WOOLDANDS SCHOOL PHYSICAL INTERVENTION POLICY

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WOODLANDS SCHOOL PHYSICAL INTERVENTION STATEMENT

We are a Rights Respecting School, and this policy is underpinned by our continued work of our commitment to UNICEF and the UN Convention of Rights of the Child.

This policy links directly to the following articles of the UN Convention of the Rights of the child.

Children's rights and responsibilities:

- Article 3 - The best interests of the child must be a top priority in all things that affect children.
- Article 6 - Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.
- Article 19 - Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Introduction

Woodlands School is a community special school that provides an appropriate education for pupils aged 2-19 with severe and profound and multiple learning difficulties. For some children and young people their learning difficulty may mean that they present with a range of behaviours that challenge the adults that work with them.

This policy follows the CSA policy on the care and control of pupils and **must** be read in conjunction with the school's Behaviour Support Policy. This clearly states the agreed principles underpinning our approach to pupils who may exhibit a range of behaviours and the other school policies relating to interaction between adults and pupils, child protection and health and safety. The Behaviour Support Policy emphasises the importance of analysing root causes of behaviours and the development of strategies or formal plans, in particular identifying pro-active, active, re-active and post incident strategies.

The policy has been prepared for the support of all teaching and support staff who come into contact with pupils to explain the school's arrangements for physical intervention.

Purpose of policy:

Good personal and professional relationships between staff and pupils are vital to ensure good order in our school. It is recognised that the majority of pupils in our school respond positively to the proactive approaches to behaviour support practised by staff. This ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required. Woodlands acknowledges that physical techniques are a very small part of our holistic approach to behaviour support and only used as a last resort when all other behaviour support strategies have failed or when pupils, staff or property are at risk. At all times the following applies:

- Physical restraint is the last resort and has to be absolutely necessary.
- It must involve the least amount of force for the least amount of time.
- The aim is to support recovery and enable the learner to calm.
- In a crisis the best protection advice is for staff to do everything possible not to intervene.
- It should be rarely necessary whilst recognising that some learners' behaviour is such that it is necessitated no matter how good one's behaviour management and when that is the case it must be done well.

Every effort will be made to ensure that all staff in this school:

- Clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary.
- Are provided with appropriate training or staff who have had appropriate training to deal with these difficult situations.

Implications of the policy:

The 2006 Education Act (Section 93) stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- Placing him/herself at risk.
- Placing other pupils or staff at risk.
- Behaviour leading to damage to property or committing a criminal offence.
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).

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 or the consequences it is intended to prevent.

Individual members of staff cannot be required or directed to use physical restraint. However, as teaching and non-teaching staff work in 'loco parentis' and should always operate with an appropriate 'Duty of Care', should the school's policy not be adhered to by individuals, it is not unforeseeable that claims of negligence could be levied against them.

The application of any form of physical control 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.

The school has trained staff in the Team Teach method (accredited by ICM- Institute of Conflict Management). The Team Teach aims and guidelines are central to our approach and are incorporated within this policy.

For the majority of the time there will be no need for physical intervention and other methods can be used to de-escalate situations or prevent inappropriate behaviour. Any response to challenging behaviour should be reasonable, proportionate and necessary.

Working Realities

"Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe" George Matthews - Founder

The Legal Context

The document that concerns us most is Section 93 of the Education and Inspections Act 2006. This led to a Circular which sets out guidelines for the use of reasonable force.
When circumstances justify, staff can:
• Hold a pupil using agreed Team Teach techniques,
• Physically interpose between pupils,
•Move a pupil using agreed Team Teach techniques.

Decisions on whether the precise circumstances of an incident justify the use of significant force must be reasonable. Sometimes such decisions have to be made quickly, with little time for reflection. Nevertheless, staff need to make the clearest possible judgements about:

a) The seriousness of the incident, assessed by the effect of the injury, damage or serious disorder. The more severe, the more likely it is that using force may be justified.
b) The chances of achieving the desired result by other means. The lower the probability of achieving the desired result by other means, the more likely it is that using force may be justified; and
c) The relative risk associated with the physical intervention compared with using other strategies. The smaller the risks associated with physical intervention compared with other strategies, the more likely it is that using force may be justified.

