

Physical Intervention Guidance

Policy Title:	Physical Intervention
Academic Year:	2019/20 - 2020/21
Policy Reference:	ER5.3
Description:	Framework for iCollege to protect staff and students, prevent serious damage and to avoid disruption to the smooth running of the iCollege community
Status:	Approved by MC
Category:	Suggested
Review frequency:	Every 2 years
Contact:	Assistant Head Community & Well-being
Version:	This guidance has been adapted from the West Berkshire model guidance
Who was consulted:	Staff and governors
Other relevant policies:	See item 12
Acronyms:	<p>MC - Management Committee</p> <p>TLC - Teaching & Learning Committee</p> <p>SWC - Safeguarding & Wellbeing Committee</p> <p>FC – Finance Committee</p> <p>H&SPC - Health & Safety and Premises Committee</p> <p>PERS - Personnel Committee</p> <p>LA - Local Authority</p> <p>WBC - West Berkshire Council</p> <p>HT - Headteacher</p> <p>SLT - Senior Leadership Team - HT, LT, PM</p> <p>DfE - Department for Education</p> <p>EHCP - Education and Health Care Plan</p> <p>SAP - Statutory Assessment and Provision</p> <p>SCR - Single Central Register</p> <p>PI - Physical Intervention</p>



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	SEMH- Social, Emotional and Mental Health
Date for Review:	October 2021

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1: Key contact list for Physical Intervention Policy

Headteacher	Jacque Davies	01635 528048	jdavies@iCollege.org.uk
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INSPIRATIONKS1&2
Foxglove Way . Thatcham
Berks . RG18 4DH
01635 877114

INTEGRATIONKS3&4
22 Highview . Calcot
Reading . Berks . RG31 4XD
01189 416636

INDEPENDENCEY11&KS5
Richmond House . Bath Road
Newbury . Berks . RG14 1QY
01635 48872

INTERVENTIONY9&10
88 Newtown Road . Newbury
Berks . RG14 7BT
01635 49397

The POD KS2&3
88 Newtown Road. Newbury
Berks . RG14 7BT

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Designated Safeguarding Lead/Assistant Headteacher	Faye Miller	0163548872	fmiller@iCollege.org.uk
POD	Jo Farley	0163549397	ifarley@iCollege.org.uk
Inspiration KS 1 & 2	Charlotte Duly	01635 877114	cduly@iCollege.org.uk
Integration KS 3 & 4	Pietro Framaliccio	0118 9416636	pframaliccio@iCollege.org.uk
Intervention Year 9 & 10	Helen Blunn	01635 49397	hblunn@iCollege.org.uk
Independence Year 11 & 12	Angie Palmer	01635 48872	apalmer@iCollege.org.uk
Safeguarding Governor	Karen Reeve		kreeve@iCollege.org.uk
Chair of Governors	Independence Richmond House Bath Road Newbury Berkshire RG14 1QY		Karen Reeve

2: Purpose	<p>The purpose of this policy is to protect staff and students, prevent serious damage and to avoid disruption to the smooth running of the iCollege community.</p> <p>The policy follows the legal framework and additional guidance from the DfE (Department for Education), WBC (West Berkshire Council) and 'TEAM teach'.</p> <p>Physical intervention is the use of reasonable force to control or restrain a student. This is where the force is proportional to the incident, or to the consequences it is intended to prevent.</p> <p>Staff will need to exercise professional judgement in ensuring that only the minimum force necessary is used.</p> <p>Restraint should last for the shortest time possible to achieve its purpose.</p>
3: Guidance	<p>iCollege acknowledges the importance of protecting the young person's interests and the need to understand the sensitivities, sensibilities, perceptions of situations, emotional state and levels of understanding of children and young people together with a flexible approach depending on age, gender, physical development and the characteristics of any special educational needs. The United Nations Convention clearly sets out the Human Rights of children.</p> <p>Particular reference has been made in writing this guidance to DfE Circular 10/98 (The Use of Force to Control or Restrain Students), 'Reducing the Need for Restraint and Restrictive Intervention' June 2019, West Berkshire Physical Intervention policy June 2002 and guidance on restraint issued by West Berks Social Services.</p>

