



**Bridgelea Primary School
Bridgelea Road
Withington
Manchester
M20 3FB**

Physical Intervention Policy 2019 - 2020

Article 29: The right to be the best that you can be

Implemented	SLT
Presented by	Nichala Johansen
Ratified by Governors	Sept 2019?
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Bridgelea Primary School Vision & Mission Statement

Vision "Understanding People"

Mission Statement

"We work with people to build aspirations, connect, challenge, change and grow. We are an outstanding school and a proud founding member of the City of Manchester Learning Partnership."

- We value **SUCCESS**. Children achieve academic as well as social and emotional growth.
- We value **SAFETY**. We care for each other and keep each other safe.
- We value **CO-OPERATION**. As a school we will endeavour to co-operate with the community to inspire and empower every individual.
- We value **COMMUNICATION**. We believe that all behaviour is communication.
- We value **DEVELOPMENT**. Learning is understood developmentally.
- We value **WELLBEING**. We have a holistic approach to wellbeing across the school.
- We value **DIVERSITY**. We celebrate each other as unique individuals with rights that we respect.

UN Rights of the Child: Bridgelea 10 Articles

Through the School Council the children decided they would like to focus on the following 10 Articles, whilst understanding no right is more important than another:

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

Article 31

You have the right to play and rest.

Article 39

You have the right to help if you've been hurt, neglected or badly treated.

The Six Principles Of Nurture

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children'

Positive Handling and Restrictive Physical Intervention

Purpose of this Document

- To outline the vision guiding Bridgelea Primary School
- To develop a policy that is supported and implemented by the whole school community; children, parents and carers and staff based on our mission statement and shared values.
- To ensure all staff understand all behaviour is communication.
- To provide pupils with a positive behaviour framework based on the principles of Nurture and Rights Respecting
- To provide a framework which supports staff to unlock potential in children at their developmental stage not age in years.

This policy should be read in conjunction with other school policies:

Relationship Policy

Nurturing School Policy

Safeguarding Policy

Appropriate Touch Policy

Equality Policy

All Policies are available on the Staff Shared Server area of the school's intranet.

The role of the whole organisation is to create a consistent and calm approach that will help prevent the need for reactive measures to be taken. Pupils need at all times to have their own individual needs borne in mind – we will be flexible.

Article 29; The right to be the best that you can be.

Objectives

Good personal and professional relationships between staff and pupils are vital to ensure effective learning and teaching in our School. It is recognised that the majority of pupils at Bridgelea Primary School respond positively to the strategies used by staff. Concrete and intrinsic rewards or positive consequences play a large part in engaging pupils in their learning and classes operate appropriate systems which can also carry negative consequences. All of these elements help to ensure 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, proportionate and necessary force may be required. Bridgelea Primary School acknowledges that physical techniques are only a small part of a whole setting approach to risk and behaviour management.

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 use of force is necessary
- are provided with appropriate training to deal with these difficult situations
- have their practice monitored to maintain safety and quality.

Minimising the need to use force

At Bridgelea Primary School we constantly strive to create a calm environment that minimises the risk of incidents arising that might require the use of force. In addition to this, pupils have individual Communication Charts which are regularly reviewed. The school uses Nurturing Approaches and a Rights Respecting Ethos to help pupils to learn about feelings, rights and managing conflict. The School curriculum and ethos promote independence, choice and inclusion and pupils are given maximum opportunity for personal growth and emotional wellbeing.

The majority of staff are Team Teach trained to help them to defuse situations before behaviour becomes challenging and how to de-escalate incidents should they arise. Reasonable force will only be used when the risks involved in doing so are outweighed by the risks involved in not using force.

Whilst the physical techniques are intended to reduce risk, there is always risk when two or more people engage to use force to protect, release or restrain. The physical intervention techniques used seek to avoid injury to the pupil, 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.

Implications of the Policy.

The DfE Use of Reasonable Force Guidance July 2013 states that reasonable force may be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It also outlines the limits within which school staff work and should be read in conjunction with this policy.

As teaching and non-teaching staff have a 'Duty of Care' towards their pupils, they could be liable for a claim of negligence if they fail to follow the guidance within this Policy.