Examples of situations.

a) A pupil attacks a member of staff, or another pupil.
b) Pupils are fighting, causing risk of injury to themselves or others;
c) A pupil is committing, or on the verge of committing, deliberate damage to property.
d) A pupil is causing, or is at risk of causing, injury, or damage by accident, by rough play, or by misuse of dangerous materials or object.
e) A pupil escapes from a class or tries to leave school other than at an authorised time. Refusal of a pupil to remain in a particular place IS NOT enough on its own to justify use of force. It would be justifiable where allowing a pupil to leave would:
    i) Entail serious risks to the pupil's safety (taking into account age and understanding), to the safety of other pupils or staff, or of damage to property; or
    ii) Lead to behaviour that prejudices good order and discipline.

Training and Authorisation of Staff

The staff to which the power to use reasonable force are defined in Section 95 of the Education and Inspections act 2006.

They are-

a. any teacher who works at the school,
b. any person whom the head has authorised to have control or charge of pupils, This:
    i) Includes support staff whose job normally includes supervising pupils, learning mentors and lunchtime supervisors.
    ii) Can also include people to whom the head has given temporary authorisation to have control or charge of pupils, such as paid members of staff whose job does not normally involve supervising staff.

Only staff who have satisfactorily completed Team Teach training are authorised to use the taught Physical Intervention techniques. A list of staff who have completed this training is maintained by the

school and reported to Governors. Once staff have received their full training, refresher training will take place annually.

Accepted Physical Interventions to be used

Listed below are the accepted Team Teach strategies that have been taught to staff.

Guides, escorts, and restraints:

These provide a graded and gradual response aimed at intervening with the appropriate amount of reasonable force. Restraints where 2 adults are used will be deemed as a more restrictive hold. As the level of physical intervention increases so does the risk of injury to all concerned; staff need to carry out dynamic risk assessments based on the situation as to the level at which they are going to intervene.

Low Risk Guides / Personal Safety Responses

- Clothing Grab Disengagement
- Tube Grip
- Arm Disengagement
- Show and Go
- Offer Hand and Arm

Physical Intervention

- Fix and Stabilise (neck protection)
- Hair Disengagement
- Bite Disengagement
- Help Hug
- Open The Oyster
- Caring C guide

Restrictive Physical Intervention

- Bite Jaw Manipulation
- Single Person Double Elbow Escort
- 2 Person Graded Hold (single / double elbow and figure of 4)
- Small Child Bean Bag
- Small Child Escort
- Temporary Physical Containment (seclusion/isolation)

NB. Ground Recovery holds are the most restrictive and carry the highest risk. Therefore, staff are not taught floor holds.

Training on Physical Intervention given to staff will include sections on the background, theory, and rationale behind the Team Teach approach as well as an understanding of personal space and body language before any physical intervention techniques are taught.

Any Physical Interventions used will need to take account of age, cultural background, gender, stature, and medical history of the student involved.

Physical Intervention is never seen in isolation at Woodlands School. It is but one strategy available to staff and should always be seen as a last resort when all other strategies have failed. Physical interventions can be placed in 2 broad categories:

- Emergency Interventions:

An emergency physical intervention may be necessary if a situation arises that was not foreseen, is uncharacteristic of the pupil and requires a rapid response. Members of staff retain their duty of care to pupils and any response, even in an emergency, must be proportionate to the circumstances. Staff should use the minimum force necessary to prevent injury and maintain safety, consistent with the training that they have received. Wherever possible assistance will be sought from another member of staff.

- Planned Interventions and Positive Handling Plans:

Planned interventions involve staff employing, where necessary, one or a combination of the strategies mentioned in the previous section as an agreed response to an identified behaviour. This will be documented in a Behaviour Support Plan. (Ref: Behaviour Support Policy 2020). The Plan will list the accepted strategies to be used, including both de-escalation methods and Physical Intervention techniques. These plans will be written jointly by the class teacher and a Team Teach trained member of staff.

