeer Primary Academy are trained in de-escalation using Team Teach training which will be refreshed every three years. New staff to the school will be informed of this policy and training organised by the Inclusion Manager.

It must be remembered that Physical Interventions should only be used when all other strategies have failed, and therefore only as a last resort and then not unless or until another responsible adult is present to support, observe and call for assistance.

### **H. Post-Incident**

After the use of unplanned restrictive physical intervention, the following steps will be taken:

- Details of the incident will be recorded in an incident book with numbered pages reserved for that purpose. The record will be signed and dated.
- Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling the report.
- Any injuries suffered by those involved will need to be recorded following normal school procedures.
- Parents/Carers will be informed on the day of the incident. If this is initially done by phone, it will be followed up in writing. Parents/Carers will also be given the opportunity to discuss any concerns they may have regarding the incident.
- Support will be provided, if needed, for those who have been involved in any incident involving physical interventions. In some circumstances, staff may need post incident support or a form of debriefing. Pupils may need this too.
- Arrangements will be made for post-incident planning, based on a risk assessment, for the pupil involved.

Following the use of a planned physical intervention, the above steps will be taken but with the following modifications:

- Recording arrangements will have been agreed as part of the planning process.
- Parents/Carers will be informed in line with the arrangements agreed during planning. All incidents will be clearly recorded within 12 hours, however, and, where appropriate, immediate feedback given to parents/carers.
- Recording systems will be used to analyse patterns of behaviour and decisions made as to whether responses are being effective in managing and improving behaviour and in ensuring that the best interests of pupils and staff are being served.
- Any training issues will be identified.
- Incidents will routinely be discussed with the relevant key worker from COBS and Educational Psychology.

#### **L. Complaints and allegations**

It is intended that by adopting this policy and keeping Parents/Carers and LAB members informed we can avoid the need for complaints. All disputes which may arise about the use of force by a member of staff will be dealt with according to Child Protection and Safeguarding Policies.

**M. Consultation**

This policy will be shared with all staff in January 2017 as part of the Team Teach Training Day. The final version will be presented to the School LAB and to the ECMAT SEN Advisor.

N. Pinnegar Inclusion Manager

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