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	<p>Corporal punishment was banned in 1986 after a ruling in the Court of European Rights. Physical restraint of learners must not be used as a punishment. Also physical restraint must not involve the deliberate use of hurt for punishment and control. This would not only be illegal but entirely incompatible with a positive behaviour policy.</p> <p>The Education Act 1966 forbids corporal punishment, but allows reasonable force to be used to prevent a student from:</p> <ul style="list-style-type: none"> • committing a criminal offence • injuring themselves or others, including staff and students • a significant threat of or actual damage to property. • acting in a way that is counter to maintaining good order and smooth running of the school community. • There are also more extreme cases, such as action in self-defence or in an emergency, when it might be reasonable for someone to use a degree of force. • Teachers and support staff are able to use force if necessary, provided they have been authorised by the Headteacher to have control or charge of students. People with such authorisation might include teaching assistants, people accompanying students on visits, etc. The Headteacher will keep an up-to-date list of authorised people, through the SCR (Single Central Register).
<p>4: Implementation</p>	<p>Physical intervention is only one aspect of behaviour management and its use must be carefully considered within the wider context of other measures to diffuse difficult situations. The long-term aim is to help student's better control their own behaviour.</p> <p>All staff who may need to intervene physically must clearly understand the options and strategies open to them, and what is and is not, acceptable.</p> <p>The use of physical intervention must be carefully regulated and systematically monitored. iCollege recognises that the manual handling of students, is a specialised skill and specific training should be provided in these circumstances to any staff who may need to regularly assist or manually handle people. All our staff receive 'Team Teach' and Therapeutic thinking skills training.</p> <p>Whilst physical intervention may sometimes be necessary it should normally be a last resort, and must be seen as only one part of the iCollege's wider behaviour management strategy.</p> <p>Staff should always try to deal with a situation through other strategies, before using reasonable force. All staff should use developed strategies and techniques for dealing with difficult children, which should be used to defuse and calm the</p>

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	<p>situation.</p> <p>The aim is always to establish good order, and any action likely to exacerbate the situation needs to be avoided.</p> <p>In a crisis situation, physical intervention can be avoided by dialogue, diversion and clear instructions.</p> <p>A range of approaches relevant to gender, age level of physical development and any special educational needs, should be employed.</p> <p>The safety of staff, the requirement of risk assessments and the recommendation that establishments experiencing a significant number of incidents where physical intervention is necessary, appoint a member of staff to take a lead role on this work</p>
<p>5: Definition of Terms</p>	<p>5.1 Acceptable physical intervention can take several forms:</p> <ul style="list-style-type: none"> • Physically interposing between students • Block a student's path • Holding • Pushing/pulling • Leading/guiding a student using 'caring c's (just above elbow) • Using more restrictive holds (in extreme circumstances) <p>In exceptional circumstances where there is immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of reasonable force. For example, to prevent a student from running off a pavement onto a busy road.</p> <p>5.2 Reasonable force</p> <ul style="list-style-type: none"> • The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students. • Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. • 'Reasonable in the circumstances' means using no more force than is needed. • As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom. • Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