Risk assessment

Whenever it is foreseeable that a pupil might require a Physical Intervention, then a Physical Intervention Risk Assessment must be completed. It is essential that the outcome of any assessments are known to all relevant staff and other parties, such as parents/carers. The assessment process should be documented on a Physical Intervention Risk Assessment Form. (Appendix 1) used in conjunction with the Physical Intervention Guide (Appendix 3)

When undertaking this assessment:-

- Involve relevant agencies who may have an involvement with the individual, and their family members;
- Involve key people such as health professionals, social workers, specialist challenging behaviour nurse, psychologist etc. where necessary;
- Identify behaviours and settings that result in harm or damage from past incident reports/records;
- Document the agreed management strategies and the risk levels;
- If risks of intervening remain high risk, seek specialist advice and support;
- Agree review date and monitor that the protocols and management strategies are working effectively;
- Communicate the outcome of the risk assessment and management strategies/protocol to all relevant parties;
- Implement necessary training if training needs are identified.

When the need for Restrictive Physical Intervention is agreed, it is important that appropriate steps are taken to minimise the risks to staff and pupils. Adequate staff must be available to safely complete any holding and restraint that is undertaken as part of a planned strategy.

It is essential that following any intervention, risk assessments are reviewed. It may be necessary to call a formal review meeting and revise the risk assessment and management plan. When reviewing the risk assessments, it is important to review trends, personality dynamics, factors surrounding the incident, what happened in the days and hours beforehand to look for triggers or contributing factors.

The use of a physical intervention will be the outcome of a professional judgement made by staff on the basis of this school policy, it is avoided whenever possible and will not be used for staff convenience.

Staff are not expected to intervene physically against their better judgement nor are they expected to place themselves at unreasonable risk. In such circumstances, they must take steps to minimise risks. For example, by removing other pupils and calling for assistance.

Reporting and Monitoring of Incidents.

After a Restrictive Physical Intervention has taken place, the following steps will be taken:

- A Restrictive Physical Intervention Incident Record will be completed as soon as possible (and within 24 hours). See Appendix 2
- The incident will be logged on CPOMS and the Physical Intervention Incident Record uploaded.
- Parents / Carers will be informed by telephone by the Class Teacher, Deputy Head teacher or Head teacher.
- Any injuries will be recorded following the normal school procedures.
- The Head teacher / Deputy Head teacher will check that there is no cause for concern regarding the actions of adults involved. If it is felt that an action has 'caused or put a child at risk of significant harm' the Head teacher will follow the school's child protection procedures and also inform parents/carers.
- Debriefing will be had for all those involved following an incident of Physical Intervention and support available by the Head teacher, Deputy Head teacher or Class Teacher.

Appendix 1

PHYSICAL INTERVENTION RISK ASSESSMENT

School: Woodlands School		Risk assessment completed by:
Name of child:	DOB:	Year:
Identification of Risk		
Describe the foreseeable risks:		
Is the risk:	Potential	Occurring
Assessment of risk		
In which situations does the risk usually occur?		
How likely is it that the risk will occur? Please use the matrix at the bottom of this form to determine the likelihood) Highly Unlikely ❑ Unlikely ❑ Likely/Possible ❑ Highly Likely ❑ Frequent ❑		
If the risk arises, who is likely to be injured or hurt? Staff ❑ Students ❑ Members of the public ❑ Other (Please state) ___himself_____		
What kinds of injuries or harm are likely to occur?		
How serious are the adverse outcomes? Please use the matrix at the bottom of this form to determine severity. Nil ❑ Low ❑ Medium ❑ High ❑ Major ❑		
Risk Rating Score – (Likelihood Score x Severity Score) The matrix on the bottom of this form will determine the Risk Rating Low Risk ❑ Medium Risk ❑ High Risk ❑		
Risk Reduction Options		
What actions are being taken to minimise the level of risk? (Consider changes to environment, awareness of triggers, de-escalation strategies, varying staff deployment, varying teaching group/size, access to quiet area etc – including physical intervention as a last resort.)		

