


# BURNT TREE PRIMARY SCHOOL

## RESTRICTIVE PHYSICAL INTERVENTION POLICY



Signed by Chair of Governors	
Date	16.01.2023
Due For Review	January 2025

## INTRODUCTION

Our school is a safe, caring and inclusive environment for all which promotes positive attitudes to behaviour.

Our behaviour policy details the way in which we create a positive and caring ethos in the school.

Some children/young people, because of the nature of their difficulties, will need additional help to manage their behaviour which may result in the use of physical intervention if that child/young person is in a crisis situation i.e. in danger of harming themselves or others.

Staff will be trained and updated as appropriate on the strategies and procedures they should adopt if all normal systems have failed i.e. there is a crisis situation.

Staff who work directly with pupils presenting challenging behaviours will be Crisis Prevention trained.

*Crisis Prevention has proven to be successful in equipping staff with safe and effective physical interventions to manage the more challenging and aggressive behaviour experienced from time to time.*

The programme delivers a solid foundation based on the philosophy of providing the best *Care, Welfare, Safety, and Security* for staff and those in our care that:

- **Focuses** on prevention, deceleration and avoidance.
- **Addresses** the risks of physical interventions.
- **Teaches** safe, non-harmful interventions.
- **Offers** proven post-incident strategies to prevent future crises.

All staff will be made aware of those qualified to undertake restraint.

Physical intervention is only ever used as a last resort when all other attempts to defuse a situation have broken down and then with the minimum of reasonable force.

We are committed to equal opportunities for all, irrespective of race, gender, sexuality, disability or religion. We will monitor the impact of this policy to ensure that no group is adversely affected.

## MINIMISING THE NEED TO USE FORCE

Burnt Tree School is committed to minimising the need to use force through the creation of a positive ethos including:

- ✿ whole school behaviour policy, (behaviour recovery/trauma and attachment training)
- ✿ training in de-escalation of incidents

## PHYSICAL RESTRAINT

If physical intervention or restraint of any form is required, all staff should adhere to the following principles:

- Restraint is only ever used as a last resort when every other approach has been tried
- Restraint will only be used when a pupil poses a danger to themselves or to others, or they are damaging property on or off site
- Minimal force required will be used
- Staff are trained in the correct use of physical restraint by a LA-approved provider

Physical restraint may include, but is not limited to, the following:

- Guiding a pupil by the arm to remove them from the room
- Blocking a pupil's path
- Standing between pupils to prevent movement
- Physically holding a pupil to prevent a fight
- Holding a pupil on the floor – a pupil must only be held on the floor in extreme circumstances

A pupil must not be restrained in a locked room where they cannot leave of their own free will.

## **STAFF AUTHORISED TO USE FORCE**

Restrictive physical intervention is only ever used as a last resort.

A 'positive handling plan (PHP)' for a child/young person will be completed for any child who regularly presents challenging behaviour

The responsibility for authorising the staff who may use physical intervention lies with the head teacher and these names will be displayed on the staffroom Health and Safety board.

Training for all staff in de-escalation techniques should ensure that for the **vast majority of staff** in **mainstream schools**, there will **never be any need to use a restrictive physical intervention**.

NB The law makes it clear that school staff who are authorised to have care and control of children by the head teacher have the power to use such force as is reasonable to prevent a pupil from doing or continuing to do any of the following:

- ✿ committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- ✿ causing personal injury to, or damage to the property of, any person including the pupil himself; or
- ✿ prejudicing the maintenance of good order and discipline at the school.

**As part of training staff are made aware of the possible need to be able to justify their use of restrictive physical intervention in a court of law.**

## **PLANNED/UNPLANNED INTERVENTION**

For a very small number of children and young people it may be necessary to incorporate restrictive physical intervention into a positive handling plan, for use when other de-escalation techniques have not resolved the situation. This would only be in place for a child/young person with a history of severe behavioural difficulties

who, at times, is not able to respond to de-escalation strategies. Consideration is given to a pupil's possible behaviour when on out of school visits and trips before deciding whether a PHP is needed. The PHP will be sought from appropriate support services on the best ways to prepare a young person with significant behavioural difficulties for off site visits. This should help to avoid anxiety in the young person and staff and therefore, the need for the use of restrictive physical intervention.

**NB Restrictive physical intervention is only ever a last resort, de-escalation techniques should be employed if possible.**

Some types of emergency/unforeseen situations may lead to the necessity for physical intervention including:

- ✿ running into a busy road,
- ✿ dangerously close to water or other hazard
- ✿ fighting
- ✿ attempting to harm another person

### **Risk Assessment**

**Planned intervention** - The pupil will have a Positive Handling Plan. The PHP will include possible de-escalation strategies and the need for risk assessment prior to the use of a restrictive physical intervention.