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	<ul style="list-style-type: none"> • School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student. <p>5.3 Unacceptable physical intervention</p> <ul style="list-style-type: none"> • Any corporal punishment • Holding a student around the neck, by the hair or by the ear • Slapping, punching or kicking a student • Twisting or forcing limbs against a joint • Tripping up a student • Holding a student face down on the ground <p>A panel of experts identified that certain restraint techniques presented an unacceptable risk when used on children and young people. The techniques in question are:</p> <ul style="list-style-type: none"> • the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing; • the 'double basket-hold' which involves holding a person's arms across their chest; • the 'nose distraction technique' which involves a sharp upward jab under the nose. <p>Staff should always avoid touching or holding a student in a way that might be considered indecent.</p> <p>5.4 Circumstances in which physical intervention may be needed</p> <p>There are three main circumstances in which physical intervention may be necessary:</p> <ul style="list-style-type: none"> • Where action is necessary in self-defence or because there is an imminent risk of injury • Where there is a developing risk of injury or significant damage to property • Where a student is behaving in a way that is compromising good order and discipline <p>Staff should always consider carefully whether physical intervention is appropriate. They should try to deal with a situation through other strategies before using force.</p> <p>All staff need developed strategies and techniques for dealing with difficult students which they should use to defuse and calm the situation, particularly</p>
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	<p>where there is no direct risk to people and property, e.g.</p> <ul style="list-style-type: none"> • Send for another adult to assist • Ask for support from the Lead Teacher/Pastoral Manager/SLT • Take charge of the situation by asking those concerned to talk in private away from the crowd but with another adult present • Ask other students (the audience), to move to another area • Request for witnesses to the incident <p>As the aim is establishing good order, any action which could exacerbate the situation needs to be avoided.</p> <p>The possible consequences of intervening physically, including risk of increasing the disruption or actually provoking an attack, need to be carefully evaluated.</p> <p>Physical intervention should never be used as a substitute for good behaviour management.</p> <p>For further guidance see West Berkshire Council Physical Management Guidance.</p>																							
<p>6: Protocols and Procedures</p>	<p>6.1 Physical Intervention by Authorised Staff</p> <table border="1" data-bbox="549 1144 1018 1339"> <tr> <td rowspan="4" style="text-align: center; vertical-align: middle;">By</td> <td>Holding</td> </tr> <tr> <td>Detaining</td> </tr> <tr> <td>Moving</td> </tr> <tr> <td>Restriction of</td> </tr> </table> <table border="1" data-bbox="549 1368 1458 1912"> <tr> <td></td> <td></td> <td>As response to specific behaviour</td> <td>- Agreed by staff</td> </tr> <tr> <td rowspan="2" style="text-align: center; vertical-align: middle;">As</td> <td colspan="2">Planned educational strategy</td> <td>- Part of policy</td> </tr> <tr> <td></td> <td>As response to specific student/s</td> <td>- Included in SAP/IEP - Agreed by all - Reviewed</td> </tr> <tr> <td rowspan="2" style="text-align: center; vertical-align: middle;">As</td> <td colspan="2">Crisis intervention</td> <td></td> </tr> <tr> <td></td> <td>Following iCollege policy guidance and good practice</td> <td>Recorded as incident and monitored Parents notified</td> </tr> </table>	By	Holding	Detaining	Moving	Restriction of			As response to specific behaviour	- Agreed by staff	As	Planned educational strategy		- Part of policy		As response to specific student/s	- Included in SAP/IEP - Agreed by all - Reviewed	As	Crisis intervention				Following iCollege policy guidance and good practice	Recorded as incident and monitored Parents notified
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6.2 Searching students without consent

Students may only be searched for the following prohibited items.

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

Force cannot be used to search for items prohibited under iCollege rules.

Searching students should only take place in the presence of a member of the SLT (HT, AHT, unit LT). They should be conducted by a staff member of the same sex as the student, and must not include intimate touching or strip-searching.

A student's consent should be requested first. If the student does not give consent, their parent should be invited to be present during the search. If the student is suspected of concealing drugs or stolen property, it is appropriate for the Headteacher, AHT, LT, PM to contact parents and possibly involve the police.

6.3 Other physical contact with students

It is not illegal to touch a student. There are occasions when physical contact, other than reasonable force, with a student is proper and necessary.

Examples of where touching a student might be proper or necessary:

- Holding the hand of the student at the front/back of the line when going to assembly or when walking together around the school/out in public;
- When comforting a distressed student;
- When a student is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.

6.4 Students with SEND

Account needs to be taken of any particular special need and/or disability that a student might have. Under the Disability Equality Duty in the Equality Act 2010, schools have two key duties:

- to treat a disabled person more favourably than a person who is not disabled; and
- make changes to our practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what we offer to the same extent that a person without that disability can (refer to the Equality Policy for more information).

