

# Canonbury Primary School

## Physical Intervention Policy

### October 2011

#### School Values and Policies

At Canonbury we have agreed the following values which are reflected in our work and policies:

*“Canonbury Primary School will be a special place full of learning, laughter, friendship and fun where children are happy and valued, feel safe and respect others.*

*At Canonbury, we aim to provide the best primary education in a stimulating environment, so that every child realises his or her potential. We will instil a love of learning inspired by quality teaching, nurturing and developing individual strengths and talents. We believe every child is entitled to enjoy his or her childhood. We will encourage and celebrate creativity, original thinking and imagination as well as effort and achievement. We will teach the importance of moral values and showing consideration for others.*

*At the end of their time at Canonbury, our children will be confident and rounded young people ready to seize the opportunities that lie ahead of them. Our vision is to equip all our children with the knowledge, skills and values they will need to lead happy and rewarding lives.”*

The school's positive behaviour management policy outlines how staff at Canonbury school create and maintain good order and relationships through positive approaches. These approaches are successful for the vast majority of the time. This policy on the use of restrictive physical interventions supplements the main behaviour policy. Both should be read in conjunction with the school SEN policy, the Health & Safety policy, and the Child Protection policy.

#### Purpose of this policy

This policy aims to give all members of the school community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the values and principles described above. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff at school will fulfil their responsibilities in those circumstances.

The School's designated child protection officer will be responsible for ensuring that staff and parents are aware of the policy. He/she will ensure that any necessary training/awareness-raising takes place so that staff know their responsibilities.

#### Physical touch

The staff at Canonbury school believe that physical touch is an essential part of human relationships. In our school, adults may well use touch to prompt, to give reassurance or to provide support in PE.

To use touch/physical support successfully, staff will adhere to the following principles. It must:

- be non-abusive, with no intention to cause pain or injury
- be in the best interests of the child and others
- have a clear educational purpose (e.g. to access the curriculum or to improve social relationships)
- take account of gender issues

At our school our designated child protection officer, Diane Thompson, is responsible for ensuring that relevant staff are aware of any pupil who finds physical touch unwelcome. Such sensitivity may arise from the pupil's cultural background, personal history, age etc.

What do we mean by 'physical intervention'?

It is helpful to distinguish between:

Definition	Example	
Non-restrictive physical interventions. (As already stated touch/physical contact is a small but important and natural part of teacher-pupil relationships in our school).	Either where the child's movement is not restricted or where the child is held supportively but such that they will be released immediately should they so wish	For example: <ul style="list-style-type: none"> <li>• guiding/shepherding a person from A to B</li> <li>• use of a protective helmet to prevent self-injury</li> <li>• removal of a cause of distress</li> </ul>
Restrictive physical interventions	Prevent, impede or restrict movement or mobility. Restraint. To use force to direct.	For example: <ul style="list-style-type: none"> <li>• isolating a child in a room</li> <li>• holding a pupil</li> <li>• blocking a person's path</li> <li>• interpositioning</li> <li>• pushing/pulling</li> </ul>

and between:

Emergency/unplanned interventions	Occur in response to unforeseen events
Planned interventions	In which staff employ, where necessary, pre-arranged strategies and methods which are based on a risk assessment and recorded in an individual plan for the management of a pupil

When is restrictive physical intervention permissible at Canonbury school?

Restrictive physical intervention is rarely used at Canonbury school. However, it will be necessary when its aim is to prevent a pupil injuring themselves or others (For example, pupils pushing one another in a dangerous manner on a staircase, or a pupil attempting to bite a member of staff), or to prevent them damaging property (For example, pupils throwing a heavy object at/near to expensive computer equipment). [Section 550A, DFES Circular 10/98]

Section 550A also allows the use of force 'to prevent a pupil from engaging in any behaviour prejudicial to maintaining good order and discipline....'. However, the use of restrictive physical intervention for this purpose *is not acceptable* at Canonbury school.

## Assessing risk

The use of a restrictive 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.

**Restrictive physical intervention will *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate, or in an emergency situation.** Before deciding to intervene in this way, staff will weigh up whether the risk of not intervening is greater than the risk of intervening. Any actions will be carried out with the child's best interests at heart. Physical intervention will never be used to punish a pupil or cause pain, injury or humiliation.

