

## Physical Intervention Policy



# Parkland Primary School

Learning together

Physical Intervention  
Policy

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# **Physical Intervention Policy**

*The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.*

## **Objectives**

- To maintain the safety of pupils and staff
- To prevent serious breaches of school discipline
- To prevent serious damage to property

This policy is shared and communicated to all staff and parents.

## **Rationale**

Parkland Primary school has a strong ethos of respect for all stakeholders, and through high expectations of behaviour we strive to ensure that all children are given every opportunity to reach their potential.

Physical Restraint should be limited to emergency situations and used only as a last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff in the school, authorised by the Headteacher, to use such force as is reasonable in the circumstances, and where it is necessary to intervene physically to prevent an individual hurting themselves or others, absconding; putting themselves and others at risk, damaging school property or causing serious disruption to the learning of others or the day to day management of the school.

Physical restraint should be applied as an act of care and control with the intention of re- establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment. It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the school's policy on behaviour, particularly in dealing with disruptive behaviour.

All training that takes place at Parkland Primary School will aim to comply and work within 'good practice' guidelines produced by the government. MAPA has been actively involved with consultation by government looking at 'good practice' principles in this area.

Training will comply with the human rights act.

School staff should always avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring a pupil.

## **Purpose**

Restrictive physical intervention is always used as a last resort and when other strategies have failed. In the majority of incidents consistent application

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of the school's behaviour policy and positive management techniques are successful in resolving conflicts.

Parkland Primary School has adopted the techniques of MAPA. It provides a gradual, graded system of response proportionate to the situation, task and individuals involved. There is an emphasis on appropriate and targeted verbal and non-verbal communication and de-escalation strategies

The use of force must be reasonable, proportionate and necessary.

The aim is for the individual to calm down sufficiently so that staff can return the physical control and help them find a better way to deal with the situation.

### **Training of Staff**

All staff are aware of the distinction between physical contact or touch, used appropriately in everyday situations to support, encourage, guide or comfort a pupil, and the use of force to restrict movement or to disengage from pupils whose behaviour presents a clear risk of injury.

Currently the school is transferring from the use of Team Teach training to MAPA training and as such have a rolling programme of training to support this transition. During this time a small number of staff are trained under the Team Teach programme.

The staff trained in Team Teach are required to copy their certificates and these are kept in a central location.

Those staff trained in MAPA are recorded on an electronic database, held by the SENDCo.

For a full list of staff trained in MAPA and re-accreditation schedule please refer to the electronic database kept by the SENDCo.

- Parkland Primary School will endeavour to ensure that at least 1 member of teaching staff is trained as a trainer so that all MAPA training can be tailored to meet the needs of the school. Support required from a second trainer will be sought from additional MAPA accredited trainers from within the DSAT schools.
- The Head Teacher in consultation with the SENDCo decide which staff will require MAPA training in order to meet the needs of the pupils they work with. This is evaluated and reviewed on an individual pupil basis.

### **Recording and Monitoring**

Incidents of restraints need to be recorded by staff, using the agreed form kept in the Holding Till Calm hard back book kept in the SENDCo's office.

This form must be completed within 24 hours of an incident however it would be preferable that this is fully completed by the end of the day of the incident taking place. All staff involved should read and sign the completed paper work to indicate their agreement of content.

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The number generated from the completion of the form in the front of the Holding Till Calm book should also be written on top of the Holding Till Calm form and anywhere else the incident is recorded.

On the same day of the incident staff should log the outline of the incident on to CPOMs, ensuring all relevant staff are alerted.

Parents/Carers need to be contacted on the day of the incident or as soon as is practicable to inform them that a restraint has taken place. This information needs to be included when and where the incident took place, why force was used, what force was used, whether there were any injuries and what follow up action (support and /or disciplinary) was being taken in relation to their child.

NO message should be left on answer phones about the nature of the incident and instead they should just be asked to ring the school on receiving the message. If they have not got back to school by the end of the day a message in the home school diary or book bag should be used to indicate that there has been issues surrounding their child's behaviour and that we would welcome a telephone call to school to discuss it further. If class teams have left the premises before parents/carers have rang back it is their responsibility to inform the member of SLT on duty that day so they can take the telephone call if it comes through.

### **Positive Handling Plans**

If deemed necessary by prior knowledge of risk assessments or after any incidence of restraint a Positive Handling Plan (PHP) must be drawn up by the SENDCo, Behaviour Mentor and other relevant staff, using the agreed school proforma. 'Positive Handling Plans' are the agreed strategies (non-verbal, verbal and physical) that aim to support the individual, providing them with a sense of security, safety and acceptance, allowing for recovery and repair, facilitating learning and growth.

PHP's are working documents and must be reviewed by the SENDCo, Behaviour Mentor and other relevant staff regularly to ensure that they are still effective and take into account relevant needs of individuals.

In addition to and when deemed necessary a full reflective debrief can be held with all members of staff involved and chaired by a member of the Senior Leadership Team to ensure that triggers can be identified, and points for future development can be agreed and implemented. PHP's will then be updated.

Copies of PHP's need to be signed by:

- The class teacher
- The HT or DHT
- The parent/carers (where possible)
- The child (where appropriate)

Schools do not require parental consent to use force on a student but makes policies available to parents.

All PHPs should be shared initially with the class team involved with the child and then made available for all on the school's server.

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## **Complaints and Allegations**

If a complaint is made reference is made to the school's complaints procedure and guidance on dealing with allegations of abuse by staff. Further guidance is available in 'Use of Reasonable Force – Advice for Head teachers, Governing Bodies and staff.

## **Roles and responsibilities**

### **The role of the Governors:**

- The Governing body helps set down these general guidelines on standards of discipline and behaviour, and, are kept informed of any restraints.

### **The role of The Head Teacher:**

- The Head Teacher has the responsibility for informing Governors of the rate of incidents of restraint on a termly basis.
- The Head Teacher ensures appropriate behaviour records are kept, and reported as per school policy, to the Governors
- Complete LA paperwork and submit it as required
- To read and enforce the school's Use of Physical Intervention Policy.

### **The role of the SLT (Including HT)**

- A member of SLT to update the Use of Physical Intervention policy at least biannually.
- A member of SLT will monitor HTC forms and Log book on a regular basis and provide written or verbal advice to class teams.
- A member of the SLT will monitor PHP forms on a termly basis and provide guidance and support where required.
- To provide support for day to day incidents of behaviour that requires restraint, including where appropriate debriefing opportunities for staff involved in restraints.
- To read and enforce the school's Use of Physical Intervention Policy.

### **The role of all staff:**

- Record incidents of restraint using agreed method on schools incident HTC forms and Incident Log book.
- Share with parents/carers PHPs and/or incidents of restraint.

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