



Physical Intervention Policy

Our vision is to provide pupils with the confidence, skills and ambition to achieve a successful and productive life. We aim to ensure they leave us with the opportunities and are able to become positive members of their communities. To do this, we have 3 principles that underpin our policies, practices and everything we do:

- Everyone can learn, achieve and has the potential to be successful
- Positive relationships are key to success and are underpinned by mutual trust, respect and caring for one another
- We have high expectations in everything we do

Wonderful
Excellent
Lovely
Clever
Outstanding
Magnificent
Enthusiastic

(Acronym created by White Trees pupils)

White Trees School Physical Intervention Policy

Created by White Trees Independent School, July 2019
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Policy owner	White Trees School	Last review	July 2020
Date Created	December 2018	Next review	July 2021

INTRODUCTION

Staff at White Trees School are trained to work with challenging pupils and work to a clear, positive pupil-centred behaviour policy, which focuses on prevention and de-escalation. This policy is based on guidance issued by the Secretary of State, the latest of which is *Keeping Children Safe in Education*, Department for Education (DfE), September 2020 and *Positive environments where children can flourish*, (Ofsted), March 2018.

Where the wealth of strategies available to colleagues fail, physical handling of pupils is the absolute last resort and is used to keep pupils, and staff, safe. It is used safely and positively, drawing upon the formal physical intervention training staff have received, when all other strategies have failed to avert behaviour that is likely to cause harm to the pupil or others around them.

DEFINITION

Physical intervention is the positive use of force in order to avert danger by preventing or deflecting a pupil's action, or by removing the physical object which could be used to harm the pupil or others.

In all circumstances, White Trees School recognises that physical intervention can only deal with the immediate problem and careful assessment is needed to prevent repetition. This assessment takes the form of a reflective debrief with a senior leader at the end of the school day (it is important to ensure staff are given time to debrief and reflect on the incident, including in terms of their own well-being) which is recorded on our Team-Teach intervention record forms. For monitoring purposes, a decision is made as to whether the intervention was a **standard Team-Teach intervention** or a **serious incident requiring a restrictive physical intervention**.

USE OF PHYSICAL INTERVENTION

Where there is a risk of a pupil:

- **endangering or harming others**
- **self-harming**
- **causing damage to property**
- **significantly disrupting the school, its pupils or members of the public**

Staff will use reasonable force (any use of physical intervention will, as far as possible, be a trained hold and will be undertaken by staff with up-to-date training) to manage the situation only when all alternatives have been exhausted (eg. calm talking, distraction, warnings, relaxation room, reassurance, humour, options, change of face) and have failed. Our starting point is always the rights, needs and safety of the pupil (and other pupils and staff present).

Any use of force will be recorded on a handwritten bound and numbered book and will be signed-off as part of a reflective debrief with a member of the leadership team at the end of the same day. Where necessary and appropriate, the pupil's parents/carers will be informed at the end of the school day at the latest. The physical intervention is also recorded on our CPOMs secure reporting system under the appropriate category.

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The leader signing the record will inform the designated safeguarding lead where there are specific safeguarding concerns or where social care services have asked to be informed. In both such cases, the pupil's allocated social worker will be informed by the designated safeguarding lead.

All records of physical intervention are logged, collated, reviewed at leadership team meetings on a weekly basis and trends are analysed over time. Where patterns appear, strategies (such as timetable changes) are trialled. The data we use is based on overviews of physical interventions as well as data on interventions for specific pupils.