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.

## Who may use restrictive physical interventions?

In this school all teachers and teaching assistants as well as non-teaching support staff are authorised to use restrictive physical interventions. The Designated Child Protection Officer will ensure that all staff are aware and understand what is involved.

*Supply staff will not be authorised to use restrictive physical interventions except if they have been specifically authorised by the headteacher.*

*Parents and volunteers in the school are not given authorisation.* Staff from the local education authority may have their own policies about the care and control of pupils but, whilst on the premises, they will be expected to be aware of, and operate within, the policy of this school. This means that visiting staff will need to ask the headteacher for authorisation.

## How staff at Canonbury school might intervene

When a restrictive physical intervention is justified, staff will use 'reasonable force'. This is the degree of force 'warranted by the situation'. It will 'be proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used will always be the minimum needed to achieve the desired result and for the shortest amount of time.

Staff will:

- use the minimum amount of force for the minimum amount of time;
- avoid causing pain or injury; avoid holding or putting pressure on joints;
- in general hold long bones.
- *never* hold a pupil face down on the ground or in any position that might increase the risk of suffocation.

During an incident the member of staff involved will tell the pupil that his or her behaviour may be leading to restraint. This will not be used as a threat or said in a way that could inflame the situation. Staff will not act out of anger or frustration. They will try to adopt a calm, measured approach and maintain communication with the pupil at all times.

In an emergency, staff must summon assistance by sending an adult or child to either the designated child protection officer or Headteacher.

### The place of restrictive physical intervention within broader behavioural planning

If, through the school's special needs assessment procedures, it is determined that a restrictive physical intervention is likely to be appropriate to help a pupil make progress, a risk assessment will be carried out following the school's guidelines. (See Appendix 1)

If appropriate, an individual management plan will then be drawn up for that pupil. This plan will aim to reduce the likelihood of the need for restrictive physical intervention as well as describing how such intervention will be carried out. This plan will be discussed with parents/carers. When it involves the use of a restrictive physical intervention, medical colleagues will be consulted.

Before the plan is implemented, any necessary training or guidance will be provided for the staff involved. The Deputy Headteacher responsible for Inclusion, will be responsible for establishing staff needs and for organising necessary training.

### What to do after the use of a restrictive physical intervention

*After the use of an unplanned restrictive physical intervention*, the following steps will be taken.

- details of the incident will be recorded by all adults involved on the attached Incident Form (see appendix 1) *immediately* after the incident, or if this is not possible, within a maximum of 12 hours. Staff will be offered the opportunity to seek advice from a senior colleague or professional representative when compiling their report.
- any injuries suffered by those involved will be recorded following normal school procedures.
- the headteacher 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 headteacher will follow the school's child protection procedures and also inform parents/carers.
- parents/carers will be informed by the designated child protection officer or in his/her absence the headteacher, on the day of the incident. If this is initially done by phone, it will be followed up in writing. Parents/carers will be offered the opportunity to discuss any concerns that they may have regarding an incident.
- Support/debriefing will be available for adults and pupils who have been involved in any incident involving restrictive physical interventions. This will be provided by the designated child protection officer or in his/her absence, the headteacher.

Arrangements for recording and informing parents in the case of a planned restrictive intervention will be followed as agreed beforehand but broadly will follow the same pattern as above.

The headteacher will use the records kept to analyse patterns of behaviour and so decide whether responses are being effective. The headteacher and governor with responsibility for child protection, will report on this information termly to the governing body's pastoral and community committee.

### Complaints procedure

Any complaint will first be considered in the light of the school's child protection procedures, following ACPC guidance. If child protection procedures are not appropriate, the school's complaint procedures will be followed.