How likely is it that the risk will occur once these risk reduction options are in place?(Please use the matrix on the bottom of this form to determine the likelihood) Highly Unlikely ❑ Unlikely ❑ Likely/Possible ❑ Highly Likely ❑ Frequent ❑
How serious are the adverse outcomes? Please use the matrix on the bottom of this form to determine severity. Nil ❑ Low ❑ Medium ❑ High ❑ Major ❑
What is the Risk Rating Score once these risk reduction options are in place – (Likelihood x Severity) The matrix on the reverse of this document will now determine the revised Risk Rating Low Risk ❑ Medium Risk ❑ High Risk ❑

Signed:	Role: Class Teacher	Date:
Signed: *S.Peachey*	Role: Deputy Headteacher	Date:
Signed:	Role: Parent / Carer	Date:

1-4	Low Risk	**No Physical Intervention** necessary. Outline strategies on Behaviour Support Plan (if it is deemed necessary for the student) to support the student and reduce the likelihood of challenging behaviour occurring.
5-10	Medium Risk	Outline strategies on Behaviour Support Plan to support the student and reduce the likelihood of challenging behaviour occurring. Including the use of **Physical Intervention** where necessary.
12-25	High or Very High Risk	Outline strategies on Behaviour Support Plan to support the student and reduce the likelihood of challenging behaviour occurring. Including the use of Physical Intervention and/or **Restrictive Physical Intervention** where necessary.

Determining a Risk Rating

Determine how likely an incident needing physical intervention is to occur;

• Highly Unlikely	Only under a very rare combination of circumstances /conditions could there be any likelihood of an incident
• Unlikely	Possible occurrence if other factors were present the incident might occur but the probability of this is low.
• Likely/Possible	The incident may happen.
• Highly Likely	If the prevailing circumstances continue it is probable an incident will occur.
• Frequent	If the work continues as it is, there is almost a 100% certainty an incident will happen.

Identify the degree of potential harm/damage (Severity) resulting from not intervening;

Nil	Nil – No harm
• Low	Low – Low to minor harm or upset. Injuries or ill health causing no significant long term effects and no significant absence from work
• Medium	Medium – Injuries or ill health causing short term disability/absence from work or school (over three days absence)
• High	High – Major injuries or ill health causing long term disability/absence from work or school
• Major	Major – Death

Severity x Likelihood = Risk Rating

			Severity				
			Nil 1	Low 2	Medium 3	High 4	Major 5
Likelihood	1	Highly Unlikely	1	2	3	4	5
	2	Unlikely	2	4	6	8	10
	3	Likely/Possible	3	6	9	12	15
	4	Highly Likely	4	8	12	16	20
	5	Frequent	5	10	15	20	25

Appendix 2:

RESTRICTIVE PHYSICAL INTERVENTION INCIDENT RECORD

Name of young person:	Name of person writing report:
Date & time of incident:	Location of incident:
Name(s) of staff involved:	Name (s) of witnesses:
CPOMS incident log completed: Yes No	
Reason for intervention: • Injury to a person • Damage to property • Criminal offence • Serious disruption • Absconding	External agencies informed • Medical staff • Parent/carer • Social worker • Police • other
Describe events leading up to the incident:	

Behaviours that occurred:		
Verbal abuse	Slapping	Punching
Biting	Pinching	Sitting
Kicking	Hair Grab	Neck Grab
Clothing Grab	Bod holds	Arm Grab
Weapons/missiles	Head butting	Self-mutilation
Pushing	Disruption	Damage to property
Who was at risk?		

Describe any changes made to routines, staff or environment in an attempt to reduce the risk:	
Diversions Distractions & De-escalation strategies attempted:	
Verbal advice	Limited choice
Clear directions	Distraction
Negations	Planned ignoring
Take u time	Consequences
Time out	Humour
Change of staff	Success reminders

Appendix 3

Physical Intervention Guide

Type of Intervention	Behaviour Support Plan	Physical Intervention Risk Assessment (Medium risk)	Physical Intervention Risk Assessment (High/ Very high risk)
Clothing Grab Disengagement	✓		
Tube Grip	✓		
Arm Disengagement	✓		
Show and Go	✓		
Offer hand and arm	✓		
Fix and Stabilise (neck protection)		✓	
Caring 'C' guide		✓	
Hair Disengagement		✓	
Bite Disengagement		✓	
Help Hug		✓	
Open the Oyster		✓	
Bite – Jaw Manipulation			✓
Single person double elbow escort			✓
Small child bean bag			✓
Small child escort			✓
Two person graded hold (single /double elbow, figures of 4)			✓
Temporary physical containment (seclusion, isolation)			✓
Seclusion - isolating a child			✓

A Restrictive Physical Intervention form needs to be completed each time a Restrictive Physical Intervention hold is used. If a Physical Intervention is used that is not restrictive it need to be logged on CPOMS only.