The use of reasonable and proportionate techniques is one of the management methods for reducing risks presented by children's challenging behaviour. Pupils' Communication Charts are Safe Systems of Work under Health and Safety Regulations. As such, it is imperative that these plans are followed and implemented by all members of staff. The application of any form of physical control inevitably carries an attached risk of unintended harm and this places staff and the school at risk of potential litigation.

The use of force as outlined in Section 93 of the Education and Inspections Act 2006, 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.

Staff need to be aware that they are responsible for:

- assessing risks (a dynamic risk assessment) related to individual circumstances which may arise in the course of their day-to-day duties
- making judgements about when the use of force is reasonable, necessary and the degree of force which may be regarded as proportionate to manage a situation.

Staff need to be aware that they are required to justify their decisions in writing through the recording and reporting procedures outlined later in this document.

Definitions of Positive Handling.

Positive Handling describes a broad spectrum of risk reduction strategies. Positive handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, diffusion, and de-escalation. Communication Charts are a plan for the 'positive management of pupil's' challenging behaviour. They are based on a risk assessment and identify positive prevention strategies and how a pupil may need to be supported in a crisis.

1. Physical Contact

Situations in which physical contact occurs between staff and pupils, for example in the care of pupils, in order to support their access to a broad and balanced curriculum. It would seem reasonable that children do require opportunities for close contact such as cuddles/hugs (see appropriate touch policy)

2. Escort/ Guide

This may be used to divert a pupil from a destructive or disruptive action, for example guiding or leading a pupil by the arm or shoulder or using an appropriate escort where the pupil is compliant and no resistance is felt. This technique cannot be emphasised enough and, in the hands of a skilful practitioner, many pupils can be deflected from a potentially volatile situation into a less confrontational situation i.e. it may be possible to "defuse" a situation by a timely intervention.

3. Physical Control/Restraint/Restrictive Physical Intervention (RPI)

This will involve the use of reasonable force when there is an immediate risk to pupils, staff or property. All such incidents must be recorded electronically on IRIS. If anyone is injured a LA accident form (AIR1) must also be completed. Records of incidents must be completed by the end of the school day.

The level of compliance from the pupil determines whether or not the interaction is an escort/ guide or a RPI. RPI is defined by the DoH/DfE as the positive application of force by staff, in order to overcome rigorous resistance, completely directing, deciding and controlling a person's free movement.

Planned and emergency physical interventions

A planned intervention is one that is outlined in the pupil's Communication Chart. This should cover most interventions, as possible scenarios will be identified and planned for when the Communication Chart is drawn up and updated.

An emergency physical intervention may be necessary if a situation arises that was not foreseen or is uncharacteristic of the pupil. 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. Following any such incident, a Communication Chart will be devised (or the existing plan updated) to support effective responses to any such situations which may arise in the future.

Deciding whether to use Restrictive Physical Interventions

Both challenging behaviour and restrictive physical interventions involve a risk to staff and pupils. A risk assessment aims to balance these risks. The aim of the individual pupil's Communication Chart and of this Policy is to reduce the risks associated with pupils' challenging behaviour, the risks that are associated with the behaviour itself and the risk of managing that behaviour. The risks of employing an intervention should be lower than the risks of not doing so. Risk Assessments and Communication Charts will be shared with all staff and parents and be kept electronically on CPOMS.

Staff receive training in appropriate physical intervention techniques (Team Teach Training) and receive information about the risk to pupils of positional asphyxia. There are very clear protocols delivered during training to minimise the possibility of this and to ensure that appropriate safeguards are implemented.

Health and Safety of Staff

Under the Health and Safety at Work Act, employees have a responsibility to report any circumstances which give rise to an increased risk to their Health and Safety. Staff who have, or acquire, permanently or temporarily, any medical condition that may impact on their ability to carry out pupils' Communication Charts, have a duty to report these to the Headteacher immediately as there may be an impact on their own safety and that of colleagues and/or pupils.

Staff Training

School employs an Advanced Team Teach trainer and 4 Intermediate Team Teach Trainers who support staff across both sites.

Behaviour Management training is available for all staff at Bridgelea; for most staff this is enhanced by training in the use of positive handling (Team Teach Training) and it is the responsibility of the Headteacher to ensure this training is kept up to date. Prior to the provision of training, guidance will be given on action that can be taken. Arrangements will be made clear, as part of the induction of staff and training will be provided as part of on-going staff development.

