



Westfield School - HIVE Physical Intervention

Rationale

Successfully supporting the management of pupils who present challenging behaviour is a core function and key feature of the HIVE. Implicit in this support is the appropriate use of physical intervention. In order to ensure that all pupils and staff are able to work together in a safe, secure and happy environment it is necessary to have in place a clear policy, an agreed set of principles and an understood set of procedures guiding the best practice of behaviour support and in particular the safe use of physical intervention.

The key purpose of physical intervention is to provide a pupil with assisted self-control whilst maintaining pupil safety, dignity and respect.

Legal framework

The Education and Inspections Act 2006 empowers school staff to use 'reasonable physical force' to prevent a pupil from:

- committing an offence;
- causing injury to self or to others; or
- compromising the maintenance of good order and discipline at the school.

Please refer to -

DfE Use of reasonable force (July 2013)

Behaviour and discipline in schools (Jan 2016)

The term 'reasonable' is determined by the circumstances of each individual case. To be judged lawful the degree of force must be proportionate to the seriousness of the behaviour or the consequence it is intended to prevent. The degree of force and the duration of application must be the minimum required to bring about the desired result. Good practice requires physical intervention to be reasonable, proportionate and absolutely necessary.

Legal justification can be assessed by addressing the following questions:

- Is it clear how the physical intervention will help the pupil concerned?
- What steps have been taken to reduce the need for using physical intervention in the future?

Physical intervention used as punishment or to force an issue is unlawful.

Definition of physical intervention

All staff must be aware of the distinction between physical touch as used appropriately in everyday school situations to support, encourage or comfort a pupil and the use of force to restrict pupil movement or disengage from a pupil who presents a clear risk of injury.

Physical intervention refers to a range of prescribed physical actions used as planned techniques in response to challenging behaviour as presented by a pupil. Restrictive physical intervention will involve

direct physical intervention to limit or restrict pupil movement or mobility. Physical intervention implies adult force against pupil resistance and is therefore qualitatively different from other forms of physical contact such as physical prompting or support. The main types of physical intervention:

- direct bodily contact and intervention used by a staff member on a pupil. An example would be holding a pupil by the arm to stop self-injury
- the use of materials or equipment to restrict pupil movement for behavioural reasons. For example: an educational visit
- carrying a child constitutes 'control' other than in exceptional situations this will not be an acceptable way to move a pupil.

Other types of physical contact not defined as physical intervention include:

- physical prompting- physical guidance to assist a targeted pupil response related to learning a new skill
- physical contact- other non-restrictive contact brought about by educational, therapeutic or personal care related reason. Examples could include delivery of a physiotherapy programme

Definition of seclusion

Seclusion is where a person is forced to spend time on their own against their will.

2010 Guidance states that – 'The use of seclusion is a form of physical intervention and should **only** be considered in exceptional circumstances and should always be proportionate to the risk presented by the pupil'.

Seclusion rooms must only be used in 'exceptional' circumstances, when a young person's behaviour is so persistent and targeted that the only way to maintain their safety, and that of others, is to remove them to a place where risk can be reduced and the person supported. The use of a seclusion room would only be used as a last resort when staff can no longer maintain a safe environment.

Principles

- whenever a room is used for the purpose of seclusion, the situation will be kept under permanent close review to monitor and support
- the pupil should remain in the room for the minimum amount of time necessary, if this exceeds the amount of time staff would expect for each individual pupil during any one incident, a SLT member must be called
- the paramount consideration in any decision should always be the best interests of the young person
- the use of seclusion rooms will be part of the pupils' individual behaviour support plan
- at no time will the door be locked
- every incidence of use of a seclusion room will result in recording the incident

Some pupils may be taught to request time alone as a strategy to help manage their own behaviour. When this is the case, the pupil must have a Personal Support Plan (PSP) to reflect this; a self-withdrawal form will be completed.

Risk assessment

Some pupils will behave in ways that make it necessary for staff to use physical intervention to reduce the risk of self-injury, injury to others or damage to property. All such identified behaviour will be subject to the school's procedures for risk assessment.

Planned physical intervention must be part of a pupil's PSP which will include the use of other non-intrusive strategies collectively designed to reduce the risk posed by challenging behaviour.

On occasions, a young person may behave in an unexpected way and may not have a Personal Support Plan, the duty of care still remains.

Recording and reporting the use of physical intervention

- all physical intervention will be avoided unless there is a cogent reason for using it
- all staff will make and evidence decisions that we believe to be in the best interest of the pupils in our charge
- all planned physical intervention will be part of a pupil's PSP and agreed as such at the EHCP Interim/Annual Review meeting with parents/carers
- progress of and changes to the PSP will be part of all subsequent annual review reporting
- all detailed recording of incidents involving physical intervention (planned and unplanned) will be in line with school policy

Staff training

All staff within the HIVE will receive Team-Teach training on behaviour support, including the appropriate and safe use of physical intervention and will then receive regular refresher training.

All staff completing the programmes will be assessed and must demonstrate sufficient understanding and practical ability to use appropriately, confidently and competently the identified physical intervention techniques.

Related policies and guidance

- Behaviour policy
- Safeguarding policy
- Policy on Anti-bullying
- Guidance on Risk Assessment
- Complaints Policy

Policy review agreed:

The policy will be reviewed annually.