#### **Questions that could form part of a risk assessment**

- ✿ Can I de-escalate the situation?
- ✿ Can I avoid the need to use restrictive physical intervention by removing other pupils?
- ✿ Does the context warrant a physical intervention?
- ✿ Would intervening make the likelihood of serious injury to myself, the child/ young person or others less likely?

### **Unplanned intervention**

There is a need for any member of staff, in an emergency situation, to make an immediate risk assessment before deciding on the appropriate action. The questions that could be part of the risk assessment would be the same as for a planned intervention see above.

In the unlikely event of an adult needing to use restrictive physical intervention while alone with a child they should:

- ✿ As soon as possible remove the child and/or the danger and ensure their safety.
- ✿ Alert the nearest member of staff
- ✿ Record the incident and ensure HT/Senior member of staff is informed.

### **Staff Training**

**NB As far as possible, staff should use force only as a last resort and then not unless or until another responsible adult is present to support, observe and call for assistance.**

## **Post-incident**

All incidents of physical intervention must be recorded.

Following an incident, the most senior member of staff on site will ensure that staff and the child have the appropriate emotional support. This may take the form of

- ✿ A quiet place to sit
- ✿ A drink or something to eat
- ✿ A chance to reflect on the incident if appropriate
- ✿ In extreme situations the child or adult may need to go home.

### **Records to be completed,**

- ✿ An entry of the incident in the Restrictive Physical Intervention log book,
- ✿ A record of incident report form,
- ✿ Completion of the SH WO 12 (rev 01/02) Health and Safety Incident Report Form if appropriate

## **Post Incident Discussion**

This is extremely important and needs to address :

- ✿ details of what exactly happened
- ✿ was the school policy adhered to?
- ✿ why did it happen?
- ✿ who was involved?
- ✿ is there a pattern of behaviour involved?
- ✿ if this was a planned intervention, does the plan need changing?
- ✿ what can be done to prevent it happening again?
- ✿ is there a training issue?

## **MONITORING**

School Staff and SMT will monitor this policy after an incident and annually as part of the programme of policy review

The Educational Psychologist or Advisory Teacher for Behaviour will monitor incidents of the use of restrictive physical intervention after an incident and annually at SAP meetings.

The Governing Body will monitor the policy annually.

## COMPLAINTS AND ALLEGATIONS

Burnt Tree Primary School will deal with complaints and allegations of misconduct arising from incidents under the Complaints/Child Protection procedures as appropriate.

## LA GUIDANCE

If schools need help or advice in respect of physical intervention of behaviour management strategies, either in writing policy or in case of incidents/emergencies, contact:

Head Teacher, The Orchard School 0121-569 7040
Head Teacher, Shenstone Lodge School 01543 480369
Behaviour Team Co-ordinator, Inclusion Support 0121 569 2777
Early Years Team – 0121 569 2860/2859

## LA MONITORING

The LA has a duty to ensure that all schools have a policy on the use of restrictive physical intervention in place.

Schools should have a policy in place and adopted by their governing bodies

A copy of the policy should be sent to the LA SEN Inclusion Adviser on completion

LA SEN Inclusion Adviser will keep a record of policies received and ensure that policies include essential elements.

Area Health and Safety reps will collect data re: the use of restrictive physical intervention when visiting schools.

LA Inclusion Support staff will monitor the use of restrictive physical intervention in their schools to give advice and support if necessary via SAP meetings, or following an incident if school staff wish to discuss it with an outside agency.

## BURNT TREE PRIMARY SCHOOL

### Positive Handling Plan

Pupil Name:

Date:

People involved in developing this plan (must include parents/carers):

Why does the child or young person require a PHP?

Details the strategies that:

Create the most appropriate environment for this pupil making it less likely that physical intervention would be required.

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- 
- 
- 
- 

May de-escalate a situation

Detail the hold or holds that would be used (if there were a need to hold the pupil firmly to prevent harm to themselves or others).

Details the persons who are authorised by the head teacher to hold the pupil if necessary.

Name:		Name:	
Name:		Name:	
Name:		Name:	
Name:		Name:	

I, the parent/carer of \_\_\_\_\_ have discussed this  
positive handling plan and agree to \_\_\_\_\_ being held safely if  
the staff assess that there is no alternative for his/her own safety or the safety of others.