Support Following Incidents

Physical techniques are not used in isolation and the School is committed to ensuring that, as a result of incidents, learning opportunities are created for pupils that allow them to 'own' and take responsibility for their behaviour at a level appropriate to their stage of development.

In addition, procedures are in place to ensure that appropriate support is provided for staff and that following an incident, pupil/staff relationships are rebuilt and repaired to ensure that a positive learning environment is maintained.

Visits out of School

Our Equality Policy states that all pupils should be included in all curriculum activities. However, Health and Safety remains a priority and staff should carry out risk assessments for each pupil prior to each visit into the community.

Due consideration should be given to the following:

- Is the pupil able to cope with the demands of the proposed visit?
- Are there sufficient, suitably trained staff - particularly if there should be an incident?
- How will you contact School to get extra help if necessary and how will you get back?

Recording incidents

Where physical control or restraint has been used, a record of the incident will be kept. This record should be made electronically on IRIS. Appropriate documentation will be completed as soon as possible after the incident and always prior to staff leaving at the end of the day.

Reporting incidents

All Physical Intervention incidents recorded on IRIS will be reported to parents. This may be by telephone or in the home-School diary.

Monitoring incidents

Whenever a member of staff has occasion to use reasonable force, this will always be recorded and documented following agreed procedures. Monitoring of incidents will help to ensure that staff are following the correct procedures and will alert the Head Teacher to the needs of any pupil(s) whose behaviour may require the use of reasonable force.

Monitoring of incidents will take place on a regular basis (usually weekly) and the results used to inform planning to meet individual pupil and School needs. The Headteacher will present an annual summary of incidents that have involved the use of force to the Management Group.

Action after an incident

At Bridgelea we have a debrief procedure which should be utilised if staff need to debrief after an incident. Where staff have been involved in an incident involving reasonable force, they should have access to counselling and support. Within the School, this will be made available/supported through the Staff Support/ Well Being System.

The Headteacher will ensure that each incident is reviewed and investigated further as required. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedure:

- Review of Communication Chart
- Child Protection Procedure (this may involve investigations by Police and/or Social Services)
- Staff or Pupil Disciplinary Procedure
- Exclusions Procedure

In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

In some circumstances it may be appropriate to provide additional training or professional support for particular staff in relation to the management of incidents where, although the criteria for the application of the above procedures were not met, it is decided that the incident could have been managed more effectively.

Support Following Incidents

Bridgelea believes that "Listening and Learning" is vital to the ethos of the School. Staff within the school use a wide range of skills and communication aids to ensure that "Listening and Learning" takes place following incidents.

Any member of staff at the School involved in, or witnessing, a serious incident involving the use of RPI may require additional support following the incident.

Staff should ensure that they are fully recovered from an incident before resuming their duties, and colleagues are encouraged to seek and offer support where it is deemed necessary.

Pupils who may be distressed by events can be offered the following support:

- Quiet time taking part in a calming activity
- Quiet time away from the incident/trigger
- Resuming their usual routine/previous activity as soon as possible, especially for pupils with Autistic Spectrum Disorder
- A drink of water may be given

Complaints

The availability of a clear Policy about reasonable force and early involvement of Parents should reduce the likelihood of complaints but may not eliminate them. Where the nature of any complaint made by a pupil, Parent or other person in relation to the use of RPI within the School indicates that an allegation of mishandling by a member of staff is being made which complies with the criteria contained in CSA guidance, the matter will be reported to the Local Authority Designated Officer in accordance with LA procedures.

In such circumstances the investigation of the complaint/allegation and any resulting action in respect of child protection, disciplinary or other procedures will be carried out in accordance with the guidance received from the LA.

Whistle Blowing

Whilst the physical intervention training provided to staff, encourages the use of help protocols and reflective practice, it is acknowledged that under some circumstances, physical intervention can be misapplied. Staff are reminded that part of their duty of care to pupils includes the requirement to report any such matters which cause them concern in relation to pupil management and welfare.

Any such concerns, (short of immediate Child Protection concerns which should of course be passed to the DSPL), should be raised with the Headteacher and Team Teach Tutor, or another Senior Leader or with the Chair of the Management Group in order to allow concerns to be addressed and practice improved.