We use physical intervention:

- If a pupil's behaviour presents a risk to themselves or others, including staff, *significant* damage to school property or if they are *significantly* disrupting the school (and are likely to be a trigger for other pupils)
- As a safety measure where aggressive behaviour could put the pupil or other people at risk. It is **never** used as a punishment or as part of a behaviour management strategy

We ensure that:

- The number of staff involved will always be the minimum necessary to safeguard the pupil and others but where appropriate, and especially where large, strong or particularly violent pupils are involved (as identified on their risk assessment) there should always be 2 staff members involved in any physical intervention
- The force used will be the **minimum necessary to deal with the harm that needs to be prevented**, i.e. it must be reasonable in the circumstances. Staff will *aim* to 'hold' a pupil for the minimum time possible
- During a physical intervention, staff will not attempt to discuss the incident as the pupil will be too distressed to think about it and it may further escalate the challenging behaviour. The time for reflection is later when the pupil has calmed down. Staff will focus any talking on trying to soothe the pupil and help them calm down. They will verbalise their belief in the pupil's ability to calm down and turn the situation around. They will verbalise their commitment to continue to support them ("I'm here to help you" etc.)
- The pupil will have time to rest, reflect & recover; they will then re-join the activity or lesson when appropriate. This must be neither rushed (the pupil must be properly calmed and ready to re-engage) nor unnecessarily elongated
- Any pupil who has been held should be given the opportunity to be debriefed and talk through their experience with a member of staff who was not involved in the physical intervention, normally by the end of the school day.

RISK ASSESSMENTS

- All pupils have an **individual risk assessment** which outlines specific considerations for that pupil in relation to physical intervention. These are updated on a termly basis, or more frequently if specific issues arise
- In an emergency situation, staff will inevitably need to make a **dynamic risk assessment**, which will include a judgement of the capacity of a young person at that moment to make a safe choice
- When considering a pupil's dynamic risk assessment, if there is a temporary period of incapacity that may place a pupil at risk of significant physical or emotional harm, staff may need to use physical intervention as one of the measures to protect the pupil
- When it comes to protecting pupils, staff are encouraged to consider what they would want somebody else to do **if that was their child** - this helps to direct staff towards best practice.

STAFF TRAINING

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We aim to have all staff have in-date training (1-day course every 2 years). Certificates are kept on file and refresher training is offered annually. For new staff, opportunities are provided as quickly as possible to enable them to complete the training – in the meantime they must not get themselves involved in any physical intervention with pupils.

NFPS

The skills and techniques taught on a NFPS course are as a result of an ongoing risk assessment in an effort to safeguard everyone involved in a violent incident where physical interventions are necessary.

MONITORING STANDARDS

The leadership team monitors physical intervention on a daily basis and work with staff to reflect on causes and steps taken before during and after interventions. This monitoring is shared with the leadership team and the governing body:

- The leadership team reviews all physical intervention data formally as part of its weekly agenda. In particular; periods of physical intervention that are lengthy, an incident that involves a high number of staffs, situations that are escalating with physical intervention being used more frequently, children sustaining injuries and repeated incident or patterns that are easily identifiable.
- The governing body reviews termly and annual data as part of its role in holding leaders to account on a termly basis.
- Positive Handling Plans (PHP) will be created if a pupil is identified and as having multiple physical interventions (Appendix 1). This number is dependent upon the young person and their specific needs, however more than 2 a week over a period of time will trigger the possibility of a PHP needing to be created.

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APPENDIX 1

POSITIVE HANDLING PLAN

Pupil Name:	Group:		
Date of Plan:	Date of Review:		
<p>ENVIRONMENTS AND TRIGGERS: Describe situations which have led to serious incidents in the past. When is such behaviour likely to occur?</p> <ul style="list-style-type: none"> • . • . • . • . • . • . • . • . <p>Level of potential risk: Low Medium High</p> <p>Describe what might happen: Describe what the behaviour looks/sounds like.</p> <p>Slap Punch Bite Spit Kick Hair Grab Clothing Grab Missiles Targeting</p>			
<p>Preventive Measures: Describe what can be done in relation to routines, personnel or the environment which may reduce the risk of an incident happening:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. <p>Describe interests, words, objects which may divert attention from an escalating crisis: Clear guidelines about fair play and justice.</p>			

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Parents/Carers:

Pupil Name:

Date:

Published on	
By	
Chair of Gov Sig/Date	
Head Teacher Sig/Date	

Staff read and acknowledged:

Name	Sig/Date

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