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	<p>Positive Handling guidelines will be developed for SEND students identified as being at the greatest risk of needing restrictive physical interventions in consultation with the student (when appropriate), parents and the Inclusion Manager as part of their Education and Health Care Plan (EHCP) and Statutory Assessment Provision (SAP).</p> <p>Attention will be given to the student's individual needs or disability. These plans will set out techniques that should be used and be compatible with the student's statement and recorded in student records, in order to minimise the risk of the need to use restraint.</p> <p>6.5 Procedure following a restraint situation</p> <ul style="list-style-type: none"> • Decide if a disciplinary measure is to be taken • Inform student's parents/carers of both incident, procedure and sanction applied • Ask student to contribute to incident report form, where appropriate • Restraining staff to complete incident report form(s) • Witnessing staff to complete incident report form(s) • Incident entered on 'CREST' • Copies of all reports in student file and office Incident Report File • Set up a restorative practice meeting/contract • Remember that the principles of 'Team Teach' and 'Therapeutic thinking' should be applied at all times.
<p>7: Authorisation of staff</p>	<p>Authorisation is given to all staff, on condition the actions falls into the categories stated above. iCollege will not support any other action. The Headteacher can give this authorisation to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on an iCollege organised visit.</p> <p>The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the students when doing so.</p>
<p>8: Involvement of parents/carers</p>	<p>Parents/carers of a student involved in an incident will be asked to attend a meeting to discuss it. The Headteacher or a member of staff to whom the incident is reported will need to consider whether that should be done straight away or after school. The request may be given by phone but also has to be written formally.</p> <p>A student assessed to be at risk of needing physical intervention should be the</p>

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	<p>subject of a formally recorded plan.</p> <p>This plan should:</p> <ul style="list-style-type: none"> • outline the strategies which will be used to defuse situations • give techniques staff will normally aim to use and those which would be inappropriate • be reviewed at least 3 monthly and revised as appropriate, with all relevant staff informed • be made known to parents / carers and relevant professionals • be placed in the student's personal file <p>Parents/carers and the student themselves should be involved in the proposed strategy and obtain parents/carers' written agreement to behaviour management plans prepared for their children.</p>
9: Risk Assessments	<p>Risk assessments</p> <ul style="list-style-type: none"> • are required of employers under Health and Safety legislation • identify preventative and protective measures which need to be put in place • should be co-ordinated with the strategies in the student's plan • help to indicate training needs • should always be undertaken for students with known severe SEMH <p>Personal staff and student medical conditions should be taken into account when physical restraint is considered.</p>
10: Recording and Monitoring Incidents	<p>Written reports of all incidents of physical interventions should be written on the incident report form (appendix 1), and kept in the PI or Incident Report confidential file in each unit's admin office.</p> <p>Copies should be given to the parents/carers of the student concerned, class teachers and in the individual student files.</p>
11: Complaints	<p>In the event of an incident the policy and procedures must be adhered to in order to avoid any complaints. In the event of a complaint, however, a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or under child protection procedures.</p> <p>In the unlikely event that a complaint results in a disciplinary hearing, a criminal prosecution or in a civil action brought by the student or the parents/carers, the panel or court would have regard to the provisions of law, and it would also be likely to take account of the policy on restraint, whether that had been followed, and the need to prevent injury, damage or disruption, in considering all the circumstances of the case.</p>
12: Associated policies and guidance	<p>Child Protection & Safeguarding Policy Health & Safety Policy Parents/Carers Complaints Policy West Berkshire Council Physical Management Guidance Team Teach training and principles CREST Portal Accident/Incident Guidance</p>

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13: Change Record				
Version Number	Date Approved	Management Committee Minute Reference	Description of Amendments	Date
1			New policy	Dec 2017
2	12.11.19	SWC	Reviewed and amended by FM-Contacts and KCSIE	Oct '19
Approved by: Signed:		SWC		
Print name:		K.Reeve (esigned)		
Position:		Chair SWC		
Date:		12.11.19		
Review date:		Oct 2021 SWC and TLC committees		

Keeping Children Safe in Education September 2019

All staff with the iCollege understand the need to safeguard and promote the welfare of children; this includes protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Children includes everyone under the age of 18.

Appendix 1

Incident / Accident Report Form	
Location:	Choose Location
Date:	



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Time:		
Incident address: (if different from above)		
Cause:	Choose a cause	
Consequence:	Choose a consequence	
Description of incident/accident: This should describe the incident/accident and should give details of what caused it, how it happened, where it happened and any injury.		
Name of party that caused incident/accident: (Name, Student/Staff/Visitor etc.)		
Injured party: (Name, Student/Staff/Visitor etc.)		
Address of Injured party:		
Witness: (Name, Student/Staff/Visitor etc.)		



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Management action taken:			
Input what management actions have been taken. E.g. First aid, Hospital treatment, Emergency services informed, Risk assessments, Training, Procedures reviewed, Punishment.			
Parents/Carers informed:			
Completed by: (State position)			
Signature:		Date Reported:	