



RUSHEY MEAD ACADEMY
PHYSICAL INTERVENTION POLICY

Physical Intervention Policy

It is recognised that in specific circumstances of serious threat to students, staff or property, it is necessary to use techniques that may involve some physical restraint in order to ensure the health and safety of all.

This policy should be read in conjunction with the school's Behaviour Policy.

Staff Training

Staff are encouraged to take up the opportunity of participating in the Team Teach Positive Handling techniques training provided regularly in school. On successful completion of the training, staff will be expected to develop their skills by periodically attending updates.

Staff who have been trained to an appropriate level are sanctioned to use restrictive physical interventions (see training register – held on SIMS). However, in an emergency the use of physical intervention by other staff can be justified if it is the only way to prevent injury or to prevent an offence being committed. The use of physical intervention should be reasonable and proportionate and, would be expected to reflect the person's previous training in the appropriate use of Positive Handling Strategies.

A register of Team Teach trained staff and staff authorised to apply Team Teach Positive Handling techniques is held with the Vice Principal.

Use of Restrictive Physical Intervention

Staff may use, in relation to any student at the school, such force as is reasonable in the circumstances for the purpose of preventing the student from doing (or continuing to do) any of the following:

- i. Committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility).
- ii. Causing personal injury to, or damage to the property of, any person (including the student her/himself).
- iii. Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether that behaviour occurs in a classroom during a teaching session or otherwise.

It applies where a member of staff of the school is:

- i. On the premises of the school, or
- ii. elsewhere at the time when, as a member of its staff, they have lawful control or charge of the student concerned (e.g. school trip).

Ref: 1098, section 550A, 1996 Education Act, The use of force to control or restrain pupils (guidance for schools in England – D for C, S & F March 2010, Guidance received from Team Teach Training.

Recording

Incidents where physical interventions have been used should be reported to the Vice Principal or in his absence the Principal. A Physical Intervention Form (format adopted throughout the LA) should be completed within 24 hours after the incident, and attached in the Physical Intervention Records Book, which is held in the Vice Principal's office. It is recommended that staff seek advice from a senior colleague when completing the report. The contents of the incident book shall be reviewed on a half termly basis or earlier if necessary and appropriate action taken. Parents are always notified that a physical intervention has taken place and have access to any documents they require in relation to the incident.

Following a physical intervention a Positive Handling Plan (Appendix A) may be completed if the debrief suggests this is necessary for the student/s involved. If the student/s already has a Positive Handling Plan then the plan will be reviewed. If appropriate a Risk Assessment will be completed (Appendix B).

Post Incident Management

Incidents that require the use of restrictive physical intervention can be upsetting to all concerned. After the incident has subsided the staff and student involved will be given emotional support. They will be provided with an opportunity to talk about what happened with a member of the team in a calm and safe environment.

Parents or carers will be advised as soon as possible of an incident involving their child and given the opportunity to discuss it.

Complaints

Complaints will be dealt with by a committee of the Academy Council. The use of restrictive physical interventions must always be considered within the wider context of other measures. These include establishing and maintaining good relationships with students and using diversion, diffusion and negotiation to respond to difficult situations. Use of a physical intervention that is unwarranted, excessive or punitive is not acceptable. Failure to comply with this principle, when considering or using physical force, should be dealt with under school disciplinary procedures.

Monitoring, Evaluation and Review

The Principal and Academy Council have a statutory responsibility for school behaviour and discipline. The policy will be promoted and implemented throughout the school. The policy along with other school policies will be available on the school website. The Principal will ensure that all staff are supported and have the opportunity to attend an appropriate training course including Positive Handling Strategies.

Next Review due: April 2020

Rushey Mead Academy Physical Intervention Policy

Version	Date	Author	Reason for Change
0.1	14.04.2015	ARU	Amended wording of Assistant Headteacher to Deputy Headteacher
0.2	08.06.2016	ARU/JYO	Amended wording of Deputy Headteacher to Vice Principal. Renewal of policy.
0.3	15.04.2020	RGR	Review of policy.

Appendix A

Rushey Mead Academy

Positive Handling Plan

Name..... **Form**.....

Date.....

TRIGGER Behaviours: (Describe common behaviours/situations which are known to have led to Positive Handling being required. When is such behaviour likely to occur?)

TOPOGRAPHY of behaviour: (Describe what the behaviour looks/sounds like?)

Preferred Supportive and Intervention Strategies: (Describe strategies that, where and when possible, should be attempted before positive techniques are used)

- Reassurance
- Negotiation
- Choices/Limits
- Humour
- Verbal advice and support
- Distraction
- Consequences
- Planned ignoring
- Distraction (known key words, objects etc)
- Withdrawal
- Success reminder
- Transfer adult (Help Protocol)
- Time out offered/Time out directed
- Observed/Unobserved (delete as appropriate)
- Others?

Please state at least three Praise Points/Strengths: Areas that can be developed and built upon.

1:

2:

3:

Medical Conditions that should be taken into account before physically intervening: i.e. Asthma, Brittle bones.

Preferred Handling Strategies: (Describe the preferred holds: standing, sitting, ground, stating numbers of staff, what 'get outs' that can be used when holding etc)

De-briefing process following incident: (What care is to be provided)

It is agreed that the Positive Handling Plan outlined above be put into place.

Please sign

Please print name

Date

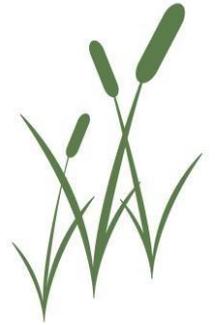
School:

Parents/Carers:

Appendix B

Rushey Mead Academy

Risk Assessment of Students Who Present Challenging Behaviour



Name of student..... **Form**.....

Subject.....

Name of teacher.....

Identification of Risk	
Describe the foreseeable risk	
Is the risk potential or actual?	
Who is affected by the risk?	
Assessment of Risk	
In which situations does the risk usually occur?	
How likely it is that the risk will arise?	
If the risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Assessment completed by.....

Signature..... **Date**.....

Risk Reduction Options			
Measures	Possible options	Benefits	Drawbacks
Proactive interventions to prevent risk			
Early interventions to manage risk			
Reactive interventions to respond to adverse outcomes			

Agreed Behaviour Management Plan and School Risk Management Strategy		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risk		
Early interventions to manage risk		
Reactive interventions to respond to adverse outcomes		

Agreed by:
Parent or carer..... **Date**.....

Communication of Behaviour Management Plan and School Risk Management Strategy		
Plans and strategies shared with:	Communication method	Date actioned

Identified training needs	Training provided to meet needs	Date training completed

Evaluation of Behaviour Management Plan and School Risk Management Strategy		
Measures set out	Effectiveness in supporting the student	Impact on risk
Proactive interventions to prevent risks		
Early interventions to manage risks		

Reactive interventions to respond to adverse outcomes		
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Actions for the Future

Plans and strategies evaluated by:

..... **Date**.....