## Staff and Governors Named in Relation to this Policy 2011-12

Designated Child Protection Officer and Deputy Headteacher for Inclusion: Diane Thompson  
Deputy Designated Child Protection Officers: Sara El-Janbey and Matt Britt  
Headteacher: Matt Britt  
Governor with designated responsibility for child protection: Aline Littlejohn

**APPENDIX 1 – Risk assessment proforma and Incident form**

**APPENDIX 2 – Key points for Canonbury Staff**

**APPENDIX 3 – Unforeseen risks**

**Appendix 4 - Foreseen risks ~ Risk Assessment Process**

**Appendix 5 - Risk Assessment and the use of Restrictive Physical Interventions**

**Appendix 6 - Actions to take after the use of RPI**

Other relevant documents

- Circular 10/98 particularly Section 550A
- London ACPC procedural handbook
- Circular 10/95. 'Protecting Children from Abuse: The Role of the Education Service'. (About to be replaced)
- Health and Safety: Managing Violence against Staff
- Risk Management in Educational Establishments
- Education Act 1996. Section 550A
- Education Act 2002. Section 275
- Joint DfES and Department of Health Guidance on the use of Restrictive Physical Interventions for Staff Working with Children and Adults who Display Extreme Behaviour in Association with Learning Disability and/or Autistic Spectrum Disorders. July 2002
- DfES Guidance on the use of restrictive physical interventions for pupils with severe behavioural difficulties

**Adopted on : September 2011**

**Review date: September 2014**

## APPENDIX 2

### KEY POINTS FOR CANONBURY STAFF

#### Physical touch

Physical touch is an essential part of human relationships. In school, adults should feel able to use touch for professionally appropriate reasons. For example, to prompt, to give reassurance, to provide support in PE. However, any touch must:

- be non-abusive with no appearance of indecency or intention to cause pain or injury.
- be in the best interests of the child and others.
- have a clear educational purpose.
- take account of gender issues.

You **must make yourself** aware of any pupil who might find physical touch unwelcome. Such sensitivity may arise from the pupil's cultural background, personal history, age etc.

#### Your school's policy

On any day, you may find yourself in a situation where you have to make a snap judgment about whether to make a physical intervention or not. So it is very important that you are familiar with your school's policy on its use. **Ask for clarification and/or more advice if you feel unsure.**

#### Who can use restrictive physical interventions?

Whether they are formally authorised or not, all staff have the right to use reasonable force to defend themselves and others from an attack and to prevent immediate risk of injury to themselves or others. Restrictive physical intervention can be used *in certain other circumstances* (see below) by any of the school's teachers and by other staff, *if specifically authorised by the headteacher*.

#### What is a restrictive physical intervention?

The term restrictive physical intervention covers a wide range of actions that prevent, impede or restrict movement or mobility or use force to direct. For example: isolating a child in a room; holding a pupil; blocking a pupil's path; inter-positioning between pupils; pushing and/or pulling a pupil. It can be a planned or an emergency, unplanned action.

#### In what circumstances can a restrictive physical intervention be used?

The use of a restrictive physical intervention should be very rare. It should be avoided whenever possible and must not be used for staff convenience. It must be justifiable as 'being in the child's best interests'.

Restrictive physical intervention is allowed, and most obviously justified, when its aim is to prevent a pupil injuring themselves or others (e.g. by playing in a dangerously rough manner) or to prevent them damaging property (e.g. throwing a heavy object at/near to expensive computer equipment). [Section 550A, DFES Circular 10/98]. Such an intervention is also allowed when its aim is 'to prevent a criminal offence'.

A pupil absconding can only be restrained if they are putting themselves at significant risk by leaving school.

Section 550A allows the use of force 'to prevent a pupil from engaging in any behaviour prejudicial to maintaining good order and discipline...'. However, **the use of force for this purpose is unlikely to be acceptable educational practice particularly with pupils in KS2 and above.** In many cases, the use of force to achieve compliance will exacerbate the problem. You should be extremely circumspect about using a physical intervention for such a reason. Most attacks on staff are triggered by a member of staff initially touching the pupil.

It is more possible with a KS1 child that limited restraint (e.g. holding a reception child's hand without significant struggle; gently holding them back - again without significant struggle) will be appropriate and acceptable. However, it is essential that such action has the *child's best interests at heart* and that it is not used simply for convenience.

The use of a restrictive physical intervention becomes increasingly inappropriate with older pupils.