Signed:		Date:	
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On behalf of the staff of \_\_\_\_\_ school, I undertake to ensure that we  
inform the parents/carers of \_\_\_\_\_  
\_\_\_\_\_ on each occasion that we have to hold safely.

Signed:		Date:	
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Head Teacher

Date of review of plan \_\_\_\_\_



**BURNT TREE PRIMARY SCHOOL**  
**Record of Incident Requiring Restrictive Physical Intervention**

Name of Pupil:

Person Recording the Intervention:

Date of Incident:

Time of Incident: (am/pm)

Log Book Number:

Page and no. in Log Book:

Location of Incident:

**Staff Members Involved:**

**Active/Passive**

**Designation**

<input type="text"/>	Act <input type="checkbox"/>	Pass <input type="checkbox"/>	T <input type="checkbox"/>	LSP <input type="checkbox"/>	ST <input type="checkbox"/>	HT <input type="checkbox"/>
<input type="text"/>	Act <input type="checkbox"/>	Pass <input type="checkbox"/>	T <input type="checkbox"/>	LSP <input type="checkbox"/>	ST <input type="checkbox"/>	HT <input type="checkbox"/>
<input type="text"/>	Act <input type="checkbox"/>	Pass <input type="checkbox"/>	T <input type="checkbox"/>	LSP <input type="checkbox"/>	ST <input type="checkbox"/>	HT <input type="checkbox"/>
<input type="text"/>	Act <input type="checkbox"/>	Pass <input type="checkbox"/>	T <input type="checkbox"/>	LSP <input type="checkbox"/>	ST <input type="checkbox"/>	HT <input type="checkbox"/>
<input type="text"/>	Act <input type="checkbox"/>	Pass <input type="checkbox"/>	T <input type="checkbox"/>	LSP <input type="checkbox"/>	ST <input type="checkbox"/>	HT <input type="checkbox"/>
<input type="text"/>	Act <input type="checkbox"/>	Pass <input type="checkbox"/>	T <input type="checkbox"/>	LSP <input type="checkbox"/>	ST <input type="checkbox"/>	HT <input type="checkbox"/>
<input type="text"/>	Act <input type="checkbox"/>	Pass <input type="checkbox"/>	T <input type="checkbox"/>	LSP <input type="checkbox"/>	ST <input type="checkbox"/>	HT <input type="checkbox"/>

Other Witnesses to Intervention:

De-escalation Techniques used:

Verbal Support

☐

Space Given

☐

Reassurance

☐

Redirection

☐

Calm Talking

☐

Time Out

☐

Planned Ignoring

☐

Distraction

☐

Other:

Response to De-escalation:

Positive

☐

Negative

☐

Reasons for Intervention:

Immediate /potential danger to child:

☐

Immediate/potential danger to others

☐

Serious damage to property:

☐

Other

(please state):

What happened prior to intervention:

**Techniques used in Intervention:**


**Position:** Standing ☐ Sitting ☐ Ground ☐

Is the intervention an agreed strategy linked to the Behaviour Management Plan? Yes ☐ No ☐

**Details of Incident:**

Duration of Incident: Hours  Minutes   
Duration of Intervention: Hours  Minutes

**Medical Intervention:** (please indicate all appropriate areas):

Breathing monitored: Yes <input type="checkbox"/> No <input type="checkbox"/>	Circulation monitored: Yes <input type="checkbox"/> No <input type="checkbox"/>
Injuries to pupil: Yes <input type="checkbox"/> No <input type="checkbox"/>	Injuries to staff: Yes <input type="checkbox"/> No <input type="checkbox"/>
If so, what?	If so, what?
Accident form completed? Yes <input type="checkbox"/> No <input type="checkbox"/>	Violence to employees form completed? Yes <input type="checkbox"/> No <input type="checkbox"/>
Seen by: F/Aider <input type="checkbox"/> GP <input type="checkbox"/> School Nurse <input type="checkbox"/> Casualty <input type="checkbox"/>	Seen by: F/Aider <input type="checkbox"/> Casualty <input type="checkbox"/> GP <input type="checkbox"/>

**Action taken after the incident:**

Alterations made to behaviour plan: Yes ☐ No ☐

If so, what?

Staff debrief completed: Yes ☐ No ☐  
(completed by the Head Teacher/Deputy Head Teacher)

Pupil debrief completed: Yes ☐ No ☐

Staff signature(s):  Date:

Head Teacher Signature:  Date:

Notifications:

BURNT TREE PRIMARY SCHOOL  
PHYSICAL INTERVENTION LOG BOOK