### **Making a judgement about whether or not to intervene physically**

**Restrictive physical intervention should *only* be considered if other behaviour management options have proved ineffective or are judged to be inappropriate.** Before deciding to intervene, you should weigh up whether the risk of not intervening is greater than the risk of intervening. Any intervention should be carried out with the child's best interests at heart. Physical contact must not be used to punish a pupil or cause pain, injury or humiliation.

Guidance on this and more formal risk assessment should be given in your school policy. However, in the end, to intervene physically or not will be a professional judgment. It will be easier to make and justify that judgement if you are fully familiar with your school's policies and risk assessment procedures.

Whatever, you should not feel obliged to intervene against your better judgement. You should not place yourself at unreasonable risk. In such circumstances, you should take steps to minimise risks. For example, by removing other pupils and calling for assistance.

### **Making a plan**

If you are concerned that a situation may arise with a pupil that requires a restrictive physical intervention, you should carry out a formal risk assessment following the school's guidelines and with the support of the school's designated child protection officer. If appropriate, an individual management plan should then be drawn up for that pupil. This plan should aim to reduce the likelihood of such a situation arising as well as how to deal with it if it does. Such a plan should be discussed with parents/carers. If it involves the regular use of a restrictive physical intervention, medical colleagues should be consulted.

### **What you should do in a restrictive physical intervention**

When a restrictive physical intervention is justified, you can use 'reasonable force'. This is the degree of force 'warranted by the situation'. It should 'be proportionate to the circumstances of the incident and the consequences it is intended to prevent'. Any force used should always be the minimum needed to achieve the desired result and for the shortest amount of time, (for example, it would be unacceptable forcefully to drag or pull a pupil when they had refused to leave the room).

If restrictive physical intervention is to be used, you should: use the minimum amount of force for the minimum amount of time; avoid causing pain or injury; avoid holding or putting pressure on joints; in general hold long bones. You should *never* hold a pupil face down on the ground or in any position that might increase the risk of suffocation.

During an incident you must caution the pupil that his or her behaviour may be leading to restraint but this should not be used as a threat or said in a way that would inflame the situation. You must not act out of

anger or frustration. It is important to adopt a calm, measured approach and maintain communication with the pupil at all times.

You should be aware of how to summon assistance in an emergency, sending another adult or child for assistance.

### **After an incident**

All incidents of restrictive physical intervention should be reported and recorded as soon as possible, following the school procedures. Witnesses should make statements as well as the direct participants. Parents/carers should be informed, again by following the school procedures. You may wish to seek advice from your professional association.

After an incident you should seek/receive debriefing support. Similarly the pupil involved should be given such support. This will be arranged and co-ordinated by Canonbury's designated child protection officer or in his/her absence, the Headteacher.

## **Appendix 3 UNFORESEEN RISKS ~ Risk Assessment Process**

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**Pupils sometimes present challenging behaviour that poses previously unforeseen risks to themselves or others**

**Unforeseen risk assessment and management may require rapid decision making. If so:**

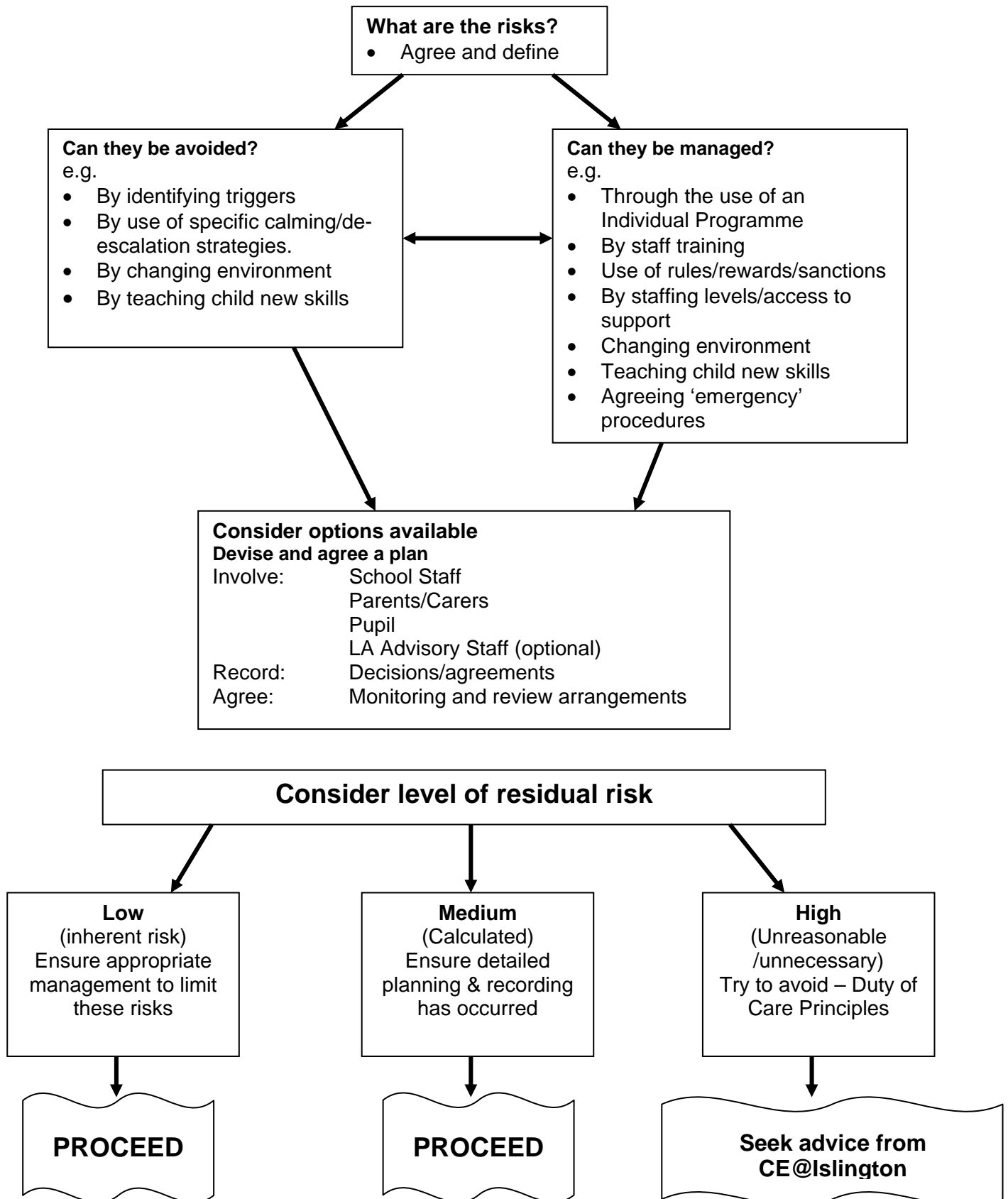
1. Consider any risks to pupils, staff and environment.
2. Consider options available for management of the risks (think policies, procedures, the law).
3. Remember that the use of unplanned physical intervention carries a higher risk than that of planned physical intervention (risks include – injury to self/pupil; disciplinary procedures; litigation). Avoid if at all possible.
4. Take reasonable action to support and safeguard people you work with (Duty of Care).
5. Report and record risks presented, decisions made and actions taken (see incident form).
6. Decide if the risk is likely to recur. If so refer for risk assessment and management to the Designated Child Protection Officer.

## Appendix 4 FORESEEN RISKS ~ Risk Assessment Process

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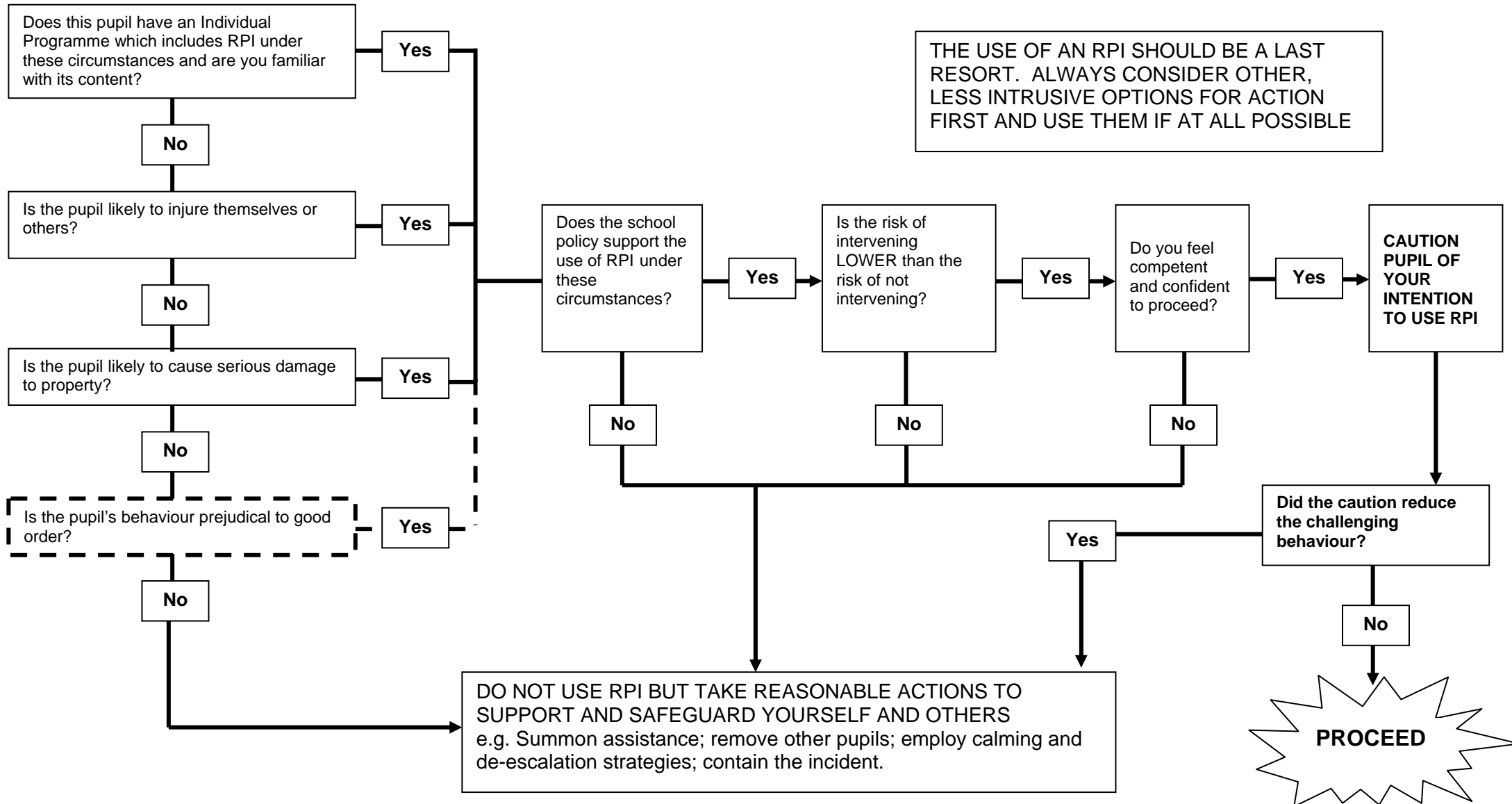
Where risks are foreseen, they should be examined and decisions made about strategies to reduce and manage them.

### SEE RISK ASSESSMENT PROFORMA FOR ADDITIONAL GUIDANCE



## Appendix 5 Risk Assessment and the use of Restrictive Physical Interventions

Using a restrictive intervention carries increased risks. Use is also covered by legal guidance and DfES advice. Questions to consider BEFORE using a Restrictive Physical Intervention (RPI):



## **Appendix 6 Actions to take after the use of RPI**

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**After using a Restrictive Physical Intervention, the following actions should be taken.**

### **Actions to take after the use of RPI**

1. Inform others
  - Headteacher/SMT
  - Parents/Carers
  - Union
  
2. Record what happened in Incident Form
  - Risks presented
  - Decisions made
  - Actions taken
  - Effects of actions
  
3. Seek post-incident support
  - For self
  - Pupil
  - Others
  
4. Repair and rebuild relationships which may have been affected during the incident.
  
5. Initiate/carry out a Risk Assessment

